Pre-licensure Programs Nursing Student Handbook 2020-2021

Introduction

Scholars:

This *Handbook* is a compilation of policies, procedures, guidelines, and information to assist you as navigate your nursing education at Samuel Merritt University. Along with the University *Catalog*, Website, and Canvas course sites, this *Handbook* should provide you with information, helpful hints, and go-to offices and personnel.

This *Handbook* is a living and evolving document. Although the content is current as of its publication, things may change over time. An errata sheet will be sent with any changes to the handbook I also invite you to provide feedback on ways to make the *Handbook* more useful, items to add or clarify further. Just let your faculty, or program chair/director or me know what you think.

Enjoy your education; learn everything you can, and take advantage of all the opportunities to become the kind of nurse you really want to be.

Sincerely,

Nancy Haugen, PhD, RN

Nancy Haugen, PhD, RN
Associate Dean, Prelicensure
and Undergraduate Programs

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School of Nursing
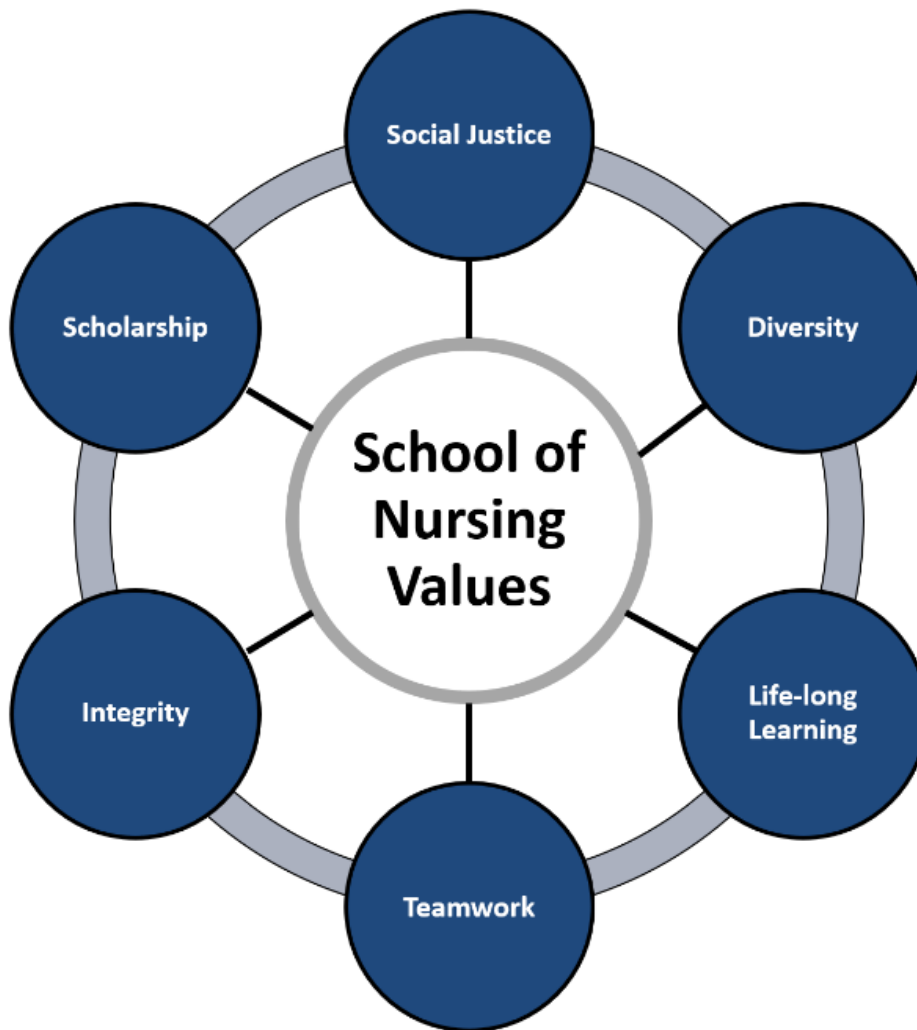
Mission Statement   *(What we currently do)*

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*

Philosophy

Nursing is a dynamic, evolving discipline based on knowledge of human health derived from the integration of research, theory and practice. The consistent orientation of nursing is to provide care that promotes well-being in the people served (*ANA, 1995, pg. 6*). The ultimate goal of nursing is to assist individuals, families, and communities to achieve optimal health within the parameters of applicable social, cultural and environmental systems. The professional nurse consults with other health professionals, forms independent clinical judgments, and makes autonomous decisions based on a systematic problem solving approach. Students and faculty are committed to principles of shared responsibilities for continuous learning, self-assessment and practice improvement.

SAMUEL MERRITT UNIVERSITY

Organizational Chart

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Dr. Lorna Kendrick
Dean
│
├─────────────────────┬─────────────────────┐
│                                           │
Dr. Ellen              Dr. Nancy Haugen
Daroszewski            Associate Dean
Associate Dean         Prelicensure Programs
                           │
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       │                   │                   │
Dr. Tammy Valenta    Dr. Carmen          Dr. Nancy Haugen
Interim Chair        Ward-Sullivan       Interim Chair
BSN Program          Director            ABSN Program
                     ELMSN Program
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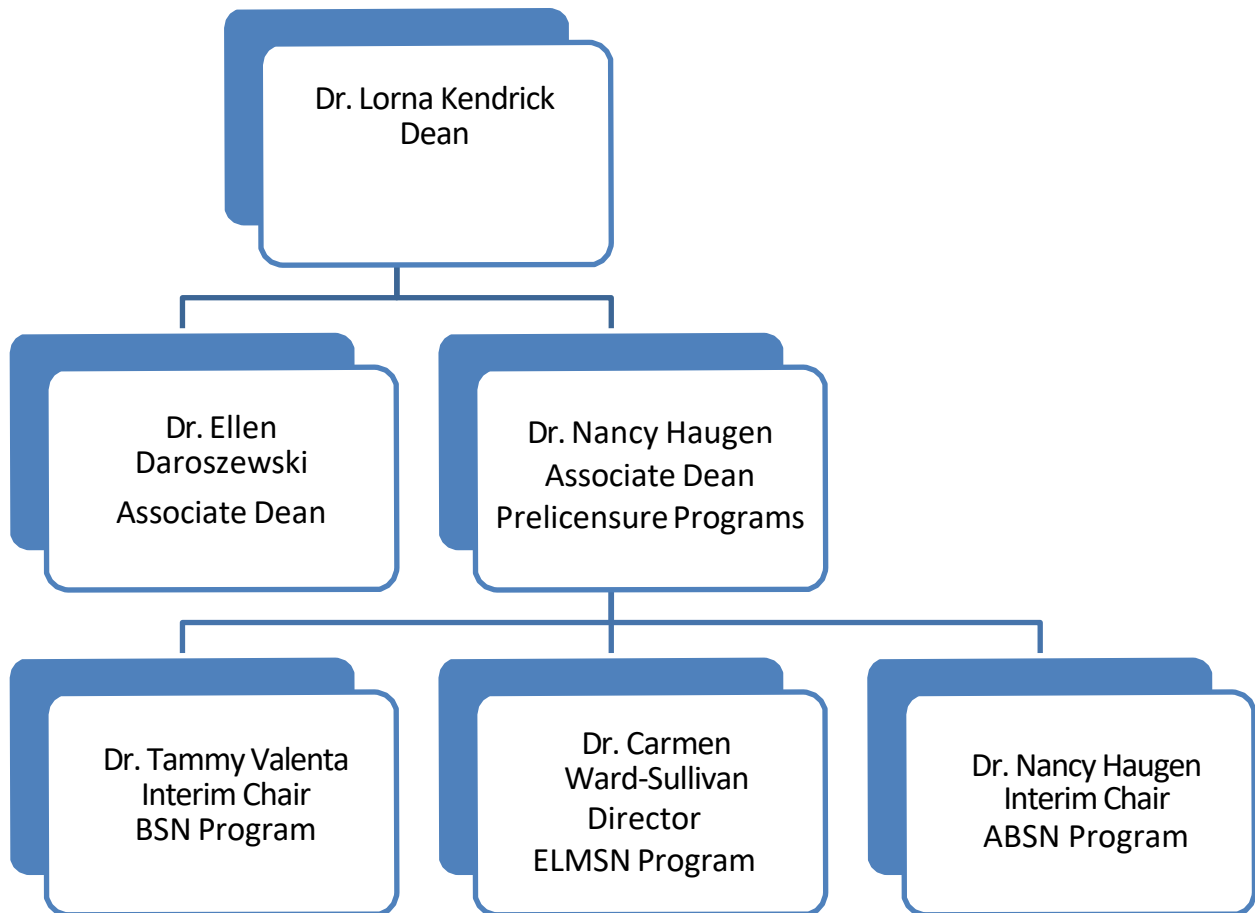
Sacramento Campus
Dr. Marianne Biangone, Academic Director:

San Francisco Peninsula Campus
Laurie Rosa, MSN, RN Interim Academic Director

Academic Calendars

Current academic calendars for each pre-licensure program are available on Samuel Merritt University's homepage at http://www.samuelmerritt.edu/academic_calendar.

Curriculum

Pre-licensure Curriculum

The pre-licensure curriculum integrates concepts from *The Essentials of Baccalaureate Education for Professional Practice* (AACN), Quality and Safety Education in Nursing (QSEN), and the California *Nursing Practice Act*. The School of Nursing (SoN) uses these standards to ensure that graduates from our programs have a comprehensive understanding of the registered nurse's scope of practice.

Student Learning Outcomes

The Baccalaureate Nursing Programs are built upon a foundation of science and liberal education to prepare individuals for beginning professional practice and to provide a foundation for graduate study. Based upon the program philosophy and purposes, the graduate 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.

Curriculum Schedule

BSN Program – Years Three and Four

Junior One			
N 111	**Pathopharmacology For Nursing Practice I**		3
N 125/125L	**Health Assessment**		4
N 129/129L	**Psychiatric/Mental Health Nursing**		5
N 137	**Introduction to Professional Nursing**		3
		Total	**15**
Junior Two			
N 112	**Pathopharmacology For Nursing Practice II**		3
N 127/127L	**Managing Care of the Adults I & II**		10
N 128	**Healthy Aging**		2
GENED			3
		Total	**18**
Senior One			
N 108	**Nursing Research: Using Best Practices and Evidence to Improve Clinical Outcomes**		2
N 144/144L	**Care of the Childbearing Family**		5
N 158/158L	**Nursing Care of Infants, Children and Youth**		5
N 164/164L	**Managing Care of the Adult III and Clinical Integration Seminar**		5
GENED			**3**
		Total	**20**
Senior Two			
N 160	**Leadership, Management and Health Policy**		3
N 170/170L	**Community Health Nursing**		5
N 190L	**Senior Synthesis**		6
		Total	**14**
		Subtotal (First Year)	33
		Subtotal (Second Year)	34
		GRAND TOTAL	**67**

ABSN Curriculum

Semester 1		Units
N 138	**Introduction to Professional Nursing and the Healthcare Delivery System**	2
N 125/125L	**Health Assessment I**	2.5
N 120/120L	**Managing Care of the Adults I and Clinical Integration Seminar**	5
N 126/126L	**Health Assessment II**	2.5
N 128	**Health Aging**	2
N 136/136L	**Managing Care of Adults II and Clinical Integration Seminar**	5
	Total	**19**
Semester 2		
N 108	**Nursing Research: Using Best Practices and Evidence to Improve Clinical Outcomes**	2
N 144/144L	**Care of the Childbearing Family**	5
N 158/158L	**Nursing Care of Infants, Children and Youth Populations**	5
N 164/164L	**Managing Care of Adults III and Clinical Integration Seminar**	5
	Total	**17**
Semester 3		
N 129/129L	**Psychiatric/Mental Health Nursing**	5
N 170/170L	**Community Health Nursing**	5
N 160	**Nursing Leadership, Management, and Health Policy**	3
N 181L	**Senior Synthesis**	3
	Total	**16**
	GRAND TOTAL	**52**

Entry Level Master of Science in Nursing
(Pre-licensure Curriculum)

Semester 1		Units
N 500	Transition to Professional Role of Nursing	2
N 520	Integration of Basic Principles of Pathophysiology and Pharmacology	5
N 524/524L	Health Assessment	3
N 534/534L	Psychiatric/Mental Health Nursing	5
N 542L	Nursing Skills I	1
	Total	16
Semester 2		
N 543L	Nursing Skills II	1
N 546/546L	Nursing Care of Adults & Older Adults	10
N 562	Professional, Legal, and Ethical Issues	3
N 550	Nurses as Consumer of Research	2
	Total	15
Semester 3		
N 556/556L	Nursing Care of Pediatric & Youth Populations	5
N 540/540L	Reproductive Health Care	5
N 566/566L	Advance Care of the Adult/Older Adult	5
	Total	15
Semester 4		
N 560	Leadership, Management, and Organizational Behavior in Health Care Delivery Systems	3
N 570/570L	Community Health Nursing	5
N 594L	Advanced Clinical Placement	5
	Total	13
	GRAND TOTAL	60

Responsibilities

School of Nursing Responsibilities to Students

The student will be provided:

- Instruction in the classroom setting supplemented by on-line learning activities
- Access to current nursing references and audiovisual materials.
- Clinical experiences supervised by qualified faculty in accredited health care facilities.
- Individual counseling and referrals as needs arise.
- A simulation lab equipped for skills demonstration, simulation, supervised practice, and evaluation of skill performance.

The faculty will:

- Post a schedule of office hours (full-time faculty only).
- Keep appointments with the student or make alternative arrangements.
- Encourage development of effective learning and study habits.
- Listen to disputes and suggestions and seek constructive solutions to problems.
- Return graded assignments (exams, papers, projects, etc.) to students on a regular and timely basis.
- Communicate any changes in scheduling to the student.
- Begin and end classes and clinical on time
- Assign grades at the completion of each course.

Student Responsibilities to Faculty

The student is expected to:

- Arrive at appointments punctually or arrange a postponement.
- Promptly notify the faculty of unforeseen circumstances that affect attendance and performance. If unable to attend clinical rotation, notify faculty prior to the start of the rotation.
- Take initiative in meeting deadlines and completing assignments, as stated in the course syllabus.
- Take responsibility for learning (i.e. preparing for classes, clinical assignments, and skill validations as stated in the course syllabus).
- Complete and submit clinical paperwork requirements within the specified timeframe.
- Take initiative in consulting with faculty regarding program concerns.
- Adhere to the University, SoN, and clinical agency policies.
- Prepare for active participation in class, lab, and clinical.
- Demonstrate a positive, professional attitude.
- Complete required evaluations of faculty and clinical sites.

Student Representatives

The university encourages students to participate in governance. Student representatives elected from each program cohort or class will serve as the primary representatives to faculty and nursing leadership and will serve the School of Nursing in a meaningful role. These leadership roles assist the students in the transition from the role of student to the role of professional nurse through the development of leadership, communication and advocacy skills.

Program Cohort Student Representatives

Each program cohort or class within the SoN elects two students at the beginning of the program to serve as student representatives. These students communicate with their colleagues and serve as a liaison to the program directors, faculty and administration, and may be asked to serve on program specific or Prelicensure/Undergraduate Division Committees.

Governing Committee Student Representatives

In addition to the two classes or cohort representatives, students may be elected to serve as members of SoN governing committees

Role of the Student Representative

- Attend scheduled and/or ad hoc meetings.
- Identify student issues related to committee/program function using SMU approved communication tools such as email or Canvas.
- Share student perspective on issues in meetings.
- Maintain ongoing communication with student body using SMU approved communication tools.
- Communicate in a professional manner to both faculty and students.

Student Representative Selection Procedures

The program cohort or class student representatives are elected by the student body of a program cohort near the beginning of the program. The program chair/director or designee will coordinate this process.

Code of Academic and Clinical Conduct

Samuel Merritt University School of Nursing students are required to abide by the National Student Nurses Associate Code of Ethics. This code includes:

- Core values and interpretative statements
- Code of professional conduct and interpretative statements
- Code of academic and clinical conduct and interpretative statements
- Bill of rights and responsibilities for Students of Nursing
- Guide to grievance process

The link below will take you to the 24-page document.
https://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0

Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

Behavior that is expected of students of nursing are found in Codes developed by the National Student Nurses Association and the American Nurses Association.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Students are required to adhere to the National Student Nurses Association Code of Ethics. The NSNA Code of Ethics, 2018© may be downloaded at:
https://www.dropbox.com/s/a229ong58d5jx4p/Code%20of%20Ethics.pdf?dl=0

American Nurses Association (ANA) Code of Ethics

The American Nurses Association 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. To read the ANA Code of Ethics click on
https://www.nursingworld.org/coe-view-only

Confidentiality of Information

Patients in health care institutions (i.e. 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 students 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.

Academic Integrity

Nurses are accountable for the lives of their patients. Therefore, the SoN places great importance on high ethical and moral standards. Students 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:

Clinical Performance

- Students are expected to document times and details of completed patient care activities accurately.
- Students are expected to report instances of incomplete patient care delivery.
- Students are expected to acknowledge and report errors and omissions related to patient care.
- Purposeful falsification with or without high potential for injury will be subject to disciplinary action that may include dismissal from the program.
- Release of patient's protected health information (oral, written, or electronic) in any manner to an individual or entity that does not have an authorized need to know is prohibited.

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 students, looking at another student's test, use of self-developed notes, etc.).

Written Assignments

- 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
- Students 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.
- Guidelines about plagiarism can be found at https://www.plagiarism.org/article/what-is-plagiarism https://plagiarismdetector.net/
- You may also wish to take advantage of Internet resources such as, https://www.quetext.com/ to check your own understanding or plagiarism prior to submitting a paper.

<u>Grading</u>

All nursing courses within the prelicensure programs must be completed with no grade lower than "C". 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 or unsatisfactory. Faculty are responsible for assigning grades.

Grading criteria is specific to each program and course. Each course syllabi will clearly state the requirements to pass the class. All Prelicensure classes require a 73% cumulative average on course exams to pass the course. If the student does not achieve a 73% cumulative average on exams, the student will fail the course. Other individual course assignments will be added to the final grade only after the student's exam average meets or exceeds the cumulative 73%. If the student does not meet the 73% cumulative exam average, the other assignments will not be calculated into the final course grade. If a student meets or exceeds the 73% exam average, but does not have an overall course grade of 73%, the student will fail the course. Students must repeat the entire course regardless if the failure is in clinical or theory.

Final grades are determined by percentages involving decimals. These are rounded up to the next whole number when equal to 0.5 or greater. When the decimal is less than 0.5 the grade is to be rounded down.

If a student does not pass a course with a grade of C or higher (73% or higher) they have one opportunity to repeat the course to obtain a passing grade. Students may repeat the same course once only. Two course failures with a program leads to dismissal. Please see the general academic policy regarding progression in the SMU catalog.

Course Withdrawal

Students have ability to withdrawal from any course in which they are registered up until mid-point. The mid-point is determined by each course manager and will be delineated in the course syllabus. It is the student's responsibility to complete required forms and submit to the Registrar's office within the required time frame. Please refer to the University Handbook and Catalog for criteria to withdraw after the mid-point of a course.

Letter Grade Distribution

The letter grade distribution for ABSN and BSN.

A	93 - 100%	C+	77 - 79%
A-	90 - 92%	C	73 - 76%
B+	87 - 89%	C-	70 - 72%
B	83 - 86%	D	60 - 69%
B-	80 - 82%	F	< 60%

The letter grade distribution for the ELMSN-PL.

A	93 - 100%		C+	79 - 77%
A-	90 - 92%		C	76 - 73%
B+	89 - 87%		C-	72 - 70%
B	86 - 83%		D	69 - 67%
B-	82 - 80%		F	< 66.9%

Standardized Testing

The pre-licensure programs conduct standardized testing through the utilization of assessment exams by Health Education Systems, Inc. (HESI). These tests are implemented to provide the student and faculty with ongoing assessment of student knowledge and are an indicator of how successfully the student is meeting program outcomes. The assessment program is also an indicator of how well the student is prepared to be successful on the National Council Licensure Examination (NCLEX-RN®).

All pre-licensure programs include the HESI Comprehensive Assessments and a 3-day live review in the final semester of the pre-licensure program to assist students in the preparation for NCLEX.

Policy for HESI exams is delineated for each nursing program and can be found in each course syllabus where HESI exams and course work is included. Grading standards are defined by each prelicensure program and are explained in the course syllabi.

Attendance Policy

Students are expected to attend all classes and clinical practicum sessions. Students are to remain in the clinical setting for the full hours each week. Any excessive absences, tardiness, or missed hours may result in a course failure. In the event that a student must miss a clinical day due to illness, the clinical instructor or agency must be contacted as soon as possible; this should be done no later than one hour prior to clinical/conference. The clinical instructor will review his/her policy related to an absence, and will clarify whether students should call the clinical agency, the clinical instructor, or both.

Health Sciences Simulation Center (HSSC)

Samuel Merritt University's Health Sciences Simulation Center has three locations: Oakland, Sacramento and San Mateo. At each location, our expert team uses dedicated facilities and leading-edge technology to provide immersive simulation-based learning. Task trainers, patient simulators, and a full inventory of medical equipment all enable students and practicing healthcare professionals to learn how to get the most out of sophisticated tools and techniques before they will use them in clinical practice.

Simulation-based education provides authentic, experiential learning in a context that fosters group and individual reflection. Dynamic interactions within the simulation spark powerful learning experiences for interprofessional teams as well as for individuals.

At the Health Sciences Simulation Center, our simulation team creates:
- ➢ A model environment where patient safety is the priority
- ➢ A direct connection between theory and practice
- ➢ Hands-on experience making mistakes and learning from them
- ➢ Dynamic interactions among team members, and between students and faculty
- ➢ Immediate feedback to deepen and reinforce learning

Our values include creating a collaborative, innovative environment where we challenge ourselves and our student to think critically, seek mastery, and act compassionately.

Canvas® Course

The Health Sciences Simulation Center has a Canvas Course; the course includes detailed information regarding accessing the HSSC, what to expect, policies and procedures, orientation information, how to schedule time with the skills nurse during open lab hours and much more. As a student, you must self-register for the HSSC Canvas Course. The link to self-register is: https://samuelmerritt.instructure.com/enroll/LJCGNN - you will need access to this course throughout your tenure at Samuel Merritt University.

Prior to your first session in the HSSC, you will be asked to read and sign the HSSC Guidelines. The Guidelines are included below for your review. You are responsible for understanding and practicing within the HSSC Guidelines.

If you have any questions, the HSSC Team is available to assist. Please feel free to seek us out and ask questions or make requests/suggestions. We look forward to seeing you immersed in learning and enjoying the opportunities the HSSC provides.

Faculty and Staff

The HSSC faculty and staff are available to assist you

Faculty/Staff	Title	Email
Celeste Villanueva, EdD, CRNA, FNAP	Founding Director, Assistant Academic Vice President	cvillanueva@samuelmerritt.edu
Jeanette Wong, RN, MPA, CHSE	Director	jwong@samuelmerritt.edu
Rachel True, MPH	Operations Manager	rtrue@samuelmerritt.edu
Lina Gage-Kelly, MS, ANP	Simulation Educator for Pre-licensure nursing on the Oakland Campus	agage-kelly@samuelmerritt.edu
Matt Lojo, EdD, MSN	Simulation Educator for pre-licensure nursing on the San Francisco Peninsula Campus	mlojo@samuelmerritt.edu
Kevin Reilly, MSN, RN	Simulation Educator for the following graduate programs: Nursing: ELMS-Family Nurse Practitioner, ELMS-Case Management, Program of Nurse Anesthesia, RN-to-BSN; and Physician Assistant, and Occupational Therapy	kreilly@samuelmerritt.edu
Amin Azzam, MD, MA	Simulation Educator focusing on faculty development and IPE	aazzam3@SamuelMerritt.edu
Ajitha Nair, DPM, MPH	Simulation Educator focusing on Physical Therapy and Podiatric Medicine	anair@samuelmerritt.edu
Lauren O'Niell, BA	Simulation Technology Specialist	loniell@samuelmerritt.edu
Carlos Joy, BFA	Simulation Technology Specialist	cjoy@samuelmerritt.edu
Greg Fortaleza, BSECE	Simulation Technology Specialist	gfortaleza@samuelmerritt.edu
Chris Mendez, BA	Simulation Technology Specialist	cmendez@samuelmerritt.edu
Sierra Marcum-Gonzalez, BA	HSSC Services Coordinator	smarcumgonzalez@samuelmerritt.edu
Kevin Archibald	Administrative Assistant	karchibald@samuelmerritt.edu

Policy on Invasive Nursing Practice Skills

No invasive nursing practice skills are permitted on anyone in the lab. Students will not be performing IV insertion, injections, foley catheter insertions, etc. on other nursing students or instructors as a part of SMU's nursing education.

Access to the HSSC

Student access to the HSSC sites is only available via the electronic, secure, card swipe device that requires a valid SMU ID badge. Never facilitate access to anyone not personally known to you or leave the door propped open.

Dress Code

Student Guidelines

* The HSSC is a professional learning environment. All the same requirements of the University and the SoN regarding professional codes of conduct are expected

* Wear your student ID at all times while in the lab

* There are lockers available in each lab area. Please put your book bags and coats in the lockers. You must bring your own lock if you want to secure the locker. If you do not have a lock, **DO NOT** leave your purse or any valuables in the locker.

* All cell phones must be turned off while in the lab. Cell phones are not allowed in the simulation suites.

* There is absolutely no personal photos or video recording allowed in the HSSC. If a student is discovered taking photos or video recording while in the skills lab or the simulation suites, and it is not associated with an assignment, the photos or recordings will be confiscated and the incident will be reported to the Dean/Chair/Director of the program. The exception to this is when the faculty request students to record an assignment on their personal device and submit to the faculty for review.

* **NO** food is allowed in the training rooms or simulation suites.

* **DO NOT** move manikins without the authorization and help of HSSC personnel. If you do receive permission, remember to practice good body mechanics and always treat the manikins as if they were your patient, e.g. good support and gentle handling.

* Students are required to return the equipment to its proper place after use.

* If you discover equipment not working properly, please remove from use and notify your faculty or a member of the HSSC.

* If manikins need to be moved they must be stored on a manikin rack, gurney, or bed. Manikins are not to be left face down, on top of another manikin, or left on the windowsill

❖ Ink, betadine and iodine will leave permanent marks on the simulators and task trainers. Therefore, only pencils around the task trainers and simulators.

❖ Students are required to return equipment to its proper place after use

❖ If at any time you find equipment not working properly, please notify the HSSC Operations Manager, Lab Coordinator, or the Administrative Assistant

❖ The HSSC stocks all latex-free medical supplies. However, the simulators and task trainers likely contain latex and/or latex residue. If you have latex allergies, please let you faculty and/or HSSC staff know. Use gloves when touching task trainers and/or simulators. If may be necessary for you to wear a mask as well.

❖ **DO NOT** access supplies on your own without the permission of your faculty or HSSC staff.

❖ Actual pharmaceutical drugs are not used in the HSSC. All meds are for simulation use only and are identified as simulation drugs.

❖ All equipment and supplies used in the HSSC are for simulation use only. The equipment is not approved for actual patients.

❖ All sharps are to be disposed in the appropriate containers located throughout the HSSC. Please DO NOT dispose any sharps in the trash.

❖ Students are held responsible for leaving the labs in the same condition in which they found it. Students are expected to leave the lab neat and clean. Beds should be straightened and lowered (the head of the bed in a flat position), curtains pushed back, equipment and supplies picked up and put away and/or placed on the supply cart.

❖ Remove shoes if you need to lie on the bed. The beds are not to be used as lounge chairs.

❖ Some of the simulation equipment is available to students to access for self-directed learning and/or faculty directed assignments. Please contact the Operations Manager, Rachel True, for information.

❖ The HSSC space is available for students to practice, when available. Please send your request for HSSC space to the Operations Manager, Rachel True.

❖ All incidents and accidents occurring in the HSSC facility must be reported to an HSSC faculty or staff member.

❖ Should there be a medical emergency, please call "**911**" immediately.

❖ HSSC policies and procedures are available on the HSSC Canvas course – please self-register for the course: https://samuelmerritt.instructure.com/enroll/LJCGNN .

❖ The "golden rule" – if you are not sure about a HSSC policy or procedure, please **ASK**!

Clinical Rotations

Clinical is an integral part of nursing education. The clinical agencies where students are placed welcome students from multiple institutions. Students are to abide by the policies and procedures of each agency. The placement of students in an agency depends on multiple factors including, but not limited to: type of clinical placement, location of facility, and requirements of the facility. Students are randomly placed at clinical facilities. Students can expect to drive up to 100 miles each way to a clinical agency**.**

Requirements for all incoming students

Admission requirements have been established within the University in collaboration with clinical agencies. Students are responsible for all requirements at least 90 days prior to the start of clinical. The cost of admission requirements is the responsibility of the student and may be added to the first semester billing statement.

All incoming students 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, six weeks prior to the start of the program.

Students who do not fulfill all of these requirements by the date set by the SoN will be administratively removed from all courses.

Health Requirements

Upon admission to the University, students will receive the necessary health clearance paperwork. This information must be completed and submitted to the Student Health Office prior to start of program. It is the responsibility of the student to complete necessary paperwork with collaboration with a physician. Students are responsible for any costs incurred.

Student Health Records

Registered Nurses are committed to the promotion of health, the prevention of illness and adhering 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,) Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP), November 25, 2011 / 60(RR07); 1-45 and the various clinical agencies affiliated with Samuel Merritt University.

All students are expected to provide validated proof of compliance with all health records and all related requirements as outlined in the University Catalog and on the Canvas site for clinical agency requirements, throughout their course of study. **Failure to complete these requirements by the deadlines stated in the program calendar will result in the student being administratively dropped from the course. Students so dropped will be required to enroll in the next course offering based on space availability.**

Documents Required for Compliance for Clinical Rotations

Before students are allowed to enter a clinical facility, they are required to complete facility specific paperwork.   This is done via a digital data repository.   You will learn more about this during program orientation. For the Oakland and San Francisco Peninsula Campuses, the location for   all official documents required for clinical rotations at our partnering hospitals and agencies is   located in the Canvas course, "Clinical Requirements – SoN Prelicensure". Within this Canvas   course, students can locate site specific documents through the appropriate links.

Students at the Sacramento Campus complete all the required clinical paperwork on campus the first day of the program.

Students who are on a wait list to repeat a course

To assure your ability to move from wait list to active status, you will be expected to abide by the policy above; that is, you are expected to provide validated proof of compliance with all health records and all related requirements for admission. If you are unable to comply, you will forfeit your place in the course.

In order to ensure patient safety and meet our agreements with clinical agencies and Joint Commission requirements, no student will be allowed the privilege of starting in the clinical setting until all health requirements have been met.

Evaluation Process

The SoN prelicensure programs value input from students and as such there are several means of programmatic evaluation conducted throughout the academic year.

Students

The SoN pre-licensure programs value ongoing evaluation between students and faculty. In clinical courses, students are evaluated at mid-term and end of the course. The student will receive a signed copy of each clinical course final evaluation.

Course, Faculty, Clinical Rotations

Students are responsible for evaluating nursing courses, instruction, and faculty's demonstrated value for diversity in the classroom. Students receive an email notifying them that the course evaluations are ready to be completed. This email will include a link to complete the required evaluations. Additionally, an announcement and a link to the evaluations will appear in the CANVAS course. The notification will be provided approximately 2 weeks prior to the completion of the course. The student will receive an email about the evaluation until the evaluations are completed or the course closes.

Faculty and program administrators have access to the anonymous qualitative and qualitative results of the evaluation after grades have been submitted. It is requested that students provide constructive feedback on how to improve the course.

Professional Guidelines

Dress Code

Students are representatives of the Samuel Merritt University School of Nursing. You are also representing yourself as a beginning health care professional and future employee. The purpose of the dress code is to establish standards which promote the professional role while allowing for some individuality. *Patient safety is the most important consideration related to dress*. The following dress code serves as guidelines for the professional program and is to be considered in conjunction with the clinical agency's expectation. Many hospital settings require uniforms while other settings such as mental health and community agencies encourage "street clothes".

Street clothes are defined as <u>business casual</u> dress. Examples of acceptable attire include: Dress shirt, polo shirt, trousers (no jeans) closed-toed shoes. Examples of unacceptable attire include: jeans, crop pants, miniskirts, low cut tops or pants, sweats, clothing with logos, shorts, or open- toed shoes. Choice of attire must ensure that undergarments will not be visible.

The clinical instructor for each class informs the students of the specific attire and special concerns related to dress for that clinical area. Specific questions concerning the dress code for agencies should be directed to the clinical instructor.

- Hair – Hair should be well groomed and secured so as not to interfere with patient care and safety. Hair is to be pulled off of the face and collar in clinical and lab settings.
- Hosiery/Socks – Neutral or white hose/socks are required with all shoes worn in patient care, including non-acute sites.
- Shoes – Uniform style shoes/white athletic shoes. No open toe or heel shoes allowed and no ornaments. Shoes should have minimal coloration. Students may not wear canvas or mesh shoes. Shoes must be of impermeable (waterproof) material for your safety.
- Nails – In compliance with the WHO guidelines on Hand Hygiene in Health Care (revised 2009), nails should be natural and kept short (approximately ¼ inch long) No nail polish or artificial product may be used to protect the nail, which includes gel nail products.
- Clinical Uniforms-**The SMU School of Nursing clinical uniform must be worn in hospital settings as directed by the faculty member. Due to variations in materials and dyes, the ONLY navy scrub pants students may wear are manufactured by Landau and can be purchased through the SMU bookstore. The navy scrub pants come in a wide range of sizes and include tall and petite. There are cargo style navy scrub pants for both men and women. A white scrub with the SMU logo embroidered on the top left hand corner is required. If a student chooses to wear a dress/skirt uniform, they must wear appropriate undergarments to prevent a "see through" effect in the uniform. The uniform must be clean and pressed.**
- Perfume/Makeup – Excessive make-up is prohibited. Perfumed product use is prohibited since many patients are hypersensitive to odors. Do not wear perfume or cologne.

- Jewelry – Jewelry must be minimal for patient and student safety and infection control purposes. A simple ring band and small earring studs are permissible. No hoop earrings.
- Piercings and Tattoos – Only stud earrings are allowed to be worn in the clinical arena. A student may wear a total of 2 earrings. A student who has multiple ear piercings may decide how to wear the two earrings as long as the total is not over 2 (either two in one ear or 1 earring in each ear). Neutral colored, solid ear plugs must be worn for any large gauge piercings. No facial jewelry, exception is the smallest possible nose stud. All visible tattoos must be covered with clothing, makeup, or bandages, no exceptions.
- Identification Badges – A SMU photo ID badge must be **worn at all times** in the clinical setting.
- **Nursing Jacket -** Jackets with the SMU logo embroidered on top left corner may be worn during patient care or over business casual clothes on prep days.

Pre-Lab Preparation Attire **(day prior to clinical experience)**

All students must wear their SMU ID badge while in the clinical agency. If a student arrives to complete the Pre-Lab preparations without the SMU ID badge, they will not be allowed to review patient charts or documentation. Appropriate street clothes are also required when preparing for the clinical experience. A lab coat over street clothes or full uniform must be worn.

Professional Behavior Objectives

The following Professional Behavior Objectives have been derived from the American Nurses' Association Code of Ethics and from the California Board of Registered Nursing Regulations Governing Nursing Students and Schools of Nursing.

The nursing student will demonstrate internalization of professional behaviors as follows:

- Avoid the use of profane or aggressive language with patients (and their families), faculty, classmates, and staff.
- Demonstrate courteous and professional behavior and demeanor with faculty, classmates, staff, and interdisciplinary team members.
- Present a professional appearance with regard to neatness, uniform and personal hygiene.
- Arrive at the clinical setting on time and notify staff and/or instructor when leaving or returning to patient care or the agency.
- Notify the instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective nursing care.
- Do not report for clinical under the influence of alcohol and/or any mind-altering drugs.
- Do not discriminate against patients on the basis of race, creed, national origin, physical disability, gender, sexual orientation, or disease entity/treatment.
- Appear at the clinical agency, whether for patient assignment or care, professionally and appropriately dressed consistent with agency dress code wearing a SMU ID badge.

- Notify the clinical agency and/or instructor when ill or unable to report to the clinical agency on time.

SoN Student Responsibilities and Detrimental Disruptive Behaviors

Students' Responsibilities: Failure to comply with the requirements of any of the following items or other policies in the School of Nursing Prelicensure Handbook and the *University Catalog* may result in a conference with the Associate Dean for Prelicensure Programs or designee (Chairperson, Director, or Academic Director) to discuss the difficulty. Should the problems warrant immediate action, the Associate Dean or designee, may recommend the student be placed on disciplinary probation or be dismissed from Samuel Merritt University.

The following is a description of the **scholastic, non-cognitive performance** responsibilities of a student in the School of Nursing:

Attentiveness - The student regularly attends class. All extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority. The student is consistently on time for lectures and stays until the end of presentations. The student is alert during the presentation and demonstrates attentiveness by taking notes and asking appropriate questions.

Demeanor - The student has a positive, open attitude towards peers, teachers, and others during the course of nursing studies. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in group situations and makes good use of feedback and evaluations.

Maturity - The student functions as a responsible, ethical, law-abiding adult.

Cooperation - The student demonstrates his/her ability to work effectively in large and small groups and with other members of the health team, giving and accepting freely in the interchange of information.

Inquisitiveness - The student acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge.

Responsibility - The student has nursing school performance as his/her primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.

Authority - A student shows appropriate respect for those placed in authority over him/her both within the University and in society.

Personal Appearance - The student's personal hygiene and dress reflect the high standards expected of a professional nurse.

Communication - The student demonstrates an ability to communicate effectively verbally, nonverbally, and in writing with peers, teachers, patients, and others.

Professional Role - The student conducts self as a professional role model at all times and in compliance with ANA Standards of Practice and the California Board of Registered Nursing Practice Act regarding professional conduct. The student demonstrates the personal, intellectual, and motivational qualifications of a professional nurse.

Judgment - The student shows an ability to think critically regarding options, reflecting his/her ability to make intelligent decisions in his/her personal and academic life.

Ethics - The student conducts self in compliance with the ANA Code of Ethics.

Moral Standards - The student respects the rights and privacy of other individuals and does not violate the laws of our society.

The following include, but are not limited to, those behaviors that are unacceptable in students of professional nursing and that are detrimental and/or disruptive to a learning environment.

Detrimental Behavior
Members of the University community are expected to uphold standards that reflect credit to themselves and the institution and abide by all University policies, rules, regulations, and standards of conduct while on and off campus. Should the conduct or action of a student, or group of students, be detrimental to the general welfare of the University, regardless of whether such conduct is specifically prohibited by any University policy, rule, regulation, or standard of conduct, such student or group of students shall be immediately subject to disciplinary action in accordance with the University's conduct process.

Disruption
Conduct that a reasonable person would view as substantially or repeatedly interfering with the normal functioning of a class, clinical setting, or other setting is prohibited. Such conduct includes, but is not limited to, repeatedly leaving and entering a classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults. Students are responsible to comply with a request from a professor, instructor, supervisor, or other official regarding appropriate behavior.

Additionally, conduct that interferes with, impairs, or obstructs the orderly conduct, processes and functions of the University or which may adversely and unreasonably impinge on the legitimate interest of others is prohibited. Such conduct includes, but is not limited to, excessive noise, public intoxication, loud or indecent conduct, interference with the ability of others to enter, use, or exit any University facility, service, or activity, intentionally interfering with the freedom of expression or movement of others, interfering with University activity such as teaching, research, recreation, meetings, and public events, physical violence, reasonable apprehension of harm, or threat of violence against oneself or any member or guest of the University community. This prohibition extends to conduct outside the University that, in the University's sole judgment, is detrimental to its mission and interests.

Used with permission from: Drexel University *Student Conduct and Community Standards*, Section 2: Code of Conduct.

Presence of Children in the Classroom Policy

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.

Safety

Patient Safety

All nurses and student nurses have an obligation to provide care to patients in a manner that protects them from harm. Students have caused harm to their patients when procedures were incorrectly performed or safety procedures were not followed (i.e., procedures were ignored). All students are required to be supervised when performing potentially dangerous activities until the instructor   indicates that the student can safely perform the task unsupervised. A disregard for this rule or patient safety can result in disciplinary action and/or suspension from the nursing program. Some examples of these activities include, but are not limited to:

- Transferring a patient (i.e., bed to wheelchair).
- Transporting a patient (i.e., in a wheelchair or gurney).
- Applying safety devices such as bed railings, wheelchair locks, restraints, or postural support devices.
- Performing a nursing skill requiring faculty supervision.
- Leaving the nursing unit without permission from the clinical facility.
- Giving medications or intravenous solutions always requires an RN to be physically present.

Accident or Unusual Occurrence

A student involved in an accident or unusual occurrence which may cause actual or potential harm must be reported to their clinical faculty immediately. Proper documentation of the incident must be made within 24 hours. The incident report must be submitted to the program chair/director/academic director of the respective program or campus.

Protocol
- The student reports any accident or unusual occurrence to the appropriate clinical faculty, preceptor, or designated supervisor.
- The student receives immediate first aid or medical attention at the site as needed, either at the site or Sutter Health. Personal insurance information should not be provided at any time.
- The clinical faculty, preceptor, or designated supervisor collects the information related to the accident or occurrence and assists the student in completing the required documents within 24 hours.

- The student who seeks further treatment will do so at the provider/agency of his/her choice. Any costs incurred are the responsibility of the student. The exception is a blood/body fluid exposure that requires immediate treatment at the facility.
- Reporting link: https://www.samuelmerritt.edu/faculty-and-staff/office-people-and-culture

Reporting of errors or near misses

Students are required to report any practice errors (i.e., drug errors, patient care errors, etc.) and near misses that occur in clinical practice. These types of events should be communicated to a student's clinical faculty and document on the appropriate agency forms and this link http://www.samuelmerritt.edu/cct/occurrence

Technology

Electronic Devices

Professional behavior is exemplified by using smart phones, tablets, laptops or other electronic devices only when authorized by faculty and for clinical activities, not personal use.

Students should refrain from cell phone use in any patient area.

Student Email

Students receive an SMU email address upon entry into the program. Student email is utilized as the primary medium 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 medium for the distribution of official documents and information to the University community.

Student email is stored in Microsoft Office 365 and hosted in a cloud environment. Students 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.

Photocopying

Due to confidentiality and HIPAA regulations, students are <u>not</u> allowed to duplicate any patient-specific documentation used to complete course assignments. For example, students are not permitted to use photocopies with cut off or blacked out patient information. This includes, but is not limited to, lab values, Kardex, flowsheets, diagnostic results, doctor's notes, and nurse's notes.

Support Services

Academic Support and Disability Services

The Office of Academic Support and Disability Services provide support to all enrolled students. There are a variety of formats utilized to help students experiencing difficulties, such as peer tutoring, learning support workshops, study skills information, writing support, academic accommodations, auxiliary aids, and program access.

It is the student's responsibility to contact the Office of Academic Support and Disability Services if need arises at any time throughout the program.

SMU Disability Accommodation Statement

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.

Counseling

Confidential counseling services are provided to assist students 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. Students are encouraged to visit the Student Health and Counseling (SHAC) site at http://www.samuelmerritt.edu/shac for a description of available services and contact information to make an appointment.

Other

Employment

Carrying a full-time course load is a heavy schedule for any student. Therefore, it is advised that employment is held to a minimum. It is understood that financial needs make work a necessity for some students. However, one's work schedule cannot interfere with school responsibilities. Students will not be dismissed early from class or clinical in order to meet work appointments. Patient safety mandates that students may not work a night shift immediately prior to any clinical experience.

Request to Conduct Fundraising

Students who wish to conduct fundraising for a specific purpose must obtain approval from the University. Students are to complete the form below and obtain the all appropriate signatures prior to holding the fundraising event.

School of Nursing
Request to Conduct Fundraising

Date: _____

Student Name(s): _____

Program: _____

Faculty Sponsor(s): _____

Email Address(es): _____

Primary Contact: _____

Purpose of Fundraising: _____

Description of fundraising process: (include dates, length of time, indicate if location is on site or off campus, list any collaborating partners, who will maintain financial records, will participants require tax exempt receipts)

Brief description of how money will be spent:

Required signatures next page

Required signatures:

Applicant: _____ Date: _____

Faculty Sponsor: _____ Date: _____
  ☐Approved ☐ Not Approved

Dean: _____ Date: _____
  ☐Approved ☐ Not Approved

VP of Enrollment Services*: _____ Date: _____
  ☐Approved ☐ Not Approved

VP of Advancement and Communication*_____ Date: _____

* Required if the fundraising is off campus

Comments:

Pinning Ceremony/Transition Celebration

The School of Nursing recognizes student entry into the profession of nursing as a significant milestone. Traditionally, this transition has been marked with a pinning ceremony.   The school of nursing plans two pinning ceremonies per year for the prelicensure students – one at the end of each fall and spring semesters for students completing prelicensure requirements in that semester. These ceremonies are held in Oakland. Information concerning the pinning ceremonies date, time, number of guests, etc. are sent to students near the beginning of the semester.

Dispute Resolution and Grievance Policy

The goal of the SoN pre-licensure programs is to promote open communication, professionalism and resolution of a dispute at the level at which it occurs. Students, who believe that their academic rights have been infringed upon, or that they have been treated unjustly, are entitled to fair and impartial consideration.

In the case in which students and faculty have a difference of opinion on educational matters, such as when a student disagrees with the substance or conclusion of a faculty member's educational assessment, it is expected that the informal resolution of this dispute be completed using the SoN chain-of-command prior to invoking the University-wide grievance policies and procedures. In all circumstances, professional communication is expected.

1. Resolution procedure begins at the most basic level of the dispute between two parties. Advisors, University staff, other faculty, and higher authorities will not hear a complaint unless the person(s) bringing the dispute have made every effort to reach resolution with the other involved party. Students are encouraged to consult with Academic Support Services or the University counseling service for assistance with preparing effective communication strategies.
2. Should the issues involve multiple members of the same class or course section, students will name one to two class representatives who will meet with the faculty and communicate discussions and decisions to the class.
3. Although initial contact may be made by phone, e-mail, or during a brief class interaction, a face-to-face meeting is necessary to ensure that all issues are completely addressed and documented adequately. Written documents may be provided only to those with a direct need-to-know.
4. Faculty and student(s) must meet and discuss the issues. Either party may request that another person be present as a witness, but not a participant. Faculty will document the communication in a counseling note. The document will include the resolution reached or a list of next steps, responsibilities, and timeline.
5. On-line course disputes: Physical meetings between parties may be difficult due to physical location constraints. Parties may choose the most appropriate method of communication.
6. If the issue is unresolved with the faculty member, the student should next present to the course manager, and subsequently to the program director/chairperson, and then to the associate dean or dean.
7. In the case of failure to reach consensus, the decision regarding final action will be made by the associate dean/dean unless substantial evidence supports a claim of arbitrary or capricious treatment of the student(s) warranting escalation to the University grievance process as described in the University Catalog.

8. Implementation of University policies of general applicability cannot be grieved. For example, a student dismissed for reasons of course failures or grade point average who wishes to petition for exception to the dismissal policy (which is different from contesting a course grade) should meet with the program director. However, if the director/chair does not support the petition, the dismissal stands and cannot be grieved.

Process for Submitting Changes for the Prelicensure Student Handbook

Recommended changes to the Prelicensure Student Handbook must be submitted by a faculty member to the specific Prelicensure Program Chairperson or Director. The Chair or Director will discuss with the Director/Chairs of the other Prelicensure programs. Upon approval by the Directors/Chairs the proposed policy change will be submitted to the Associate Dean for Prelicensure and Undergraduate Programs and then to the faculty for approval.

Honor Society – Nu Xi at-Large Chapter

Honor Society Nu Xi at-Large Chapter Sigma Theta Tau International
Nu Xi at-Large Chapter is a formally recognized chapter of the international nursing honor society, Sigma Theta Tau International (STTI). 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. These institutions include: Samuel Merritt University, Holy Names University and California State University - East Bay.

Undergraduate students at any of the three participating Universities are eligible for membership as a Junior or senior student. 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 and have achieved a GPA of at least a 3.0. At the appropriate time each semester faculty evaluate students who meet the criteria for membership. The student then receives an invitation to join the honor society. The invitation is good for one year after the initial invitation. Students who are not invited to join while during their academic program, may choose to join as a Nursing Leader following graduation.

California Student Nurses Association (CNSA)

CNSA is a statewide community advancing the transition of the student to professional nurse through leadership development, education, mentorship, advocacy, activism, and stewardship. Samuel Merritt University School of Nursing has a chapter of this organization. It is active in community service activities throughout the academic year. For more information on the CNSA, please refer to the CNSA web site http://www.cnsa.org/

NCLEX-RN® Licensure Exam

Following graduation students must take and pass the NCLEX-RN® Licensure Exam in order to work as a registered nurse. There is a two-step process to take this exam. This process involves applying with the state in which you choose to take the exam and with Pearson Vue, the organization that administers and proctors the exam. We will provide more information about the two-step process closer to the time you need to register to take the exam.

Please keep this signed statement in the handbook

Statement Confirming Receipt of
Pre-licensure Program Nursing Student Handbook
2 0 2 0 - 2 0 1 2 1

I_____, understand that it is my

responsibility to become familiar with the contents of the Prelicensure student 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 by the

program director, I will hold myself accountable to those new directives.

_____   _____
                Signature   Date

Program in which you are enrolled: BSN   ELMSN   ABSN

Campus: Oakland   Sacramento   San Francisco Peninsula

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

SAMUEL MERRITT UNIVERSITY

Statement Confirming Receipt of
Pre-licensure Program Nursing Student Handbook
2020-2021

I_____, understand that it is my responsibility to become familiar with the contents of the Prelicensure student 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 by the program director, I will hold myself accountable to those new directives.

_____   _____
                Signature   Date

Program in which you are enrolled: BSN   ELMSN   ABSN

Campus: Oakland   Sacramento   San Francisco Peninsula