



**SAMUEL  
MERRITT**  
UNIVERSITY

**SCHOOL OF NURSING  
RN TO BSN PROGRAM**

# **Scholar's Handbook**

**2019-2020**



Designated Watson Caring Science Academic Affiliate

August 1, 2019



Dear RN to BSN Scholars,

Welcome to Samuel Merritt University's RN to BSN Program! The program faculty and staff are honored that you chose our program and are eager to help you navigate new systems and achieve program outcomes. The purpose of our program is to help registered nurses:

- *Discover their vision*
- *Find their voice*
- *Tell their story*
- *Own their practice*

Our faculty and staff are only a phone call or e-mail away. But I have one caveat for you! In your professional life, you would never act on anyone's verbal say-so. You'd check the policy or the order. Samuel Merritt University wants to support your good habits! Please rely on:

**Samuel Merritt University's official written policies and procedures published in:**

- [SMU Catalog and Student Handbook](#)
- [SMU Website](#)

**Program and course policies are published in:**

- Course Syllabi Online in each of your [Canvas Courses](#)

This handbook includes selected information from the ***SMU Catalog and Student Handbook*** to support your transition period into our program. Again, welcome to Samuel Merritt University. Our team is eager to partner with you in this exciting new stage of your career and remains firmly committed to your success.

Sincerely,

A handwritten signature in blue ink that reads "Paulina Van Ph.D., RN, CNE".

Paulina Van, Ph.D., RN, CNE  
Professor and Chair  
RN to BSN Program

## RN-BSN STUDENT POST-ADMISSION CHECKLIST

All incoming scholars must complete the [Student Health Requirements](#). Please visit the [www.samuelmerritt.edu/StudentHealthPortal](http://www.samuelmerritt.edu/StudentHealthPortal) to enter your health information, as well as upload all the required supporting documents. There is an instructional guide at this site also. All health information must be submitted online as soon as possible after being accepted into the program—30 days before classes start to avoid registration holds.

Did you....

- Upload the requirements for student health into the Medica Student Health Portal system? <https://studenthealth.samuelmerritt.edu>
- Forward your SMU email to your personal email account if desired?
  - **All email communication from the School of Nursing and the RN to BSN Program will be sent to your SMU email address.**
  - **Always communicate with faculty and staff using your SMU email. Personal email messages are not recommended.**
- Complete the background check and drug abuse testing?
- Pay your fees?
- Register for classes? Registration is available at Quick Links/SMURF on the university website. To view the online registration and troubleshooting user guide [click here](#).
- Purchase any required course textbooks?
  - Book list and purchase options are available at the **SMU BOOKSTORE** or books can be ordered online from vendors such as Amazon or Online.

**Call Student Services Personnel listed below for questions about: 510-879-9289**

- Counseling Services
- Tutors
- Financial aid
- Tuition payment issues
- Registration issues
- Access to SMU email
- Access to CANVAS (**For Canvas questions dial: 888-233-7764**)
- Student Support Clinics

## **CAMPUS LOCATIONS**

**Kathryn Ward, Assistant Director, Student Services  
Oakland Campus—510-879-9200 x7303**  
3100 Summit Street, 3<sup>rd</sup> Floor, Oakland, CA 94609

**Robyn Heise, Student Services Coordinator  
Sacramento Campus—916-646-2784**  
2710N Gateway Oaks Dr., 2<sup>nd</sup> Floor, Sacramento, CA 95833

**Bukola Adesokan-Cobb, Student Services  
Coordinator San Francisco Peninsula  
Campus—650-292-5564** 1720 S. Amphlett Blvd, Suite  
300m, San Mateo, CA 94402

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The RN to BSN program is designed to support working Registered Nurses who want to earn a BSN. The program is offered on our campuses in Oakland and Sacramento when there are sufficient applications. Admission is in spring, summer, and fall semesters. The program is part time (6 units per semester) over five semesters (20 months). Scholars are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

## **RN TO BSN PROGRAM DESCRIPTION**

Samuel Merritt University's RN to BSN program is designed to help working RNs gain the knowledge, skills, and attitudes needed to change health care delivery. As a RN-BSN scholar, you will start the program with a meditation course to help strengthen your therapeutic presence and enrich your self-care practices. You will deepen your knowledge of the evidence and science that supports expert nursing care. You will hone your communication and teamwork skills. Because much of the health care system is designed for industry rather than patients, we will build your confidence and leadership skills to transform delivery systems into healing environments.

## **RN TO BSN PROGRAM Goals and Philosophy**

### **How we teach**

- With a focus on meaningful content applicable to nursing practice
- With passion and enthusiasm
- With compassion, love, and commitment
- With role modeling of professional values
- With active and effective technology-enhanced strategies
- With creative strategies to promote multiple ways of learning and knowing
- With a focus on the diverse strengths and experiences of each learner

### **How we assess learning**

- By using planned assessments and structured feedback
- By using valid rubrics and guidelines
- By maintaining high standards for both teachers and learners

## PROGRAM LEARNING OUTCOMES

The RN to BSN nursing program builds on a foundation of science and liberal arts, strengthens professional practice, and provides a foundation for graduate study. Based on the School's philosophy and purposes, upon graduation, RN to BSN scholars will:

1. Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
2. Integrate theory, research and knowledge from nursing, the physical, behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, and health care system colleagues.
4. Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients.
5. Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.
6. Analyze the effects of changing social, cultural, legal, economic, global political and ethical trends on healthcare policy, financing and regulatory environments.
7. Collaborate effectively with multidisciplinary practitioners to promote illness prevention and the health and welfare of individuals, families and communities.
8. Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets clients' health care needs.
9. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
10. Use emerging health care information technologies to evaluate client care and advance client education.
11. Articulate a philosophy of self-care and professional development.

## RN TO BSN DEGREE REQUIREMENTS

Registered Nurses with an Associate Degree who wish to obtain a Baccalaureate Degree in nursing may apply to the RN to BSN Program. RN graduates from diploma programs will be evaluated individually. Successful completion of a criminal background check, required health forms, and BLS for Healthcare Providers is also required prior to matriculation (See "Background Check Policy, page 133 of the 2016-2017 SMU Student Catalog). Normally, all program credits (30) must be completed in residence. The requirements for admission to the program are:

- An Associate Degree in Nursing
- An unencumbered CA RN license (has not been restricted by the CA BRN)
- 70 transferable semester credits—all credits counting toward the Associate Degree in nursing are transferable
- Employed as a Registered Nurse
- Minimum recommended GPA of 2.5 (4-point scale)
- Two letters of recommendation attesting to clinical expertise and readiness to enroll in a RN to BSN program

## RN TO BSN GRADUATION REQUIREMENTS

- Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 2.0
- Satisfaction of the program's residency requirement (currently 30 credits)

## CURRICULUM OVERVIEW

Education for the professional nurse builds on the liberal arts and sciences and skilled nursing practice, values, and attitudes. The RN to BSN curriculum is grounded in Caring Science, and applicable knowledge and theory from nursing and other disciplines. The RN to BSN program is a part-time program with sequential coursework. Scholars are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

<b>TERM ONE</b>	<b><i>Caritas Processes: 1) Loving Kindness 2) Authentic Presence/ Honor Others</i></b>	
GENED 410	Mindfulness Based Stress Reduction	2.0
GENED 431	Applied Research & Statistics I	1.0
GENED 440	Health Policy I	1.0
NURSG 460	<u>Quality, Safety &amp; Leadership I</u>	<u>2.0</u>
	Total	6.0
<b>TERM TWO</b>	<b><i>Caritas Processes: 3) Nurture Transpersonal Practices 4) Trusting Relationships</i></b>	
GENED 432	Applied Research & Statistics II	1.0
GENED 442	Health Policy II	1.0
GENED 456	Genetics & Genomics	2.0
NURSG 470	<u>Community/ Public Health Nursing I</u>	<u>2.0</u>
	Total	6.0
<b>TERM THREE</b>	<b><i>Caritas Processes: 5) Authentic Listening 7) Teaching within Others' Frame</i></b>	
GENED 433	Applied Research & Statistics III	1.0
NURSE 450	Nursing Science I	1.0
NURSG 464	Quality, Safety & Leadership II	2.0
NURSG 472	<u>Community/ Public Health Nursing II</u>	<u>2.0</u>
	Total	6.0
<b>TERM FOUR</b>	<b><i>Caritas Processes: 6) Arts &amp; Sciences in Caring 8) Create Healing Environments</i></b>	
NURSG 434	Applied Research & Statistics IV	2.0
NURSG 452	Nursing Science II	2.0
NURSG 466	<u>Quality, Safety &amp; Leadership III</u>	<u>2.0</u>
	Total	6.0
<b>TERM FIVE</b>	<b><i>Caritas Processes: 9) Tend Basic Human Needs 10) Open to Mystery &amp; Unknown</i></b>	
NURSG 454	Nursing Science III	2.0
NURSG 468	Quality, Safety & Leadership IV	2.0
GENED 490	<u>Health &amp; Illness in the Humanities</u>	<u>2.0</u>
	Total	6.0
	<b>Total Units</b>	<b>30</b>

## RN TO BSN COURSE DESCRIPTIONS

### **GENED 410 Mindfulness Based Stress Reduction**

The central focus of this course is training in Mindfulness Based Stress Reduction (MBSR). Informed by a mind/body practice and an in-depth personal exploration of meditative awareness in everyday life, the place of the meditative mind in professional practice is explored. Scholars develop their capacity to become aware of, deliberately cultivate, and use intrinsic qualities in their personal and professional relationships. These qualities include non-judgmental awareness, concentration, openness, flexibility, equanimity, wisdom, warmth, and compassion for self and others and lead to a deeper appreciation of interdependence and connectedness in our daily lives. Research on benefits of MBSR and professional recommendations for using MBSR to support therapeutic presence and create safer healing environments is introduced. This is a face-to-face course with a small online component. 2 Units

### **GENED 431 Applied Research & Statistics I**

This course is the first in a four-part series for understanding research findings. Scholars learn the components of a research article. Basic statistical principles for reading quantitative research are introduced with an emphasis on understanding descriptive research. This is a blended course with required online and face-to-face components. 1 Unit

### **GENED 432 Applied Research & Statistics II**

This course is the second in a four-part series for understanding research findings. Scholars are introduced to computerized search processes for published research studies. The focus of this course is concepts of inferential statistics. Scholars learn to interpret p-values, effect sizes, power, and confidence intervals. This is a blended course with required online and face-to-face components. 1 Unit

### **GENED 433 Applied Research & Statistics III**

This course is the third in a four-part statistics series for understanding research findings. Basic statistical principles for parametric and non-parametric testing are introduced. Scholars examine experimental studies and identify relationships between research hypotheses and study results. This is a blended course with required face-to-face and online components. 1 Unit

### **NURS 434 Applied Research & Statistics IV**

This course is the final course in a four-part series for understanding research findings. Qualitative and quantitative designs, purposes, and terms are introduced. Concepts of evidence-based practice, including hierarchies of evidence and a format for clinical questions are introduced. Key concepts for understanding systematic reviews of the literature, meta-analysis, and meta-synthesis are introduced. Scholars conduct computerized searches for clinical guidelines and research evidence that address a select PICOTS question and summarize findings to effectively communicate practice applications for a quality or safety problem. This is a blended course with both online and face-to-face components. 2 Unit

## RN TO BSN COURSE DESCRIPTIONS (continued)

### **GENED 440 Health Policy I**

The first course in this two-part series exploring health policy introduces the historical, political, and economic forces that shape the US health care system together with current mechanisms for reimbursing health care services. Social values including choice and social justice are discussed in relationship to challenges facing health care delivery in the United States. Scholars read health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions, paying particular attention to research on access, costs, and outcomes. This is a blended course with required face-to-face and online components.

1 Unit

### **GENED 442 Health Policy II**

The final course in this series exploring health policy compares research findings on access to health insurance and health care, quality of care, aggregate health outcomes, and costs of health care in the United States and other countries. Scholars learn how to improve policy that affects health through participation in community organizations. Scholars continue reading health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions. This is a blended course with required face-to-face and online components.

1 Unit

**NURSG 450 Nursing Science I** The first course in this three-part series assesses the scholars' knowledge required to recognize common responses to human health problems, identify gaps, and establish communities of learning. Scholars investigate the inter-relatedness of the unitary human being including the physical, emotional, mental, and spiritual dimensions.

Scholars learn to recognize common underlying dysfunctions, the interrelatedness of body systems, and how these manifest in the patient at the point of care. This is a blended course with required face-to-face and online components. 1 Unit

### **NURSG 452 Nursing Science II**

The second course in this three-part series focuses on the integration of pathophysiological and pharmacological knowledge to address conditions commonly encountered in the continuum of care. Scholars learn patient centered care and best practices using a unitary caring science approach. This is a blended course with required face-to-face and online components. 2 Units

### **NURSG 454 Nursing Science III**

The last course in this three-part nursing science series focuses on complex and multisystem dysfunction encountered in the continuum of care. Scholars apply patient centered care and best practices using a unitary caring science approach. This is a blended course with required face-to-face and online components. 2 Unit

## RN TO BSN COURSE DESCRIPTIONS (continued)

### **GENED 456 Genetics & Genomics**

Scholars evaluate knowledge and attitudes about genetics and genomics; explore educational interventions that enhance literacy in genetics and pedigree analysis; examine the risks and benefits of genetic testing; discuss the ethical, legal, social, and privacy issues related to emerging technologies such as direct-to-consumer marketing of genetic tests, pharmacogenomics, and epigenetics. Related ethical, legal, and social implications that affect resource allocation and health policy are discussed. This is a blended course with online and face-to-face components. 2 Units

### **NURSG 460 Quality, Safety & Leadership I**

The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The first course in this four-part series focuses on self-knowledge, ethics, and informatics. Scholars complete a variety of instruments to identify preferences and develop communication and teamwork skills, especially with those who have markedly different preferences. Using the American Nurses' Association Code of Ethics for Nurses as a framework, scholars explore professional challenges associated with meeting the four key components of the professional nursing role: clinician/ practitioner, teacher-learner, leader, and scientist. The informatics component focuses on emerging technologies used to record, retrieve, and critically analyze clinical data to improve nursing care. This is a blended course with required face-to-face and online components. 2 Units

### **NURSG 464 Quality, Safety & Leadership II**

The chief purpose of leadership in the health care industry is to ensure safe, quality patient care. The second course in this four-part series focuses on organizational missions, cultures of safety, models of change, and aggregate outcomes. Scholars identify datasets used to evaluate practice against standards, identify a local quality or safety problem, and begin their e-portfolio. This is a blended course with required face-to-face and online components. 2 Units

### **NURSG 466 Quality, Safety & Leadership III**

The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The third course in this four-part series focuses on national and international patient safety goals and local quality improvement initiatives. Governmental and voluntary agencies that regulate health care are introduced. Scholars investigate organizational cultures and inter-professional teamwork strategies to lead change and support health work environments. This is a blended course with both face-to-face and online components. 2 Units

## RN TO BSN COURSE DESCRIPTIONS (continued)

### **NURSG 468 Quality, Safety & Leadership IV**

The chief purpose of leadership in the healthcare industry is to promote healthy work environments that deliver safe, quality patient care. The final course in this four-part series focuses on developing the knowledge, skills and attitudes to transform health care delivery in the United States. Scholars finalize practice improvement projects, share them with clinical partners, and design a project evaluation. This is a blended course with required face-to-face and online components. 2 Units

### **NURSG 470 Community/ Public Health Nursing I**

This course introduces the concept of community as client. Scholars learn about the special needs of vulnerable populations across the lifespan. The focus is on assessing the health of a population. This is a blended course with required face-to-face and online components. 1 Unit

### **NURSG 470L Community/ Public Health Nursing I Practicum**

Scholars use the 45-hour clinical practicum to develop relationships within an agency, to cultivate partnerships within a community, and to complete a comprehensive assessment of a community. This course is face-to-face. 1 Unit

### **NURSG 472 Community/ Public Health Nursing II**

This course focuses on principles of epidemiology. Scholars learn to assess, promote and maintain the health of communities. Organizational and community assessments are refined and used to increase awareness of available resources. The concept of community resilience is explored in relation to planning and organizing community health initiatives. The course culminates in an evidence-based plan for improving the health of a community. This is a blended course with required face-to-face and online components. 1 Unit

### **NURSG 472L Community/ Public Health Nursing II Practicum**

Scholars use the 45-hour clinical practicum to conduct screenings, analyze disease incidents, provide health education, and implement interventions that are based on a comprehensive assessment. The assessment and plan is disseminated within the organization. This course is face-to-face. 1 Unit

### **GENED 490 Health & Illness in the Humanities**

Scholars explore how normative and deviant behaviors surrounding birth, life, suffering, and death are shaped in art—primarily novels, films and plays. Historical and cultural roles of caring for the sick and caring for souls are examined in relationship to a society's literature and its understanding of personhood and community. This is a blended course with face-to-face and online and components. 2 Units

## **RN to BSN PROGRAM FACULTY & STAFF**

**Dian Baker, PhD, APRN-BC, PNP, Adjunct Associate Professor**

BSN, California State University Chico; MSN, California State University Sacramento; PhD, University of Hawaii

**Brandy Beazley, MSN, RN, Assistant Professor**

BA, San Francisco State University; MSN, University of California, San Francisco

**Mark Beck, DNP, CENP, RN-BC, Assistant Professor**

Diploma, LA County Medical Center School of Nursing; BS, Loyola Marymount University; MS, Azusa Pacific University; DNP, University of San Francisco

**Monica Bourke, MSN, RN, Adjunct Instructor**

Diploma, Good Samaritan Hospital, School of Nursing; BA, Xavier University; MSN, Loyola University

**Trish Brennan, PhD, RN, Professor**

BSN, Emory University; MSN, University of California, San Francisco; PhD, University of California, San Francisco

**Damir Ceric, MA, Instructor**

BA, University of Missouri, St. Louis; MA, San Jose State University

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**Melody Cibock, MSN, RN, Adjunct Instructor**

BSN, Loyola University Chicago, MSN, Loyola University Chicago

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## **RN to BSN PROGRAM FACULTY & STAFF (continued)**

### **Kathryn Lucas, MA, Adjunct Instructor**

AAS, Ventura College; BS, University of Arizona; MA, San Francisco State University

### **Richard MacIntyre, PhD, RN, FAAN, Professor**

AAS, Santa Barbara City College; BS, Sacramento State University; MS, PhD, University of California, San Francisco

### **Melissa Mazor, PhD, RN, Adjunct Assistant Professor**

BA, University of California Berkeley; MSN, University of California San Francisco; PhD, University of California San Francisco

### **Joyce Mikal-Flynn, RN, Adjunct Associate Professor**

BSN, University of San Francisco; MSN, California State University, Sacramento; FNP Program, University of California, Davis; EdD, St. Mary's College of California

### **James Mitchell, PhD, Adjunct Assistant Professor**

BA, Lock Haven University; MA, Duquesne University; PhD, California Institute of Integral Studies

### **Uzoamaka Nwankpa, MSN, RN, Instructor**

AA, Broward Community College; BSN, Barry University; MSN, Grand Canyon University

### **Donna Odierna, DrPH, Adjunct Assistant Professor**

BA, State University of New York Stony Brook; MS, California State University San Francisco; DrPH, University of California Berkeley; Post Fellow, University of California San Francisco

### **Bridget Parsh, EdD, MSN, RN, CNS, Adjunct Assistant Professor**

BSN, University of San Francisco; MSN, California State University, Sacramento; EdD, University of San Francisco

### **Marcus Penn, PhD, MD, CYT. Adjunct Instructor**

BS, Morehouse College; MD, Howard University College of Medicine; C.Y.T., Niroga Institute

### **Myika Ramirez, MSN, RN, Assistant Professor**

BSN, University of Pennsylvania; MSN, University of Pennsylvania

### **Bobbie Richards, MA, RN, Instructor, Operations Manager**

Diploma, Saint Joseph's College of Nursing; BS, Saint Joseph's College; MA John F. Kennedy University

### **Lindsay Sandberg, MSN, RN, Adjunct Instructor**

BS, University of California, Los Angeles; MS, University of California, San Francisco

## **RN to BSN PROGRAM FACULTY & STAFF (continued)**

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BSN, California State University San Francisco; MSN, California State University Sacramento; PhD, University of California San Francisco

**Wendie Skala, BSN,, MS, RN, Adjunct Instructor**

BSN, San Jose State University; MSN, Air Command and Staff College, Maxwell AFB

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**Katherine “Kate” Tate, MN, RN, CNS, BC, CPHON**

BSN Humboldt State; MSN University of Washington; Post-Masters’ Parent Child Clinical Nurse Specialist, California State University Dominguez Hills

**Manuel Torres, PhD, Adjunct Assistant Professor**

AA Contra Costa College; BA, San Francisco State University; PhD, University of California, Davis

**Paulina Van, PhD, RN, CNE, Professor**

BSN, University of San Francisco; MS, PhD, University of California, San Francisco

**Alice Vestergaard, EdD, CHES, Instructor**

BA, University of California, Los Angeles; MS, San Francisco State University; MBA, National University; EdD, Nova Southeastern University

**Radhiya Walther, MSN, RN, Adjunct Instructor**

AA, Bronx Community College, BSN, Florida International University; MSN, Florida Atlantic University

## HOW TO FIND PEOPLE

- Go to [Samuel Merritt University Webpage www.samuelmerritt.edu](http://www.samuelmerritt.edu)
- Scroll to the bottom
- Click [Online Directory](#)

## WHO DOES WHAT—(*Director & lead faculty in bold italics*)

Administration/ Operations	<b><i>Dr. Paulina Van, Dr. Mark Beck</i></b> , Ms. Bobbie Richards,
Community Health	<b><i>Dr. Kate Shade</i></b>
Genetics	<b><i>Dr. Trish Brennan</i></b>
Health Policy	<b><i>Dr. Trish Brennan</i></b>
Humanities	<b><i>Dr. Mark Beck</i></b>
Leadership	<b><i>Dr. Mark Beck</i></b>
Mindfulness	<b><i>Dr. Alice Vestergaard</i></b>
Nursing Science	<b><i>Dr. Mark Beck</i></b>
Research/ Stats	<b><i>Prof. Damir Ceric</i></b>

## PROGRAM POLICIES

### ATTENDANCE

Punctuality and attendance for the entire class session are expected for both student success and group cohesion. Please arrive at least 10 minutes before the start of class.

- **UNPLANNED ABSENCES**

Unplanned student absences **MUST** be discussed with the instructor(s) and include the following:

- A short-term serious and compelling medical condition
- Death or serious illness in the immediate family (i.e., parent spouse, sibling or child)

The student is responsible for contacting the instructor before the class absence or as soon as possible after the missed class period. Official documentation of the reason for the absence (e.g., obituary, funeral program) must be presented to the instructor(s) upon returning to class. In the event the student's unplanned absence

## PROGRAM POLICIES (continued)

is authorized and makeup work is allowed, missed papers, presentations, tests and/or homework assignments should be made up by the date/time agreed upon with the faculty. Students with extensive absences should recognize the consequences of missed class on both their learning and grade.

- **PLANNED ABSENCES**

A planned or unexcused absence may include but is not limited to the following:

- Wedding (self or others)
- Shower party (self or others)
- Non-family funeral,
- Sports events for family members/children,
- Family member surgery,
- Back to school nights for family/children,
- Vacations,
- Family relocation,
- Cosmetic surgery,
- Employer required activity.

All of these are examples of **UNEXCUSED** absences.

Students may request approval to attend one class session on another campus site other than their home location, if unable to attend at their home location. The student is responsible for requesting approval from the instructors at their home location and obtaining permission from the instructor(s) at the campus they plan to attend the one class session, as soon as possible but not less than a week in advance of the planned absence. This is an option for the occasional planned absence.

A change in campus location requires a formal written request by the Scholar and must be approved by the Program Chair, the faculty involved, the Registrar, and can only occur before the start of a new semester.

When a student is absent for an extended period, a viable make-up plan may not be feasible. In these circumstances, other options such as an assigned grade of an “incomplete,” dropping the class or withdrawing from the University may be appropriate.

Faculty have the obligation to limit both class activities/assignment and official University sponsored activities that require a student to miss other classes. Student absences for University sponsored (e.g., attendance at a regional or national conference) should be authorized only when (1) the event is sponsored by the University; (2) the student represents the University at the event; and (3) the student provides written documentation of points one and two to the instructor at least two weeks prior to the event. In anticipation of authorized absences due to University- sponsored activities students may submit their assignments to the instructor, following the assignment guidelines, prior to the absence. This includes papers, presentations tests, and/or homework assignments.

(adapted from Fresno State University <http://www.fresnostate.edu/mapp/documents/apm/232.pdf>)

## PROGRAM POLICIES (continued)

### **MAKE-UP WORK POLICY**

Faculty policies on attendance and make-up work must be clearly stated on the course syllabus and consistently applied. Faculty should make reasonable accommodation for authorized student absences. Faculty are expected to allow make-up work for authorized student absences, provided there is not an unreasonable number of authorized absences during the semester and provided make-up work can be accomplished without substantial additional cost in time or resources to the academic department or the instructor. It must be recognized that not all learning activities and exercises during class times and laboratory times can be replicated. In such cases, students are at risk when they are absent.

When a student is absent on a repeated basis and/or for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other options such as an assigned grade of an “incomplete,” dropping the class or withdrawing from the University may be appropriate.

(adapted from Fresno State University

<http://www.fresnostate.edu/mapp/documents/apm/232.pdf> )

### **ABSENCE DUE TO MILITARY SERVICE**

All students are entitled to leaves of absence from their studies in order to engage in military service as is authorized by federal law without loss of status. Faculty shall work with the student to find a reasonable accommodation for such absences. Student engaging in military service are required to give notice of such service in advance in writing to the instructor for each of their classes, either in person or through an appropriate officer of the uniformed service in which the service will be performed, except in extraordinary circumstances. No advance notice is required if the giving of such notice is precluded by military necessity (as per regulations prescribed by the Secretary of Defense). Faculty at their discretion may require homework, presentations, reports, papers, and projects to be turned in ahead of or after the missed classes and examinations to be taken before or after the planned or unplanned military absence.

The decision to grant access to materials from missed lectures lies with the faculty who sets the attendance policy for the course and has the authority to determine the circumstances under which accommodations for absences are permitted.

(adapted from Oklahoma State University

<https://stw.sp.okstate.edu/policies/Shared%20Documents/Attendance%20Policy%20for%20Students.pdf> )

### **CANVAS (ACCESSING ONLINE CONTENT)**

Scholars are expected to access Canvas every few days. Contact Canvas support if assistance is needed to resolve technical issues (**888-233-7764**). Inform the instructor in writing of unresolved issues well before assignments are due. To receive important announcements from faculty, subscribe to automatic notifications in Canvas during the first week of the course.

## PROGRAM POLICIES (continued)

SMU makes many Canvas resources available to you:

- Canvas provides 24/7 live support, by telephone (888-233-7764) and [Getting Help With Canvas](#)
- Canvas publishes excellent FAQs, both as articles in the [Canvas Student Quickstart Guide](#).
- Here is a [short document on Canvas](#) with information on computer requirements for using Canvas. [Canvas Student Guide](#)

If you have tried these resources and still need 1:1 help, you can set up an appointment with an Academic & Instructional Innovation (A&II) expert. You can phone the SMU Service Desk directly at 510-907-2555

### COMPLAINT, DISPUTE RESOLUTION, AND GRIEVANCE POLICY

The University definitions and policies related to complaint, dispute, and grievance can be found by searching on these terms in the [Student Catalog](#)

### DISPUTE RESOLUTION PROCESS—RN to BSN PROGRAM Suggestions for Success

- Work directly with the person involved.
- After class is not a good time to initiate difficult conversations as many faculty members are getting ready to teach another class. Scholars also need a break between classes. Ask the faculty member about meeting or scheduling a time to talk on the phone or via email.
- Remember that professional communication is an expectation of all parties. Venting and social media rants are not part of professional communication.
- The following steps are recommended for initial communication of issues in the RN to BSN Program. This is considered the “informal” part of the process. Most issues can be resolved informally.

#### First Step—Write SBAR

Write an SBAR within 48 hours of the precipitating event. An SBAR does the following:

- Presents issue in organized framework
- Includes relevant context
- Separates the writer’s assessment from the other steps
- Specifies the “ask”
- Helps keep the issue primary and the emotional impact secondary

#### Second Step—Email SBAR

Email the SBAR to the faculty member and ask if they have time to discuss over the phone or in person before class.

#### Third Step—Dialogue

Allow a sufficient amount of time for dialogue. This often requires 2-3 weeks of communication. Understand that some policy issues cannot be addressed by the faculty member. If course or program policy comes up during your conversation, the **lead faculty** may need to be involved.

## PROGRAM POLICIES (continued)

### Fourth Step—Decisions/ Program Director

Decisions about grades rest with the faculty. Disputes about grades that do not result in failing the course should only be escalated to the program chair when the scholar believes the faculty acted in an arbitrary or discriminatory manner. For other issues not resolved after serious communication with the faculty, email the original SBAR along with related email discussion threads to the program director. Again, this step can take a few weeks, especially if the program director needs to take a policy to the faculty for consideration. If needed, see the University Catalog for the formal resolution process.

### DUE DATES & LATE WORK

**Except for “tickets to class,” all assignments are due Sundays at 11:59 pm.**

1. Late quizzes, discussion posts, and discussion responses receive zero points.
2. The highest grade possible for other late assignments (papers, projects, etc.) is 75%. **Late assignments must be submitted within 1 week of the due date to reduce workload impact to the faculty and student learning .**
3. Timely submission of assignments ensures that faculty will have sufficient time to evaluate student work. Submit assignments early to avoid penalties.
4. **NO CLASS WEEKS:** Throughout the five term RN to BSN program, there may be some weeks during the semester that are designated “No class” weeks. These are weeks when students will not have any face-to-face classes, and are not required to come to a physical location for class. However, a “no class” week does **not** mean that a student has a “free” week with no assigned course work. Students are always accountable for submitting assignments on the designated due dates as specified in the Canvas learning management system.

### ELECTRONIC DEVICES

**Avoid using electronic devices, i.e. cell phones, iPads, iPods, etc., during class sessions except when instructed to do so.** The use of electronic devices during class may be used as a supplement to learning but not in a way that disrupts the learning environment or takes the student away from the learning environment.

Electronic devices are best used outside the classroom for supplemental learning.

Electronic devices are best used outside the classroom for supplemental learning.

### EMAIL

**It is essential to check your SMU email several times each week.**

- Please use the SMU email to communicate with faculty or staff.
- Please do not use Canvas messaging in assignments or in courses. Members of the faculty do not check those regularly.

## PROGRAM POLICIES (continued)

### GRADING POLICY

All RN to BSN scholars must achieve a minimum cumulative grade equaled to a 2.0 Value, 74%, or a “C” to pass a theory course.

A passing grade must be achieved in both clinical and theory components for successful completion of courses with a clinical component. Clinical grading is defined as satisfactory/ unsatisfactory. Course grading criteria is specific to each program and each class. Each syllabus will clearly state the requirements to pass the class. **Scholars are expected to read syllabi carefully.**

Final grades will be determined as follows:

94 -100%	<b>A</b>	90 - 93%	<b>A-</b>	87 - 89%	<b>B+</b>	84 - 86%	<b>B</b>
80 - 83%	<b>B-</b>	77 - 79%	<b>C+</b>	74 - 76%	<b>C</b>	70 - 73%	<b>C-</b>
67 - 69%	<b>D+</b>	64 - 66%	<b>D</b>	60 - 63%	<b>D-</b>	<60%	<b>F</b>

### Definitions

A. **Outstanding** undergraduate work defines itself. Meeting the established criteria is insufficient for this grade. The faculty recognizes that determining what constitutes outstanding work at the university level is highly subjective and based on the unique backgrounds and perspectives of individual faculty members. When the majority of undergraduate work is evaluated as outstanding, the word loses its meaning.

B. **Very Good**, above average undergraduate work. Generally, this is work that meets all or most of the established criteria and shows potential for developing greater insight. This grade is consistent with a recommendation for graduate school.

C. **Satisfactory** undergraduate work fully meets related course learning outcomes and is consistent with professional and accreditation standards expectations for baccalaureate nursing.

D. **Below Expectations** for undergraduate work (not available as a course grade)

E. **Unacceptable** undergraduate work.

### “A” grades not the norm

When the A grade is assigned to an assignment, the score is the most frequently 95%. This does not mean anyone “lost points.” 95% is a bright star equated with outstanding work. On occasion a faculty member may assign 100% - the platinum star; however, “A+” is not an available course grade at the university level and the 100% designation is rare.

## PROGRAM POLICIES (continued)

### **Student Expectations Regarding Group Work**

Some courses require small groups to prepare and submit graded assignments. Group process and teamwork are part of the academic curriculum for the program. To complete group assignments, scholars may need to schedule in person meetings, email each other, and/or talk via telephone outside of scheduled class time. The program recognizes that working in groups outside of class may present some challenges due to diverse geographies and differing work schedules. Scholars are expected to apply concepts from group dynamics and effective teams to complete assignments.

### **Rubrics**

Carefully review the grading rubric on Canvas before beginning an assignment. The faculty establishes rubrics to describe what Grade A, B, and C work looks like for each criteria. Rubric describes work at all grade levels including work that is less than satisfactory.

### **HEALTH RECORDS AND REQUIREMENTS FOR CLINICAL COURSES**

Admission requirements have been established within the University in collaboration with clinical agencies. **Scholars are responsible for all requirements at the time of admission. Scholars cannot enroll in clinical courses without complete health records.**

- **Criminal Background Check:** A background check is required for all entering scholars.
- **Drug-Test:** If required, scholars must have a clear 8-panel drug screen.
- **Live Scan:** If required, scholars must have a clear Department of Justice report. Agencies cannot share the results of a background check or live scan. Scholars may be required to complete more than one to meet the requirements of a clinical agency.

Registered Nurses are committed to the promotion of health, the prevention of illness and adherence to those principles and practices that promote safety and wellbeing for their patients and themselves. Therefore, the following policies are in accordance with the California Department of Health, Centers for Disease Control's Recommendations for Immunization for Health-Care Workers (MMWR-12/26/97/46(RR-18);(1-42) and the various clinical agencies affiliated with Samuel Merritt University.

All incoming scholars are expected to provide validated proof of compliance with all health records and all related requirements for admission as outlined in the University *Catalog* and pre-admission materials. Scholars are expected to upload all required health records into

the Student Health Portal. [Click here for Student Instructional guide to the new Student Health Portal](#)

## PROGRAM POLICIES (continued)

### **RN to BSN SCHOLARSHIP**

This scholarship is for all semesters in which you are enrolled in the RN to BSN program contingent on the following:

- Maintain cumulative GPA of at least 2.5.
- Maintain satisfactory academic progress towards your degree as defined in the SMU Catalog and Student Handbook
- Complete 6 units each semester
- Complete verification of employment status each semester. SMU does not require that you remain with your current employer, but our donors require accurate data on how funds are dispersed.
- **The scholarship does not cover tuition for any courses from which you withdraw or for courses repeated.**

By accepting this scholarship, you agree to the above conditions and you grant SMU permission to disclose your name and employer to donors. Employer information is collected on the admission application. The RN to BSN program will be responsible for affirming employers for continuing students. We will not disburse the scholarship for students with a less than 2.5 cumulative GPA. Additionally, students enrolled in less than 6 credits in a semester will not receive the scholarship.

RN to BSN scholarships will be awarded in “Offered” status. A student who accepts the award is agreeing to the terms outlined. Please do not accept RN to BSN scholarships on behalf of another student. The student must affirmatively accept the award.

### **GRADUATION FEE**

A graduation fee of \$130.00 (subject to change) will be assessed to all scholars during their final semester in the program. This is automatically applied to the student’s account by the Bursar in the Financial Aid Office.

## School of Nursing

### **Mission** *(What we currently do)*

The School of Nursing prepares highly skilled nurse clinicians and nurse leaders who promote health and well-being across diverse populations and communities, recognize the importance of *Social Determinants of Health*, and practice with compassion, kindness, and respect.

### **Vision** *(What we strive for – our inspiration)*

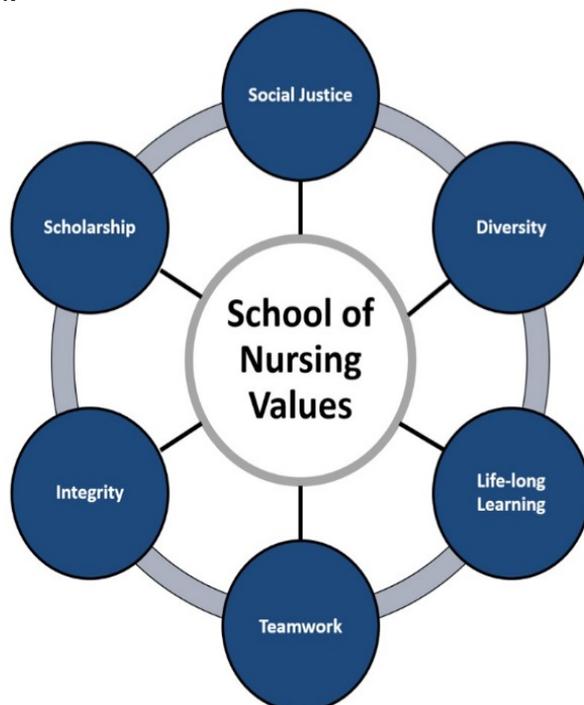
Through innovations in nursing education, we prepare nurses who will improve the health and well-being of the people and communities we serve and transform their healthcare experience through:

- *Novel partnerships and collaborations*
- *Robust interdisciplinary training*
- *Conscientious and explicit use of research and evidence*
- *Pioneering innovations in nursing education*

### **Values** *(Our guiding principles)*

The faculty of SMU School of Nursing are guided by the following values:

- *Social Justice*
- *Diversity*
- *Lifelong Learning*
- *Teamwork*
- *Integrity*
- *Scholarship*



## SCHOOL OF NURSING POLICIES

### ACADEMIC INTEGRITY AND CODE OF CONDUCT

The SoN places great importance on high ethical and moral standards. Scholars are expected to be honest and trustworthy in all aspects of their educational program. In addition to the University academic integrity policy, the following special conditions apply:

### TESTING

The faculty controls the option of seating arrangements, movement in the room, leaving the room, and stopping an exam for violation of the honesty policy. Any violation of test security will be considered an act of dishonesty (e.g., copying tests, passing information to other scholars, and looking at another student's test). Online testing security measures identify plagiarism and other forms of cheating.

### ACADEMIC PROBATION AND DISMISSAL POLICY

Scholars who do not maintain a cumulative GPA of 2.0 will be placed on academic probation. See University Catalog for full probation and dismissal policy: [Student Catalog](#)

### ACADEMIC WRITING IN NURSING (APA)

All references used in written assignments must be documented. Failure to do so is considered plagiarism and can put a student at risk for no credit for an assignment or failure of a course. Scholars are expected to complete their own assignments. Copying the work of another person is dishonest. Guidelines for the proper citation of references used in any assignment can be found in the APA Manual (usually available in the bookstore), [http://www.samuelmerritt.edu/academic\\_support/writing-support](http://www.samuelmerritt.edu/academic_support/writing-support) or the [Purdue Owl site](#). Indiana University has published resources on [how to avoid plagiarism](#). You may also wish to take advantage of Internet resources such as, [www.turnitin.com](http://www.turnitin.com) to check your own understanding or plagiarism prior to submitting a paper. Some courses require a Turnitin Assignment.

The Student Services Department offers resources for support with writing. Meet with Writing Support Services to work on common style and grammar errors, organization and citations. ... Please contact Kathryn Ward if you have questions regarding Smarthinking or any other Writing Support questions.

[www.samuelmerritt.edu/academic\\_support/writing-support](http://www.samuelmerritt.edu/academic_support/writing-support)

### ACCIDENT OR UNUSUAL OCCURRENCE

A student involved in an accident or unusual occurrence that may cause actual or potential harm must report the incident to their clinical faculty immediately. Proper documentation of the incident must be made within 24 hours and sent to the clinical faculty.

[https://www.samuelmerritt.edu/human\\_resources/occupational\\_injury](https://www.samuelmerritt.edu/human_resources/occupational_injury)

The report must also be submitted to the Program Director.

Student services designated to provide real-time support to faculty for student incidents (e.g., unprofessional behaviors, safety issues, accidents) and manage the interventions with students. Contact: Dr. Craig Elliott, Asst. VP, 510-867-8231.

## SCHOOL OF NURSING POLICIES (Continued)

### CE UNITS

Academic courses taken at a college or university do not require the SMU CE number. You document courses for the BRN CE requirement differently.

[www.rn.ca.gov/licensees/ce-renewal.shtml](http://www.rn.ca.gov/licensees/ce-renewal.shtml)

### CODE OF ETHICS FOR NURSES

The American Nurses Association (ANA) Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. You are encouraged to download a free copy of the 2nd edition of the nursing code of ethics from the American Nurses Association for your own use at <http://www.samuelmerritt.edu/library/ana>.

### CONFIDENTIALITY OF PATIENT INFORMATION

Patients in health care institutions (hospitals, nursing homes, skilled nursing facilities, out-patient clinics, etc.) have a right to privacy and confidentiality regarding information about them, including the fact that they are a patient or resident of the institution. While in the clinical setting it is possible for a student to work with, have access to, and overhear information regarding patients, physicians and others. Therefore, information scholars receive in the course of their clinical experiences is considered confidential. Release of this data (oral, written or electronic) in any manner to an individual or entity, which is not authorized to have this data, is a violation of Health Insurance Portability and Accountability Act (HIPAA) regulations.

### CONFIDENTIALITY OF STUDENT INFORMATION

Academic institutions are bound by the Family Educational Rights and Privacy Act (FERPA). FERPA mandates that we keep all student information confidential. FERPA is to scholars what HIPAA is to patients in the healthcare arenas. For more information on FERPA see:

[http://www.samuelmerritt.edu/files/forms/family\\_educational\\_rights\\_and\\_privacy\\_act\\_ferpa.pdf](http://www.samuelmerritt.edu/files/forms/family_educational_rights_and_privacy_act_ferpa.pdf)

As part of your admission process you were asked to complete a *FERPA Confidentiality of Information* form which will be kept in your student file should the university be asked about your student status. At the beginning of each program scholars are asked to sign a *Permission To Photograph* document for sharing in employer or university publications. These documents are kept in each student's school file.

## SCHOOL OF NURSING POLICIES (Continued)

### **NURSING HONOR SOCIETY**

Nu Xi At Large Chapter is a formally recognized chapter of the international nursing honor society, [Sigma Theta Tau International](#) (Sigma). The departments or schools of nursing from three universities in the San Francisco East Bay region participate in the support of Nu Xi At Large Chapter of Sigma. These institutions include: Samuel Merritt University, Holy Names University and California State University East Bay.

Undergraduate scholars at any of the three participating Universities are eligible for membership. To become a member the student must have completed at least ½ of the nursing curriculum, rank in the upper 35 percent of their graduating class or cohort and have achieved a GPA of at least a 3.0. Each semester, faculty members evaluate scholars who meet the criteria for membership. The student then receives an invitation from Sigma to join the honor society. The invitation is good for 1 year after the initial invitation. Scholars who are not invited to join during their academic program may choose to join as a Nursing Leader following graduation. For more information, please see the [Sigma web site: https://www.sigmanursing.org/](https://www.sigmanursing.org/)

## ACADEMIC CALENDAR

### SAMUEL MERRITT UNIVERSITY FIVE YEAR ACADEMIC CALENDAR

ABS N SAC, RN to BSN, and all Graduate Programs (excluding CSPM) --- all others use specific cohort calendar

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
<b>FALL TERM</b>	<b>FALL 2016</b>	<b>FALL 2017</b>	<b>FALL 2018</b>	<b>FALL 2019</b>	<b>FALL 2020</b>
Orientation --- SAC ABSN	8/8	TBA	TBA	TBA	TBA
Orientation --- OAK RN to BSN	8/23	TBA	TBA	TBA	TBA
Orientation --- SFP RN to BSN	8/25	TBA	TBA	TBA	TBA
Orientation --- SAC RN to BSN	8/26	TBA	TBA	TBA	TBA
Orientation --- OAK Graduate	9/8 -- 9/9	TBA	TBA	TBA	TBA
Classes begin	9/12/2016	9/11/2017	9/10/2018	9/9/2019	9/8/2020
Add/drop period	9/12 -- 09/23	09/11 -- 09/22	09/10 -- 09/21	09/09 -- 09/20	09/08 -- 09/18
Last day to register	9/23/2016	9/22/2017	9/21/2018	9/20/2019	9/18/2020
Spring term advising	10/31 -- 11/11	10/30 -- 11/10	10/29 -- 11/09	11/04 -- 11/15	11/02 -- 11/13
Spring term registration	11/14 -- 11/18	11/13 -- 11/17	11/12 -- 11/16	11/18 -- 11/22	11/16 -- 11/20
Thanksgiving break	11/23--11/25	11/22--11/24	11/21--11/23	11/27--11/29	11/25--11/27
Last day of Fall term classes	12/16/2016	12/15/2017	12/14/2018	12/13/2019	12/11/2020
Final examinations	12/19 -- 12/23	12/18 -- 12/22	12/17 -- 12/21	12/16 -- 12/20	12/14 -- 12/18
Grades due in Registrar's Office	12/30/2016	12/29/2017	12/28/2018	12/27/2019	12/25/2020
<b>SPRING TERM</b>	<b>SPRING 2017</b>	<b>SPRING 2018</b>	<b>SPRING 2019</b>	<b>SPRING 2020</b>	<b>SPRING 2021</b>
Orientation --- OAK Graduate	12/1--12/2	TBA	TBA	TBA	TBA
Orientation --- SFP RN to BSN	12/1	TBA	TBA	TBA	TBA
Orientation --- SAC RN to BSN	12/2	TBA	TBA	TBA	TBA
Orientation --- OAK RN to BSN	12/6	TBA	TBA	TBA	TBA
Classes begin	1/9/2017	1/8/2018	1/7/2019	1/6/2020	1/4/2021
Add/drop period	01/09 -- 01/20	01/08 -- 01/19	01/07 -- 01/18	01/06 -- 01/17	01/04 -- 01/15
Last day to register	1/20/2017	1/19/2018	1/18/2019	1/17/2020	1/15/2021
Martin Luther King, Jr. holiday	1/16/2017	1/15/2018	1/21/2019	1/20/2020	1/18/2021
President's holiday break	2/20--2/22	2/19--2/21	2/18--2/20	2/17--2/19	2/15--2/17
Summer term advising	03/13 -- 03/24	03/12 -- 03/23	03/11 -- 03/22	03/09 -- 03/20	03/08 -- 03/19
Summer term registration	03/27 -- 03/31	03/26 -- 03/30	03/25 -- 03/29	03/23 -- 03/27	03/22 -- 03/26
Last day of Spring term classes	4/14/2017	4/13/2018	4/12/2019	4/10/2020	4/9/2021
Final examinations	04/17 -- 04/21	04/16 -- 04/20	04/15 -- 04/19	04/13 -- 04/17	04/12 -- 04/16
Grades due in Registrar's Office	4/28/2017	4/27/2018	4/26/2019	4/24/2020	4/23/2021
<b>SUMMER TERM</b>	<b>SUMMER 2017</b>	<b>SUMMER 2018</b>	<b>SUMMER 2019</b>	<b>SUMMER 2020</b>	<b>SUMMER 2021</b>
New student orientation	3/30--3/31	3/22--3/23	3/28--3/29	3/26--3/27	3/25--3/26
Classes begin	5/8/2017	5/7/2018	5/6/2019	5/4/2020	5/3/2021
Add/drop period	05/08 -- 05/19	05/07 -- 05/18	05/06 -- 05/17	05/04 -- 05/15	05/03 -- 05/14
Last day to register	5/19/2017	5/18/2018	5/17/2019	5/15/2020	5/14/2021
Commencement	5/26/2017	5/25/2018	5/24/2019	5/22/2020	5/28/2021
Memorial Day holiday	5/29/2017	5/28/2018	5/27/2019	5/25/2020	5/31/2021
Independence Day holiday	7/3--7/5	7/4--7/6	7/3--7/5	7/2--7/6	7/2--7/6
Fall term advising	07/17 -- 07/28	07/16 -- 07/27	07/15 -- 07/26	07/13 -- 07/24	07/12 -- 07/23

## COUNSELING

Confidential counseling services are provided to assist scholars in making positive adjustments in their academic and personal lives. Professional counselors offer assistance in dealing with personal crises, self-esteem building, assertive skill development, problem solving, decision making, time and multiple role management, test anxiety and career development. Counselors do not provide diagnosis or treatment for severe emotional difficulties, but can provide immediate and appropriate referrals. Services are confidential and 10 free sessions are offered to each student. Scholars are encouraged to visit the [Student Health and Counseling](http://www.samuelmerritt.edu/SHAC) (SHAC) site at [www.samuelmerritt.edu/SHAC](http://www.samuelmerritt.edu/SHAC) for a description of available services and contact information to make an appointment. **The main phone number is: 510-879-9288.**

## LIBRARY INFORMATION

### SAMUEL MERRITT UNIVERSITY LIBRARY – JOHN A. GRAZIANO LIBRARY

Health Education Center

400 Hawthorne Avenue, Oakland

<http://www.samuelmerritt.edu/library>

510-879-9290 (Circulation Desk available during open hours)

Monday – Thursday 7:30am – 10:00pm

Friday 7:30am – 5:00pm

Saturday 8:00am – 4:00Pm

Sunday Noon – 10:00pm

For holiday closures and extended hours for finals:

<http://www.samuelmerritt.edu/library/about/oak>

Wear your name badge when visiting the library. Entry to the library is through badge access only evenings after 5pm and on weekends. Your badge is needed in order to check out library materials. For extended research assistance an appointment is recommended. Databases, e-Books and e-Journals are accessible on and off campus. Group study rooms can be reserved. Computers with Microsoft Office and Internet are available in the library and in the Health Education Center Computer Lab. Contact information is available at <http://www.samuelmerritt.edu/library/about/ask>

Your SMU Student Badge is required in order to access the library. Virtual access to the library is available anytime by going to <http://www.samuelmerritt.edu/library>. To access these resources off campus, enter your SMU login and password when prompted. For extended research assistance an appointment is recommended. Contact information is available at <http://www.samuelmerritt.edu/library/about/ask>.

### SACRAMENTO CAMPUS LIBRARY

2710 N. Gateway Oaks Drive, Suite 360, Sacramento CA 95833

<http://samuelmerritt.libguides.com/saclibrary>

Library Hours: Monday – Sunday 6:00 am – 10:00 pm

**Ask a Librarian:** Jennifer Scolari, MLS, Sacramento Campus Librarian  
[jsolari@samuelmerritt.edu](mailto:jsolari@samuelmerritt.edu) 916-646-2767

## LIBRARY INFORMATION (Continued)

### SAN FRANCISCO PENINSULA CAMPUS LIBRARY

1720 S. Amphlett Blvd. Suite #329 San Mateo, CA 94402

<http://samuelmerritt.libguides.com/sfplibrary>

Library Hours: Monday – Friday 7:00 am – 7:00 pm

**Ask a Librarian:** Geri Bodeker, MS, MLIS, San Francisco Peninsula Campus Librarian  
[gbodeker@samuelmerritt.edu](mailto:gbodeker@samuelmerritt.edu) 650-292-5578

## TECHNOLOGY REQUIREMENTS

### Technology Requirements & Information:

Minimum system requirements for online faculty, staff and students

<https://tinyurl.com/y8n3db4l>

**As a student, technology will play a critical role in your success in the program. You are most likely planning to use your own personal laptop computer. Please make sure your equipment meets the minimum computer specifications [e.g. computer requirements, removable media, software and hardware] access using the following link or cut and paste this link into your browser for tech requirements:**

<https://tinyurl.com/y8n3db4l>

### Removable media:

USB Flash Drive – CD-DVD Drive

### Additional Hardware:

Printer

**For a full list of minimum system and browser requirements**

Visit: <https://tinyurl.com/y8n3db4l>

### Software and Hardware Discounts:

[http://www.samuelmerritt.edu/information\\_technology/technology\\_discounts](http://www.samuelmerritt.edu/information_technology/technology_discounts)

### SMU Helpdesk: Contact list for computer/technical related questions

Phone: 510-907-2555

Email: [helpdesk@samuelmerritt.edu](mailto:helpdesk@samuelmerritt.edu)

Web: <http://www.samuelmerritt.edu/helpdesk>

## TECHNOLOGY REQUIREMENTS (continued)

### CANVAS

Scholars are expected to access the canvas course at least 3-4 days every week and as often as required to successfully complete the course. Contact Canvas support if assistance is needed to resolve technical issues. Inform the instructor well before assignments are due if there are technical problems. Canvas Support: **888-233-7764** (available 24/7) OR Click “Help” for Chat with support technician (see upper right corner of Canvas login site)

### Canvas Support:

Phone: 888-233-7764 (**available 24/7**) OR  
Click “Help” in the upper right corner to chat with a support technician.

### EMAIL

Scholars receive an SMU email address upon entry of the program. Student email is utilized as the **primary** mode of correspondence between, student, faculty and staff in an effort to streamline communications throughout the University community. SMU faculty and staff shall use the samuelmerritt.edu email system as the **primary** communication mode for the distribution of official documents and information to the University community. **Students are highly encouraged to look at their Samuel Merritt email messages at least 3-4 times weekly.**

All students are asked to insert a signature line at the end of each email message. Below are examples of the future email signatures:

Jane Doe, RN  
RN to BSN Nurse Scholar, O421  
Spring 2021 Cohort  
Samuel Merritt University  
[Jane.doe@samuelmerritt.edu](mailto:Jane.doe@samuelmerritt.edu)

Jack Doe, RN  
RN to BSN Nurse Scholar, S421  
Spring 2021 Cohort  
Samuel Merritt University  
[Jack.doe@samuelmerritt.edu](mailto:Jack.doe@samuelmerritt.edu)

Jack Doe, RN  
RN to BSN Nurse Scholar, M421  
Spring 2021 Cohort  
Samuel Merritt University  
[Jack.doe@samuelmerritt.edu](mailto:Jack.doe@samuelmerritt.edu)

Student email is stored in Microsoft Office 365 and hosted in a cloud environment. Scholars are expected to check their email as well as manage file content on a regular basis throughout their entire enrollment. Anytime an individual's storage becomes excessive the University reserves the right to reduce the user's email contents to an appropriate level.

## TECHNOLOGY REQUIREMENTS (continued)

### OTHER TECHNOLOGY

While tablets, smartphones and other mobile devices may allow for completion of some coursework, they should not be used for access or transmissions in Canvas. When using tablets the functions in Canvas are limited. This will result in your missing critical information, such as assignments. Please ensure you have a Windows or Mac based computer available to complete coursework.

For questions:

- Create a support ticket at
- Phone the Help Desk at 510-907-2555 8:00 AM – 6:00 PM Monday-Friday

For a full list of minimum system and browser requirements

- Visit: <https://tinyurl.com/y8n3db4l>

## UNIVERSITY POLICIES

### ACADEMIC INTEGRITY

Samuel Merritt University affirms the belief that integrity, truth, respect, and honesty are the foundations for our interactions as an academic institution. All scholars are expected to abide by the policies of academic honesty and integrity as outlined in the catalogue/ student handbook. Please note that the Code of Ethics is published in the [Student Catalog](#)

Since dishonesty in any form harms the individual, other people, the community, and the University, policies on academic integrity will be strictly enforced. We expect you to be familiar with the guidelines for behavior, to follow them, and to know the consequences of violating these standards of ethical behavior.

As noted in the Student Handbook/University Catalog, faculty reserve the right to deal with individual instances of academic dishonesty by imposing sanctions such as failure on a paper or project or even failure of the course.

The following resources will help you to identify and avoid committing one of the most common sources of deliberate and inadvertent academic dishonesty, plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

### CHILDREN IN THE CLASSROOM

Statement from the Prelicensure Student Handbook:

*Pursuant to University policy HR-011 and the Code of Conduct (University Catalog and Student Handbook) minor children of employees or students are not permitted to attend any classes or labs unless as an approved participant in the learning experience. In addition to potential risk to the safety and well-being of the child, the potential for disruption of the educational effort and the sensitive and often confidential nature of discussion in nursing classes makes it necessary to restrict the presence of children in the learning environment.*

## UNIVERSITY POLICIES (continued)

### COMPLAINT, DISPUTE RESOLUTION, AND GRIEVANCE POLICY

The University definitions of complaint, dispute, and grievance can be found by searching on these terms in the [Student Catalog](#)

### COURSE EVALUATION

Scholars have the opportunity to provide feedback to the instructor during the course. All scholars are expected to complete an anonymous course evaluation at the end of each course term.

### DISABILITY RESOURCE CENTER

Samuel Merritt University recognizes disability as an aspect of diversity that is integral to society and to the campus community. It is the policy and practice of Samuel Merritt University to create inclusive learning environments. The Disability Resource Center (DRC) works with students and faculty to create accommodations when necessary to provide equal access to University services and facilities. If you would like to discuss disability-related needs, please contact the DRC for a confidential appointment at [drc@samuelmerritt.edu](mailto:drc@samuelmerritt.edu). Accommodations cannot be applied retroactively, so please reach out early.

### RECORDING OF LEARNING ACTIVITIES

Audio recordings of class lectures are permitted in this program, with advance notice to the instructor. Recordings should not be posted online or otherwise disseminated outside the class. Recording small group or one-on-one conversations should not take place without the agreement of all parties being recorded. Recordings should be destroyed after the course is completed.

### TITLE IX STATEMENT

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

[http://www.samuelmerritt.edu/sexual\\_violence/smu\\_policy](http://www.samuelmerritt.edu/sexual_violence/smu_policy).

## UNIVERSITY POLICIES (continued)

### **WITHDRAWAL FROM COURSE**

After the end of the drop/add period, a student may withdraw from a course without academic penalty up until the midpoint of the course, as specified in the course syllabus, or when no more than 50 percent of the course has been completed, whichever occurs last. A student may withdraw from a single course only once. The course remains on the student transcript with a grade of “W”. Petitions to withdraw from a course beyond this period would be approved only for serious and compelling reasons such as serious accident or illness. The approval of the instructor and the department chair are required on the petition form, which the student files in the Registrar’s Office. If the petition is granted, the course remains on the student record with a “W” grade. If the petition is denied or the student fails to complete course requirements without formally withdrawing, the grade will be determined by the instructor based on the grading policy and requirements as noted in the course syllabus (See Withdrawal from the University and Refund Policies).

Please remove this signed page from handbook and return it to your faculty.

**Statement Confirming Receipt of the 2019-2020 RN to BSN Program  
Scholar's Handbook**

I \_\_\_\_\_ (**Print Name**) acknowledge that I have received a personal copy of the Samuel Merritt University RN to BSN Program Scholar's Handbook 2019–2020.

I understand it is my responsibility to become familiar with the contents of this handbook and to abide by the policies, procedures, and educational objectives contained herein during the course of my matriculation in the program.

I accept the fact that policies and procedures may be revised and added at the discretion of program administration and that, when notified in a timely and appropriate manner, I will hold myself accountable to those new directives.

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Signature

Date





