SCHOOL OF NURSING
UNIVERSITY OF CALIFORNIA, SAN FRANCISCO

FACULTY
POLICY
MANUAL

2017 - 2019

The School of Nursing Faculty Handbook includes information that is basic to faculty's orientation to the School, and it is designed to provide faculty with the general knowledge needed for day-to-day activities. More in-depth information is provided during formal orientations to the School, academic departments, and selected University units. A copy of the most current Self-Study of the School is located on the Shared Drive and Annual Reports are located in each department. These documents include information about every component of the School and are an excellent reference for all faculties.

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I.   The University

History of the University of California, San Francisco

One of the world's leading health sciences universities, the University of California, San Francisco (UCSF), dates its founding to 1864, when South Carolina surgeon Hugh Toland founded a private medical school in San Francisco. More information about the history of UCSF can be found at *http://www.ucsf.edu/about/history-1*

About the University

The leading university exclusively focused on health, UC San Francisco is driven by the idea that when the best research, the best education and the best patient care converge, great breakthroughs are achieved. More information about the University, its mission, priorities and goals, can be found at: *http://www.ucsf.edu/about/about-ucsf*

Achievements

It is no small task to recount the major basic science and clinical research accomplishments that span the history of UC San Francisco. Here is a fairly comprehensive list that gives credit to the researchers who took the lead to make these discoveries dating back to 1914. A comprehensive timeline of major accomplishments can be found at: *http://www.ucsf.edu/about/achievements*

Areas of Excellence

UCSF's reputation for excellence in each of these areas has contributed to the University's continued national and international recognition in teaching, research and patient care. Details about UCSF's primary areas of excellence can be found at: *http://www.ucsf.edu/about/areas-excellence*

II.   Governance, Mission, Philosophy

Bylaws of the Faculty of the School of Nursing

https://senate.ucsf.edu/appendix-V

PART I. FUNCTIONS
1. The Faculty of the School of Nursing shall govern and supervise the School in accordance with San Francisco Division Bylaw 95 (Powers of the Faculties).

PART II. MEMBERSHIP AND VOTING PRIVILEGES
2. The full Faculty of the School of Nursing shall consist of:
    a. The President of the University;
    b. The Chancellor at San Francisco;
    c. The Dean of the School of Nursing;
    d. All members of the Academic Senate who are members of the departments assigned to the School of Nursing;
    e. Faculty appointed in the Adjunct, Health Sciences Clinical Professor, Clinical Professor (Volunteer) and Professional Research series assigned to the School of Nursing.

3. Faculty functioning as the full faculty of the School of Nursing have the privilege of the floor for discussion and may make and second motions, and may vote on issues pertaining to School of Nursing policy, unless a specific reference is made to the Faculty as a Committee of the Division.

4. The Faculty of the School of Nursing (San Francisco), functioning as a Committee of the San Francisco Division of the Academic Senate shall consist of: [Senate Bylaw 45]
   a. The President of the University;
   b. The Chancellor at San Francisco;
   c. The Dean of the School of Nursing;
   d. All members of the Academic Senate who are members of the departments assigned to the School of Nursing.

5. When the Faculty is functioning as a Committee of the San Francisco Division of the Academic Senate, only members of the Faculty who are voting members of the Academic Senate shall be eligible to vote and hold office (Senate Bylaw 45).

PART III. OFFICERS
6. Chair - The Chair of the Faculty shall serve as Chair of the Faculty Council and must be a member of the Academic Senate (Bylaws 14 and 15).

7. Vice Chair - The Vice Chair of the Faculty shall serve as the Vice Chair of the Faculty Council and must be a member of the Academic Senate. (Bylaws 14 and 15).

8. The Office of the San Francisco Division of the Academic Senate provides professional, analytical, and administrative support; guidance; coordination; communication; and assistance (Division Bylaw 25). Its duties shall include:
   a. Maintaining proper records.
   b. Sending advanced notice (call) for meetings and presentations to the Faculty, in advance of any meetings, or adequate information regarding matters to be considered.
   c. Recording minutes of each Faculty Meeting.
   d. Conducting all elections that require mail ballots.
   e. Keeping a valid roster of voting members of the Faculty.

PART IV. DUTIES OF OFFICERS
9. The Chair shall preside at all meetings of the Faculty and of the Faculty Council. The Chair shall consult with the Dean in arranging the agenda of meetings of the Faculty Council and the Faculty.

10. In the absence of the Chair, the Vice Chair shall preside at meetings of the Faculty and the Faculty Council.

PART V. MEETINGS OF THE FULL FACULTY
11. Meetings of the Faculty shall be held at least once a quarter and at other times as determined by the Faculty. A faculty meeting may be called by the Chair, Vice Chair, or upon written request of five voting members of the Faculty without regard to Senate membership.

PART VI. QUORUM OF FULL FACULTY MEETINGS

12. A quorum shall consist of twenty members without regard to series. If the Faculty is functioning as a committee of the Division, those twenty members must be members of the Academic Senate. [Am. 5/14/04]

PART VII. ORDER OF BUSINESS

13. The order and conduct of business of Faculty meetings shall be guided by the provisions of Divisional Bylaws 45, 50, and 55.

PART VIII. FACULTY COUNCIL

14. Membership: The Faculty Council shall consist of the following members/ representatives: [Am. 5/21/93, 5/20/94]
    a. The Dean, considered an ex officio, non-voting member, or an alternate designated by the Dean;
    b. Two elected representatives from each of the four departments within the School, at least one of who must be a member of an Academic Senate series. The other representative may be a member of the Clinical, Adjunct, or Research series; [Am. 5/20/94]
    c. One graduate nursing student, who is a non-voting member, selected by the Nursing Student Council; [Am. 5/14/04]
    d. When the Faculty Council functions as a Committee of the Academic Senate, only members of the Academic Senate may vote. Each department shall have one vote only. All other members and representatives of the Faculty Council may have the privilege of the floor for discussion. In all other matters, all members have full privileges. [Am. 5/20/94]

15. Officers of the Faculty Council and Faculty: The Chair and the Vice Chair shall be chosen from among the elected voting Academic Senate members of the Faculty Council by all voting members of the Faculty Council at the first meeting of the fall academic term. [Am. 5/20/94 & 5/14/04]

16. Terms of Office:
    a. The elected Faculty Council members shall hold office for a full term of two years beginning with the first day of September. They shall not serve for more than two consecutive full terms, except the immediate past Faculty Council Chair who may serve two additional years. [Am. 5/20/94 & 5/14/04]
    b. The student member shall serve a term of one school year commencing with the Fall Quarter.

17. Nominations and Elections:
    a. Election of officers
        1. The Faculty Council will annually elect a Chair and a Vice Chair. [Am. 5/20/94 & 5/14/04]
        2. These officers will serve for one-year, and may be re-elected to no more than three additional consecutive years. [Am. 5/20/94]
        3. All voting members of the Faculty Council must have the opportunity to vote for

the Chair, and Vice Chair. [Am. 5/20/94 & 5/14/04]
  b. Members elected within departments
    1. Each department shall elect two representatives to the Faculty Council at the beginning of the spring academic term, staggering the elections so that one of the two representatives shall be elected one year and the other the next year. [Am. 5/20/94]
    2. Responsibility for nomination and election of the departmental representatives is delegated by the Chair of the Faculty to the incumbent departmental representatives. Each department may determine its own procedure for nominations and elections. [Am. 5/20/94]
    3. The incumbent representative will report the results of the election to the Chair of the Faculty. Each department will be accountable, upon request, to report its election process to the Faculty Council. [Am. 5/20/94]

18. Vacancy:
The Departments shall hold a special election to fill interim vacancies in the elected membership of the Faculty Council for unexpired terms of four months or more. Members elected to fill a vacancy shall take office at once and serve for the full remaining term. The person elected will be eligible to be elected subsequently to two full terms. [Am. 5/20/94]

19. Meetings:
The Faculty Council shall meet regularly during the academic year with meeting dates to be determined by the Chair in cooperation with the Office of the Academic Senate. Additional meetings may be called by the Chair, the Dean, or any three members of the Faculty Council or upon written request of five members of the faculty, without regard to Senate membership. [Am. 10/10]

20. Quorum:
A quorum shall consist of any five voting members, one of whom is an officer of the Faculty Council, and the Dean or Dean Designate.

21. Duties and Powers:
  a. In accordance with Division Bylaw 95 and in concert with the Graduate Council, the Faculty Council shall have the authority to administer the rules and policies established by the Faculty in the following matters: [Am. 2/93]
    1. Approving petitions of students to graduate under suspension of the regulations.
    2. Approving the award of degrees, certificates, and honors at graduation.
    3. Exercising jurisdiction over scholastically disqualified students.
    4. Dismissing students for causes other than scholastic disqualifications.
    5. Recommending the awarding of posthumous degrees to the Graduate Division (see Section X of these bylaws).
  b. The Faculty Council may act:
    1. For the Faculty with respect to any subject delegated to it by the Faculty.
    2. On any subject which in times of emergency or crisis merits Faculty Council action, and which lies within the province of Faculty powers delegated by The Regents.
    3. To establish and maintain liaison with members of the Departments within the

School of Nursing, with other Schools of the Division, and other Divisions of the Senate.
4. To appoint the Chairs and members of Standing Committees of the Faculty.
5. To establish Special Committees of the Faculty and appoint members to such committees. [Am. 2/93]
6. To receive proposed (new or revised) regulations or bylaws from Faculty members or Faculty committees. [En. 5/14/04]
7. To review the proposed regulations and bylaws for their conformity to the code of the Academic Senate. [En. 5/14/04]
8. To keep the Faculty informed of University wide and campus changes in bylaws and regulations and revise those of the School to conform to these changes as necessary. [En. 5/14/04]
9. To serve as a resource for the Faculty concerning bylaws and regulations. [En. 5/14/04].

All actions carried out under these provisions shall be reported to the Faculty at the subsequent Faculty meetings.

PART IX. STANDING COMMITTEES
22. Standing Committees shall be authorized by the voting members of the Faculty.

23. Members of Standing Committees shall serve a term of at least two years starting September 1 and ending August 31. The selection of members shall be staggered so that half of the members shall be selected one year and the other half the next year. [Am. 5/20/94]

24. Chairpersons and members of Standing Committees shall be appointed by the Faculty Council.

25. Each Standing Committee may appoint such sub-committees or ad hoc committees, as it deems necessary to conduct its business.

26. Standing Committees shall give a report of their activities to the Faculty at least once a year.

27. The Standing Committees shall be: The MS Program Council, MEPN Program Council, DNP Program Council, PhD Program Council, Research, Recruitment and Retention, Faculty Practice and the Global Health Nursing Committee. [Am. 10/10, 5/17]
   a. Membership in the Standing Committees shall be governed as follows unless otherwise specified later in this Section:
      1. Standing Committees shall each consist of a faculty member, without regard to Academic Senate membership, from each of the four departments, at least one student representative from the program addressed by each Council, and the Associate Dean for Academic Programs, ex officio. [Am. 2/93]
      2. At least one member of the MEPN Program Council shall be a Faculty of Record for a MEPN course. [En. 11/91, Am. 2/93 & 6/99]
      3. The MS Program Council shall include two representatives from each department,

with the exception of Social and Behavioral Sciences, which shall have one representative, and each clinical department must include a Nurse Practitioner as one of their representatives. [En. 10/10]

b. The MS Program Council, the MEPN Program Council, DNP Program Council, and the PhD Program Council shall, in concert with the Graduate Council, perform the following functions:
   1. Review and approve courses for the Consent Calendar;
   2. Determine the required core or foundational courses for each program (i.e., PhD, DNP, MS);
   3. Review curricular issues and concerns across program, department, School, and institutional lines. [En. 5/14/04];
   4. Plan, implement and evaluate the programs in Nursing leading to graduate degrees;
   5. Consider implications of policies and program development on recruitment and retention of students in programs in Nursing leading to graduate degrees;
   6. Develop guidelines for reviewing, and implementing, and/or discontinuing specialty areas; [En. 5/14/04]
   7. Communicate and consult with other Program Councils on matters affecting students across Programs or when addressing issues that affect multiple Program Councils; [En. 5/14/04]

c. The Research Committee
   1. Membership: [Am. 5/14/04]
      a) The Research Committee shall consist of a one representative from each department in the School, one doctoral student, and one representative from the Medical Center to be appointed by the Dean. At least one member of this committee should be a member of the Academic Senate. [AM 10/10]
      b) Each department representative should be a former or current principal investigator with an externally funded research project.
      c) Ex officio members to this committee include a School of Nursing representative to the Academic Senate Committee on Research (COR) and the School of Nursing Associate Dean for Research.
   2. The function of the Research Committee shall be to: [Am. 5/14/04]
      a) Advise the Office of Research on development and implementation of research policies and procedures to assist faculty research (such as HIPAA guidelines, Data Safety Monitoring Plans, etc.).
      b) Conduct scientific reviews of intramural research proposals submitted by faculty in response to an annual School of Nursing Call for Proposals and make recommendations for funding to the Office of Research. The Office of Research will distribute and monitor the use of research funds and report appropriately to the Committee. [Am. 2/93]
      c) Participate in scientific review process for UCSF campus-wide collaborative nursing research proposals.
      d) Facilitate faculty research development activities by providing workshops, training seminars, and other mechanisms to improve the expertise in research methods [En. 5/91, Am. 2/93].
      e) Facilitate recognition and professional awards to faculty for their contributions

to research by:
1. Annually soliciting nominations for the Helen Nahm Research Lecture Award and selecting the awardee.
2. Working with the School of Nursing representative to the Faculty Senate Committee on Research (COR) to solicit nominations for annual Faculty Research/Clinical Lecturer awards.

f) Advise the Office of Research on administrative matters [En. 5/91, Am. 2/93].
g) Solicit, review and choose students for support at the Western Institute of Nursing (WIN) conference. [AM. 10/10]

d. Recruitment and Retention Committee
   1. Membership:
      a) This committee shall consist of Faculty members without regard to Senate membership. Representation will include: one Faculty representative from each of the four departments; at least one student representative, the Associate Dean for Academic Programs, *ex officio*, and the Assistant Dean for Academic Services, *ex officio.* [Am. 2/93]
   2. The function of the Committee on Recruitment and Retention shall be to:
      a) Establish and monitor recruitment and retention of underrepresented Faculty and students. [Am. 2/93]

e. The Faculty Practice Committee [Am. 5/95 and 5/14]
   1. Membership:
      a) The Faculty Practice Committee shall consist of the following members, without regard to Academic Senate membership: the directors of each of the School of Nursing's faculty practices and one representative from each department that does not have a director of a faculty practice (if any), one representative from the School of Nursing administration to be identified by the Dean; and one student representative from the Master of Science or PhD Program. [Am 10/10]
   2. The functions of the Faculty Practice Committee shall be to:
      a) Provide oversight of the faculty practice credentialing, risk management and performance improvement policies;
      b) Prepare an annual report for the Dean;
      c) Develop School of Nursing faculty practice policies that articulate the integration of practice, service, education and research;
      d) Provide final approval of all faculty practice policies;
      e) Provide guidance to faculty and administration on the Compensation Plan in relation to faculty practice revenues; and
      f) Review proposals for new faculty practices and provide recommendations to Faculty Council. [Section Am 10/10]

f. International Global Health Nursing Committee [Am5/17]
   1. Membership:
      a) Committee Membership shall consist of at least the following: one faculty representative from each of the four School of Nursing Departments; at least one student representative, preferably one Masters and one Doctoral student; and a representative of the Dean's office as ex officio. The Chair and faculty

representatives shall be appointed by Scholl of Nursing Faculty Council to serve for a two-year term. Members may be reappointed for two years to serve a maximum of four years.

2. The functions of the Global Health Nursing Committee shall be to:
   a) Advise on policy and curriculum affecting student global health experiences and practicums in the global health.
   b) Oversee development, revisions and additions to global health curricula in the school.
   c) Advise and guide the School of Nursing policy in developing global and international agency and institutional affiliations.
   d) Assist in maintaining comprehensive global health activities that contribute to the mission of the School of Nursing.
   e) Provide representation to School of Nursing, campus, and University-wide International and Global Health Committees.
   f) Support School of Nursing and interprofessional collaborative research programs and networks in global health.
   g) Support recruitment and retention of scholars interested in global health

3. Committee Goals:
   a) Increase the visibility of the faculty and student global health activities.
   b) Promote and guide School of Nursing policy in the recruitment and retention of international Master's and PhD students.

PART X. POSTHUMOUS DEGREES [En. 10/10]

28. The UCSF School of Nursing seeks to extend sympathy and compassion to families of deceased students near completion of their degrees and to recognize the academic achievement of these students who would have fulfilled the requirements of the degree. These actions must also be balanced with attention to academic and institutional integrity.
    a. To be eligible for the posthumous award of a Master of Science or PhD degree from the UCSF School of Nursing, the student generally must have met the following criteria:
       1. The student completed the appropriate core coursework;
       2. The student was in his/her final quarter of coursework or enrolled in courses, which upon successful completion would have culminated in the awarding of the degree; and
       3. The student was in good academic standing and was successfully progressing toward completion of requirements for the degree to be conferred.

       Cases that do not meet the above-specified criteria may be considered when extraordinary circumstances prevail. In such cases, request for award of the degree must be reviewed by the appropriate faculty, department chair, and dean(s) and approved by the School of Nursing Faculty Council.
    b. The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:
       1. A formal request may be initiated by any of the following: a family member, a faculty member, a dean, or a fellow student. If the request is not made by a family member, the family should be contacted and found to be receptive of the possible

  award. The request should be made directly to the Dean of the School of Nursing or the Dean's designate.

2. The Dean's Office is responsible for reviewing the student's academic record, confirming with the Registrar whether the specified criteria exist, and forwarding the request to the School of Nursing Faculty Council.

3. Pursuant to San Francisco Division Bylaw 95D, the School of Nursing Faculty Council shall have final responsibility for approving the award of a posthumous degree and communicating its approval to the Registrar, the Chair of the Division, and the Dean of the Graduate Division. This duty may be delegated to a committee of the faculty or an administrative officer who is a member of the Academic Senate.

4. Customarily, degrees awarded posthumously will be noted on the commencement program and a member of the deceased student's family will be permitted to participate. The student's diploma will be released or mailed to the person legally authorized to manage the deceased student's affairs. The posthumous nature of the award will be indicated on the diploma and in the student's official transcript.

PART XI. SUSPENSION OF THE RULES

29. The rules of the Faculty may be suspended by vote of the Faculty, provided that no more than two voting members present object to such suspension. [Am. 2/93]

PART XII. AMENDMENT OF BYLAWS

30. Subject to the Bylaws of the Division, minor revisions to these Bylaws may be amended at any regular or special meeting of the entire Faculty Council. It is authorized to make editorial and conforming non-substantive changes in the Bylaws and Regulations with regard to numbering, headings, cross-references, organizational titles, details of style, and similar items. It shall report such changes to the organizations directly concerned, and publish them in the call for the next meeting of the full Faculty. Minor revisions are of an editorial nature and do not substantively change the meaning or intent of the by-laws. [Senate Bylaw 312 B]

31. A proposal for a major revision of these Bylaws shall be voted upon by the entire Faculty with an oral (or show of hands), written or electronic vote no sooner than one week subsequent to the proposal's submission to the Faculty. [Am. 10/10]

[Revision approved by the Faculty of the School of Nursing May, 1977; December 7, 1977; 1982 and 1985; May and November, 1991; February, 1993; May 20, 1994 and May 19, 1995; May 14, 1999; May 18, 2001; May 14, 2004; October 29, 2010; May 2017]

Mission & Philosophy of the School

Mission Statement

Our Mission:
To educate diverse health leaders, conduct research, advance nursing and inter-professional practice, and provide public service with a focus on promoting health quality and equity.

Our Vision:
UCSF School of Nursing's global community will lead innovation in science, education, health care, policy, population health, and health equity worldwide.

Our Values:
C   Community
A   Accessibility
R   Respect
I   Integrity
N   New Knowledge
G   Growth

Statement on Educational Philosophy:
As an educational institution, it is incumbent upon us to set forth a statement of beliefs, as philosophy, on knowledge development, dissemination, and use. Our conception of the processes for improving and shaping the practice field of nursing is grounded in the philosophy of Pragmatism as developed by John Dewey and William James. This philosophy's concern is with the nature of knowledge and with establishing its validity and utility.

Pragmatism espouses a principle of knowledge acquisition: that knowledge is gained through action or practice, and through inquiry or research. Another of its principles holds that, however knowledge is acquired, it is subject to change through the same practice and inquiry, which initially established it; that new situations and data produce new perspectives and technologies, which create new knowledge.

Nursing education orchestrates the exploration and critique of current, relevant theories that guide nursing practice and health care. Intrinsic to the nursing education process is the expectation that graduates will test or reformulate current science, theory, and practice.

In the health sciences and practices, nursing is uniquely positioned at the intersection of biological, behavioral, and sociological knowledge affecting health practice and is consequently concerned with the status of knowledge in these areas. Graduate nursing education necessarily encompasses both the quantitative and qualitative methodologies. The complexity of substantive reality and the multiplicity of methodologies for achieving knowledge are central components, along with clinical skills development, in the education of all graduate students.

The Master's Program in its clinical variations is concerned with advanced skills development in accord with contemporary theories of practice, which provide a logic and validity to the skills in practice. Graduate students are taught to apply theory and research critically, and to seek practice improvements.

The Doctor of Nursing Practice program is a professional practice-focused doctorate designed to develop competencies for advanced clinical and leadership roles in nursing practice. DNP-prepared advanced practice nurses are contributing to the translation of science and research into clinical practice, and have demonstrated rigor in development, implementation, and dissemination of practice focused quality improvement projects and data across health care settings.

The Doctor of Philosophy in Nursing Program graduates are pre-eminently prepared to examine current knowledge, test and create theories, and to develop new knowledge and models for the improvement and shaping of nursing practice though research.

Conceptual Model for Curriculum Development

Domains of Nursing

The conceptual framework of the UCSF, School of Nursing consists of three components: the domains of nursing, the educational context, and human factors (see Figure 1). Such a schema facilitates critical examination of each component while providing a systematic framework within which to design, direct, and evaluate curriculum.

The first component, domains of nursing, reflects the conceptual model for nursing in the school. The second component, educational context, includes the social, economic, political, and cultural parameters of learning, both at the institutional level and within the larger community. The third component, human factors, consists of faculty and student characteristics and teaching and learning.

Definition of Nursing:
The definition of nursing for this School is that of the American Nurses' Association (1980), which states that "Nursing is the diagnosis and treatment of human responses to actual or potential health problems" (p. 9).

Conceptual Model of Nursing:
The conceptual model of nursing at UCSF is based on the central domain concepts, which are fundamental to all nursing knowledge, research, and practice. These domains include: person, environment, health, and nursing.

Person is the client for whom care is provided. Person is generally construed as the individual but the client may also be more broadly defined. Depending on the focus of nursing care or research, the client could include the family, a group, or the community. The client is in dynamic interaction with the environment and is affected by developmental and situational factors.

Environment is the context within which care is being proffered. The elements of the environment depend on the level of analysis and encompass any situation/problem in/for which the client is receiving nursing care. Thus, an environment might be conceptualized at the organ system level, the person level, the family or community level, and the socio-cultural, political and economic level. Further, the environment is conceptualized as an open system that constantly interacts with elements of the environment.

Health is a biopsychosocial continuum defined by objective and subjective dimensions. The objective dimension is defined by the health care provider and reflects the presence or absence of disease and level of function. The subjective dimension is the perception experienced by the

client of wellness or illness. Thus, the health care provider's and the client's perceptions may be congruent or incongruent with each other.

Nursing is the process of caring for the client in the context of the environment. In optimal circumstances, nursing goals directed towards desired health outcomes are mutually articulated and congruent with client goals. In other situations (e.g., cognitive impairment), nurses may make decision in the best interests of the client based on ethical principles.

Nursing is a scientifically based, humanistic discipline with interrelated professional practice and knowledge base components. The practice and profession of nursing articulate with other health care professions to optimize the client's health or to cope optimally with disability.

Nursing is a socially sanctioned, caring therapeutic relationship with clients that involves all phases of the life span and all phases of health and illness including death. Nursing is a transactional relationship with clients that involves interacting with the client who is adapting and coping with stress. Nursing considers biological, psychological, and socio-cultural variables, a holistic view of mind-body relations, and temporal continuity of concern.

Conceptual Framework for Curriculum
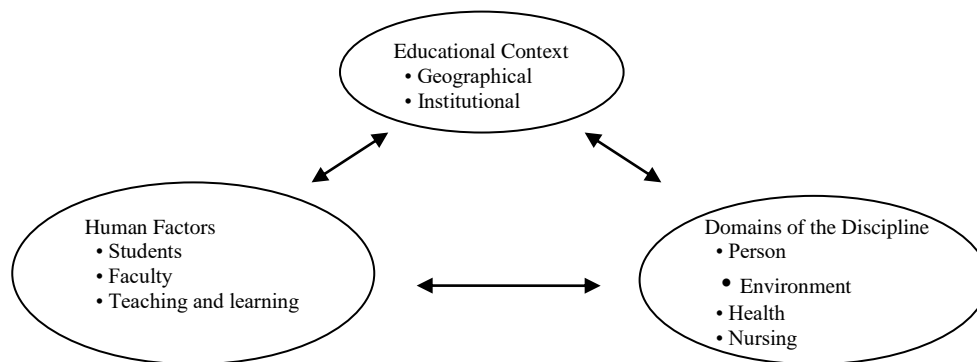
Educational Content

Geographical:

San Francisco, located on the Pacific Rim and at the northern extent of the old Spanish Southwest, supported the retention of ethnic identity and neighborhoods even during the era when belief in the "great melting pot" was dominant in most of the nation. Historically it has had a liberal and pro-labor position. Although it has maintained a healthy city center, it has problems common to urban areas: housing is not affordable for some median income families; the proportion of aged and children is higher than in the country at large; the income of a significant percentage of the population is below poverty level; the tax base is insufficient for preventive health services deemed necessary a few years ago; and the AIDS epidemic strains current system capacity. Balancing this is the rich diversity that comes from immigration, the stimulating intellectual environment that includes several major universities, and the leavening effect of the research and industry of Silicon Valley. This geographic location shapes the sensitivities and concerns of students and faculty alike, and in a more subtle way encourages a

search for new approaches, intense questioning of the status quo, and a bias toward action.

Institutional:

The teaching and learning of nursing at UCSF occurs within a School that has enjoyed the status of a separate unit with full academic standing for more than 50 years. It is part of a fully developed health science campus, which is known for its outstanding professional schools and its ability to compete nationally for research funding. The University of California, within the tri-partite California higher educational system, is charged with professional and doctoral education. The system as a whole is nominally, but partially state-supported; characteristically decentralized in its decision-making; and hospitable to entrepreneurial individual initiative. The School of Nursing reflects these characteristics.

This School of Nursing has explicitly recognized clinical practice as the focus of nursing and moved to structure its graduate programs to take this into account in the late 1950s, earlier than most schools. Clinical practice came to be viewed as a source of knowledge as well as a site for knowledge application. The gathering of a nucleus of sociologists, who promoted inductive theory development, complemented and extended this perspective on clinical practice. The move away from disease-structured nursing was moderated by recognition of the communication function served by disease naming, thus retaining the medical diagnosis as one element of data for nursing.

The School sponsors curricula leading to two degrees in nursing, and a sub-set of its faculty sponsors work leading to a third degree in sociology. The majority of Master of Science students come to the program with a Bachelor of Science in Nursing degree and prior professional work experience. One-third of the master's students come with degrees in another field to which they add one calendar year of intensive study to qualify for nursing licensure. The pre-licensure curriculum provides varied generalist experience for the purposes of forming a nursing identity and developing the knowledge and skill expected of beginning nurses. Both groups choose among 13 specialty areas of study within the Master's curriculum, which have in common research, theory, scientific concepts, health care economics and policy, leadership, and advanced practice role content. In the Doctor of Philosophy in Nursing curriculum, students concentrate the focus of their work in an area in which faculty are actively working after foundational work in research methods and theory development. The Doctor of Philosophy in Sociology focuses work toward health-relevant areas and is supported by the appropriate faculty in the School.

Human Factors

The persons who are students and faculty have intrinsic value and warrant respect on this basis alone. These persons are individuals, but are also aiming to be persons-in-community, characterized by engagement with ideas, a search for knowledge, and efforts to bring knowledge to bear on the solution of human health problems. This community is intentionally diverse in political, epistemological, and intellectual commitments as it is in its gender, life-style, and racial/ethnic characteristics. These diversities are actively developed and engaged, not just tolerated, because they are essential to the nature and identity of the community and because they enrich the contribution this School makes to the larger professional, heath care, and academic arenas.

Students:

The majority of the approximately 500 students in the School come to the Master's program

after a few years of experience following an undergraduate program in nursing. Most are between 27 and 37 years of age; the majority are married; and many have one or more dependents. Many have had clinical experience in the area, which they choose as specialty, but some use graduate study as an opportunity to redirect their practice. The majority of students work part-time (60–80%) while attending school, though a few are fully supported and a few must continue to work full time.

Doctoral students resemble master's students demographically except for being five years older. In addition to clinical experience, some doctoral students have had formal teaching experience. They, too, work part-time, though they are more likely to restrict their work time, or mix external work with Research Assistantships to develop the best possible personal mix of livelihood and learning. About 24% of doctoral students in recent years have been continuing master's students. The national reputation of the school attracts students from throughout the United States and other countries. However, while enrolled, the majority of students commute from the nine-county San Francisco Bay Area.

Faculty:
The faculty is organized into departmental groups, which focus research and teaching on care of adults, including the aged; care of women, children, and families; occupational health, care of communities, the mentally ill, and nursing administration; and sociology of health, illness, and aging. Given the institutional mandate, as well as professional concern, the faculty is actively engaged in developing and testing nursing knowledge. Dissemination of results, both immediately to students, and more broadly through papers, presentations, and publications is a part of this responsibility. Engagement of student researchers in the process of learning and doing research is an important component of teaching in this School.

Teaching and Learning:
Learning ultimately involves a changed perspective, a changed gestalt. Learning may simply entail information storage for ready reference and later reconfiguration and reinterpretation, conceptual analysis and critique of available information, and/or modified self-perception.

Learner curiosity, perceived need to know, or perceived meaningfulness, stimulate learning. Attention, plus a frame of reference (including concurrent or past experience) promotes grasp and retention. A willingness to question and to change is pre-requisite to learning. Since motivation is intrinsic, the responsibility of the teacher is to relate the new material to the learners' concerns, and to make learning opportunities and materials and situations available to the student in order to catalyze the process. Teacher enthusiasm and knowledge of the material seems to encourage learners, as does the teacher's direct encouragement to learn and the teacher's effort to make new understandings accessible to the learner. Benchmarks, including standards of competence, enable learners to gauge their progress and enjoy a sense of success. Interaction with other persons having similar interests, whether teachers, other students, or clients, potentiates the effect of intrinsic motivation. These factors are relevant whether learning is via distributed mechanisms or in live classroom interaction.

Psychomotor skill acquisition additionally involves analysis of component elements, visualization of the integrated or whole performance, practice in a simplified setting, repeated experience, reflection on experience, and development of qualitative distinctions related to significant aspects of the skills-in-context-of-care. Skill in clinical judgment builds on established scientific information but extends that through engaged practice, which involves reflection on the nature and patterns of variation among individual patients, on the meaning of

patient and clinician action in the situation, and on identification of factors relevant to outcomes.

The act of teaching takes many forms. No one method of instruction is ideal for all situations, but like differences in learning styles, teaching styles vary depending upon faculty preference and ability, students' learning styles and needs, and the nature of the content. Diversity in teaching methods is essential, given that information learning, application, critique and evaluation are all required for the acquisition of advanced nursing theory and practice.

Evaluation is inherent in any intended rational effort and is socially essential in a service-oriented field such as nursing. The effectiveness of the teaching-learning effort is assessed by faculty and students on students learning; by the individual faculty member and students in relation to the course; by faculty sub-groups and students on specific curricular elements such as program or specialty requirements; and by the faculty, students, the wider campus, alumni, and persons in the health care system on the relevance of the work of the School to the needs of the society. In a less intentional sense, but just as importantly, clients ultimately evaluate the effectiveness of the combined efforts of all persons engaged in the work of the School.

Three major approaches to evaluation are used: the goal-attainment approach compares what the course, specialty, program, or School set out to do with actual results. The systems-resource assessment approach compares the resources the School and sub-units of the School have with the outcomes and asks whether this is the best possible configuration of systems and use of resources that could be envisioned. Finally, the strategic constituencies approach identifies groups that have a stake in the work of the School and assesses the extent to which these are satisfied and supportive of the School's work.

Conclusion

This conceptual framework for curriculum development supports the provision of education and research training in nursing and related sciences, the preparation of leaders for the health care sector, and the testing of innovative professional educational models. As such, it is congruent with the overall mission of the School. Please note the language currently in this section is Under Review by Program Councils and the SON Educational Policy Group.

III. Faculty Roles and Responsibilities

Graduate Curriculum & Grading

Characteristics of University Courses

Level and Emphasis: A University course should set forth an integrated body of knowledge with primary emphasis on presenting principles and theories rather than on developing skills and techniques for immediate practical application. There is a limited but legitimate place in the University, however, for the following types of courses:
- Courses in which skills and techniques are included primarily as a means to learning, analyzing, and criticizing theories and principles.
- Courses in which skills and techniques are an integral part of professional training and are included in a recognized professional curriculum.
- Courses for preparation of specially trained technical personnel who will assist in conduct of professional activities, the specialized nature of which requires the training resources of a University.

Scope and Organization: The course should have a clear and essential place in the overall offering of the department, either filling a gap or strengthening the existing course structure without duplication or needless overlapping.

The course should not be an instance of unnecessary proliferation that is, splitting-up a body of knowledge or a field of study into parts too small to warrant separate treatment in them.

The content of the course should represent unified and integrated subject matter, and not a collection of incongruous elements brought together under a specious and superficial heading.

The instructor should have a sound background in the course content.

The Committee on Courses of Instruction, San Francisco Division of the Academic Senate, composed of representatives from UCSF's four professional schools (dentistry, medicine, nursing, and pharmacy) appointed by the Senate, reviews all new courses, course changes, and course deletions proposed by the respective curriculum bodies within the Schools.

Structure of Curriculum Planning and Evaluation

While individual faculty are the primary source of course planning and evaluation, two mechanisms exist for review of curricula within the School of Nursing: Program Councils, and Full Faculty approval.

In planning courses, multiple options are available to assist faculty in gathering data concerning a course idea and how it relates to courses existent in their own or other departments. They should be encouraged to consult coordinators of departmental programs, members of the relevant program councils (PhD, MS, DNP, MEPN), and department chairs.

Review by Program Councils:
Once courses are submitted for review via the online course review process, they eventually make their way to the appropriate Program Council for review.

The Curricular Functions of the Program Councils are as follows:

- Coordinate all curriculum and evaluation activities for their respective programs (i.e., MEPN Sub-Council, MS, or Doctoral)
- Initiate curriculum evaluation upon acknowledgment of changing university, professional, and educational needs
- Develop plans for curriculum evaluation which will facilitate the work of the faculty in this continual and ongoing process
- Receive and review all proposed curricular changes and make recommendations prior to submission to the faculty for action
- Serve as consultants to faculty on grading and progression of students through the various programs
- Interpret policies and disseminate information to and from the relevant Academic Senate Committees, e.g., Committee on Courses of Instruction, Graduate Council.

Course forms should ideally be submitted online at least two academic quarters prior to the effective date for the course change or initiation of a new course. This time is essential, as the forms must be reviewed by the Program Council, approved by vote at the quarterly Full Faculty Meeting, and the Campus Committee on Courses of Instruction (COCOI).

If the Council has recommendations for changes to course forms, either the Program Council Chair or council member will discuss any concerns faculty member submitting the course. Depending on the nature of the recommended changes, the Council may request that the course be resubmitted for review. All courses placed on the consent calendar for Full Faculty approval must have received prior approval by the appropriate Program Council.

Full Faculty and Campus Review:
Faculty receive the consent calendar on course approvals one week prior to full faculty meeting. Once forms leave the School of Nursing, they arrive via an online approval process at the Committee on Courses of Instruction (COCI). After approval there, they become integrated into the campus database, the Registrar's database for purposes of study list filing and grading and as part of the official record of courses that are approved to be offered at UCSF.

Details Related to Course Approval Forms

Course Numbers:

The Office of Academic Programs will assign the official number. If courses are planned as a sequence, use an A, B, C designation. Faculty should indicate the level of the course as upper division undergraduate (MEPN), graduate or professional by inserting the appropriate number in the 100's digit.

Upper division (undergraduate) courses in the University are numbered 100 to 199 inclusive. Numbers 180-189 are designated open to students from other schools on campus, unless restricted by program status (e.g. self-supporting program courses).

Graduate academic courses are numbered in the 200 series. The 200 designation shall apply to courses having systematic scientific content and may be applied toward advanced degrees. There is one exception: Skills Lab courses are numbered as 301; these are guided clinical laboratory experiences designed to develop mastery of advanced skills. They may be applied toward advanced degrees.

Professional courses are designated by the 400 numbers. They are of professional nature and are not suitable for meeting the academic requirements of advanced degrees.

Professional Courses (300-400 Series)

Graduate professional course work provides opportunity for synthesis of academic learning and professional practice. It develops increased competency in nursing practice.

Skills Lab (N301.XX courses)

Guided clinical laboratory experiences designed to develop **mastery of advanced skills:**
- Perform a systematic physical examination;
- Elicit subjective and objective data appropriate to a comprehensive assessment of the client;
- Synthesize data in an orderly and cogent manner;
- Practice specific techniques and skills with supervision appropriate to (specialty) practice.

Practica (N414.XX courses)

A practicum that focuses on skill development provides students with opportunities to:

- Practice specific skills and interventions with supervision in a selected area of practice;

- Obtain expertise in applying techniques and skills commensurate with the goals of the program;
- Develop expertise in applying selected theory to specific practice settings;
- Increase expertise in the use of technology.

Practica courses are numbered N414.XX, the last two digits indicating specialty track. Practica in teaching (N436) or health policy (N471) are also available.

Residency (N415.XX courses)

A clinical residency is a learning opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision-making and hands-on clinical skills in the selected (clinical) specialty. This includes application/integration of research, consultation, and clinical leadership as appropriate.

- Apply theoretical and scientific knowledge base appropriate for (specialty) clinical practice;
- Refine clinical assessments and interventions under supervision of clinical preceptor in the applicable practice setting(s) for (specialty);
- Demonstrate entry-level (APN role) critical thinking and problem solving skills evidenced by written and oral patient care related communication and documentation.
- Demonstrate increasing proficiency in professional communication with patients, families, and multidisciplinary staff in the (specialty) setting.
- Demonstrate increasing proficiency in and integration of advanced practice role components through modeling of appropriate professional behaviors as supervised by the clinical preceptor in the setting.

Residencies are available in teaching (N434), administration (N470), health policy (N472), and clinical practice (N415.XX). The BRN requires students to take residency coursework concurrently with academic course work although residency may include more weeks or quarters than didactic course work. Students must avoid completing all didactic or academic work before taking residency courses. Since residency is an integrating experience based upon academic or didactic and skills lab work, residency experiences are planned to integrate learning into practice in the residency setting. Specific objectives are developed by faculty members and students in relation to clinical areas, residency setting, client population, and/or residency behavioral expectations associated with the curriculum plan.

The number and kind of residencies are limited by the resources available within the faculty. See "Laboratories" for differentiation between laboratories associated with 200 numbered courses.

Group Independent Study (N248 or N197)

The purposes of the Group Independent Study designation are as follows:

- To fill special learning needs or a delimited student group not accommodated by regularly scheduled courses;
- To foster more direct and individualized interchange between faculty and students;
- To accommodate experimental courses, test for feasibility and interest, develop content and methodology.

If the rationale for a course falls under the first two purposes, it is not necessary to submit material to the relevant Program Council. Such a course needs only approval of the departmental Curriculum Committee. However, the information should be sent to the

appropriate Program Council for the purpose of advising students. If the rationale for a N248 or N197 course comes under purpose three, general procedures for developing any new course of instruction should be adhered to. Such N248s or N197s receive approval for only one academic year.

Title and Description:

The title of a course should be brief and precise. The course description should not exceed 60 characters and should succinctly reflect the intent and subject matter of the course. The title and description should also indicate clearly the uniqueness of the course differentiating it from similar existing ones in the same or other departments.

Unit Value of Courses:

The unit value of a course reflects the estimated amount of student work required Campus standard unit formulas can be found at *http://senate.ucsf.edu/courseactions/#units*

The most common course formats offered in the School of Nursing are as follows:

Unit Calculation	Activity
One hour/week or 10 hours per 10 week quarter = 1 unit	Lecture
Three hours/week or 30 hours per 10 week quarter = 1 unit	Seminar—for every hour of seminar contact time, include two hours of student preparation time. (i.e. 10 hrs. contact = 30 hrs. seminar)
	Clinical experience/Patient contact/Residencies
	Conference
	Field work
	Independent study (except when Lecture, SOM Clerkship, or SOM Block Elective)
	Lab
	Project
	Web-based course work
	Workshop
	Practicums

Indicate on the form the total number of units and the hourly breakdown based on the above formulas.

Prerequisites:

If none, please state "none." Use of the term "consent of instructor" allows for screening students individually. The terms graduate standing or undergraduate standing are redundant and unnecessary. *Using only a course number to denote the prerequisite knowledge may limit legitimate enrollment. The phrase "or its equivalent" added to the course number allows for flexible enrollment.* Students from other schools who meet the prerequisites may enroll in School of Nursing courses. All clinical courses N400s must have the term "consent of instructor."

Restrictions:

If none, please state "none." Examples of restrictions include students form a specific program or class size limit.

Instructors:

The name and the title of the person designated to teach the course, i.e., the faculty-of-record, should be indicated. The FOR must have an academic title that permits teaching on this campus.

The term "Staff" is not acceptable for new courses, but may be used when submitting a request for course change. Occasionally, departmental offerings may change with faculty resignation or with hiring new faculty. In the event of such changes, listing of the instructor may be done as "Staff."

Quarter Designation

Fall–F
Winter–W
Spring–S

Indicate the quarter and the year the new course will be taught or when the course changes and/or deletion become effective. Courses may only be taught in the quarters for which the Registrar's Office has approvals. Every effort must be made to ensure accurate *catalog* listings. Consequently, courses cannot be listed for quarters in which there is no clear plan for teaching them. A Change-of-Quarter form may be used for year-to-year changes.

Remarks:

Include a full explanation of all changes. Remarks for a request for a new course may include:

> Rationale in department.
> Relationship to program as a whole.
> Relevant data from prior experience with content/ process of proposed course.

Grading
The work of students shall be reported as one of the following nine grades: A (excellent), B (good), C (fair), D (less than standard), S (satisfactory), F (failure), U (unsatisfactory), I (incomplete), and IP (in-progress).

Certain work of students may be reported as Satisfactory/Unsatisfactory (S/U). This is also referred to as "optional grading." **The grade S is awarded only for work that would otherwise receive a grade of B or better; the grade U is assigned whenever a grade of C, D, or F would be otherwise given.**

Some courses are graded on an S/U basis only: 198, 199 (when taken by graduate students) 250, 276, 298 and 299. **In all other courses, S/U grading may be offered as an option to graduate students. Unless a student elects the S/U option, a letter grade must be assigned.** In order to elect the S/U option, a graduate student must indicate S/U grading for the course on the study list by checking "optional grade" at the time of filing. **NOTE: N248 courses (see more on this course number below) and other courses may offer students the option of taking the course S/U or letter grade. If either S/U grading OR letter grading is preferred by the FOR, it is up to the FOR to ensure each student has enrolled in the course has**

designated the preferred option. Please check the course roster (Grade Type column) to confirm enrollment information.

A course in which a student receives a grade of D or F cannot count as part of the unit requirement for a graduate degree, but it will be calculated in the total grade-point average.

A maximum of six (6) units of academic (100 or 200 level) coursework for which S/U grading is elected may be used toward the 30-36 unit requirement for the master's degree. Courses that are offered as S/U only do not count toward that maximum. Units earned in courses graded S will be counted toward the requirements, but will not be included in calculating grade point averages.

If an "unsatisfactory" (U) grade is earned in a required course and the FOR permits the course to be repeated, the student must repeat the course and earn a "satisfactory" (S) grade, unless the department accepts another course as fulfilling the requirement. The instructor for the U-graded course will determine whether or not the student can repeat the course, based on clinical judgment of safety or other issues. For certain Master's Program Specialties, if the instructor does not permit the course to be repeated, or does not suggest an alternate course, the student may be redirected to another specialty or area of study, or withdrawn from the program.

Although no unit requirement is imposed for the doctoral degree, each student should complete a sufficient number of letter-graded courses to demonstrate concretely the academic quality of her/his scholarship.

A grade of "in-progress" (IP) may be assigned when course instruction extends beyond one quarter to a consecutive quarter(s). In this case, a grade is assigned at the end of the quarter in which the course is completed, and will apply to all terms in which the IP grade was assigned. Courses must be approved by the Program Council for "in-progress" grading.

The grade "incomplete" (I) is assigned when a student's work is of passing quality but is incomplete because of a sudden illness, personal emergency, or other "good cause." **Assignment of an incomplete grade is at the discretion of the course instructor and must be removed within one calendar year.** The grade and unit credit for the coursework will be assigned when the course is successfully completed.

Failure to remove an "I" grade may result in conversion of the "I" grade to a "failure" (F) after one academic year. The Dean of Graduate Studies may make an exception because of mitigating circumstances such as the absence or departure of a faculty member involved in the offering of the course in question.

A student must petition to have an "I" grade removed. This petition is available in the Office of Admission and Registrar and there is a fee for this service. Once the coursework has been completed and turned in to the instructor, the petition is filed with the Registrar. The Office of Admission and Registrar will send the instructor a grade report request. When the grade is received, the "I" grade will be changed on the student's permanent record.

An "I" grade can delay a student's progress toward the degree, since the Office of Admission and Registrar will not allow a student to advance to candidacy, apply for filing fee, nor graduate with an incomplete grade.

GPA Computation: Grades are recorded and grade point averages are computed by the Registrar.

Grade points per unit shall be assigned by the Registrar as follows: A (4), B (3), C (2), D (1), F and Y (0). The grades I, IP, P and NP shall be disregarded in computing the grade point average (SFDR, p. 2).

All grades, except I, NP, and Y, are final when filed by an instructor with the Registrar. The correction of clerical or procedural errors, however, may be requested by the faculty member filing the original grade. **Please contact the Associate Dean for Academic Programs for approval of grading corrections**. No term grade except I, Y, or NP may be revised by reexamination (SFDR, p. 3).

A student may repeat only those courses in which a D, F or I has been received. Except as authorized by the Dean, a student may repeat only once a course in which a grade of D or F has been received.

If a student is required by the Faculty, or its designated agent, to repeat a year, term or specific course, the units will be counted only once and the most recent grade will be used in computation of the grade point average. If a student chooses to repeat a course, the units shall be credited toward a degree only once, but the student's grade point average shall be computed using the total number of units attempted.

Faculty of Record (FOR) Responsibilities

General Policies

Faculties of record (FOR) are appointed by the chair of the department offering the course.

- Appointment is made *six months in advance* of the quarter in which the course is to be offered barring unforeseen circumstances.
- Degree of administrative/coordinating activity required by a course is considered when making concurrent teaching assignments.

- Clerical support services are provided by the department(s) offering the course.
- FORs are responsible for requesting classroom designation for the following year within the campus identified timeframe.
- When course assignment changes, previous FOR is responsible for collaborating with newly assigned FOR to ensure the campus Course Form changes and room request forms are submitted on time.

Faculty members teaching in the course are jointly responsible with the FOR for planning, conducting, and evaluation of the course. By designation, however, the FOR is ultimately responsible for course implementation. This may entail requesting specific contributions from participating faculty and evaluating the quality and quantity of participation for faculty development and appropriate assignment.

Responsibilities of Faculty of Record (FOR) by Reason of Designation

- Advise department chair on necessary faculty qualifications for teaching the course.
- Call course faculty meetings for planning and implementing courses as necessary.
- Request rooms needed for course activities through the class scheduling staff representative in the department. Provide schedule information to Office of Academic Programs.
- Contact FOR in sequential courses of a curricular strand and in concurrent courses taken by student to coordinate content, assignments, and examinations before the beginning of the

quarter.
- Place students in clinical groups and forward lists to the Office of Student Affairs.
- Identify students experiencing difficulty with course content and communicate with student and student's graduate advisor.
- Provide course objectives, content sequence, evaluation criteria and grade factoring to Office of Academic Programs at beginning of quarter.
- Act as course contact person for students, department chair, faculty colleagues, and Associate Dean for Academic Programs.
- Maintain regular communication with department chair during both planning and implementing stages.
- Record grades with registrar

<u>Responsibilities That May Be Shared with Other Faculty Teaching in Course</u>
(e.g. Co-FOR, Clinical Instructors or Preceptors, etc.)

- Prepare course learning experience, objectives, syllabi, library reserve materials, and examinations.
- Assure proper allocation of clinical, lecture, and laboratory hours.
- Coordinate choice of agencies including placements for faculty yet to be assigned to the course. If a faculty member did not make original agency agreement, determine assignment of appropriate faculty to the agency.
- Provide information needed by clinical agencies (e.g., student characteristics, course objectives and outlines, intended learning experiences).
- Plan and implement course orientation for faculty.
- Assist faculty with development of learning experiences (e.g., lectures, clinical conferences, clinical supervision, and skills teaching).
- Provide materials and proctoring of examinations, including credit-by-exam.
- Coordinate student supervision, in the unexpected absence of assigned faculty, with department chair.
- Assure timely conferencing between faculty and students having clinical/academic problems.
- Assign grades (to be done by individuals in Faculty titles only; e.g. not preceptors).
- Plan course evaluation (e.g., teaching, agency, content evaluations).

Graduate Adviser Responsibilities

The Graduate Advisers are official deputies, appointed by the Dean of the Graduate Division, in all matters pertaining to graduate instruction. Only the signatures of officially appointed graduate advisers, or the Associate Dean, Academic Programs, are accepted on forms pertaining to graduate study, e.g., candidacy forms.

For nursing students in the SON, the majority of student petitions that are to be submitted to the Registrar's Office and/or to the Graduate Division must be signed by the graduate advisor and a representative from the Office of Student Affairs. If you have a question, please email the Associate Dean or the Admissions & Progressions Officer in the Office of Student Affairs, before signing the form, to inquire.

Graduate Advisers counsel students on their courses of study and other educational issues throughout the academic program. The student has the responsibility, however, to fulfill

admission contracts, file study lists, petition for course changes, remove incomplete (I) grades, etc., and meet graduation requirements as defined by the school.

Problematic student behavior results in a formal warning or Professional Concern Report (PCR) and a contract between the advisor and the student: If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, steps should be followed so that the student is apprised of a warning, indicating that the student's continuation in the program is in jeopardy. Note: In some situations, at the discretion of the School or Campus leadership, immediate disciplinary action may be deemed necessary (see policies on discipline and dismissal).

Quarterly the School Academic Jeopardy Committee notifies Graduate Advisors of their student advisees who have a C or below, more than one incomplete grade, or who's GPAs are below 3.0. A minimum 3.0 GPA must be maintained to graduate from a graduate program. Accordingly, the adviser will provide *academic counseling as necessary* to students and/or make recommendation as follows:

- that no action be taken by the SON or the Graduate Division at this time;
- that the student should receive formal warning by the Academic Jeopardy Committee or Graduate Division, or
- that a student's graduate status be terminated provided a warning has been sent previously.

For additional detail, please see the sections on Warning and Disqualification; Student Dismissal.

The Graduate Adviser should write a conference note on any non-routine academic counseling sessions for the student's file in Office of Student Affairs. Advisers should use discretion in counseling students on personal problems. Students may be referred to the Campus Student Academic Affairs (success.ucsf.edu) for student success services or to Student Health and Counseling Services for personal counseling where clinical psychologists and psychiatrists are available.

Graduate Advisers must post office hours each quarter, including Summer Term, on their office door or on a common location board or directory in their Department Office, to facilitate student contact. If unavailable, students must have access to the Department Chair or designated alternate Graduate Adviser.

Office Hours

Faculty are expected to post formal office hours (during which time they expect to be physically in their offices) on their doors or on their Department common location board or directory.

Requests to Change Advisers

Masters:
If a student changes specialties, the new specialty coordinator will assign the student's new adviser as part of the approval process. If a student is not changing specialties, but wishes to change advisers, the change should first be discussed with the prospective new adviser as well as with the current adviser. If students need assistance selecting a new adviser, they should speak with their specialty coordinator or the vice-chair of the department. Once the initial

discussion has taken place, the student should obtain the signatures of both the current adviser and the new adviser on the petition, and return it to the Office of Student Affairs.

Doctoral:
Advisers are pre-assigned to doctoral students based on the match between the student's interests, as reflected in the application goal statement, and the adviser's area of work. During the program, a student's academic interest may shift in emphasis, or a formerly secondary interest may become primary. As a consequence, a change of adviser may be desirable. On occasion, there may be more than one faculty member who could support a student's work, and the student finds that she/he would work more productively with a different adviser. A *change-of-adviser form*, available from the Office of Student Affairs, officially records the change. It asks for the signature of the current adviser and the new adviser. If the new adviser is in a different department, the Chairs of each of the two departments must both sign the form. These signatures provide acknowledgment rather than approval.

It is far better to change advisors during the first year than to wait until the period when decisions about the composition of the Qualifying Examination and dissertation committees need to be made, and when the commitment to joint work and planning has become even stronger. If a student is sponsored for *extramural funding* by their current adviser, one will need to explore the implications of the change, which may or may not disrupt funding. If it is more a question of productive working relationship than of academic "fit," it might be advisable to have a conversation with the current adviser, clarifying what support the student needs from her/him, and assessing whether that is possible.

Requests of FORs to Write Letters of Recommendation for Students

From time to time, students applying for programs, scholarships, or awards may approach the faculty to request a letter of support or reference. It is expected that students will approach faculty with sufficient time/well in advance of the date the letter is needed. Faculty should review the program's website or documentation for the eligibility criteria or communicate with the Program Director before responding, and clarify the deadline and expectation. For example, the UCSF Global Fellowship requires that the student apply the Winter Quarter prior to their final year in the master's degree program.

Faculty Compliance

Health Insurance Portability and Accountability Act (HIPAA)

All faculty, staff, volunteers, and students must review the HIPAA requirements for our conduct of business, instruction, and research. The UCSF HIPAA Handbook is available for viewing on the School of Nursing HIPAA review web sites (below), which have been set up in order to give more specific instruction for School of Nursing faculty, staff, and students who are engaged in instruction, patient care, and/or research. You will be required to review the appropriate materials and will be asked to sign that you have completed the basic HIPAA and electronic security information. Signatures will be maintained within departments for faculty, volunteers, and staff, and the Office of Student Affairs will maintain students' signatures. See UCSF Privacy Office section on Education and Training:

https://hipaa.ucsf.edu/education-training

FERPA & Privacy

The Family Educational Rights and Privacy Act (FERPA) and UC Policies Applying to the Disclosure of Information from Student Records restrict the disclosure of information from student records.

The Office of the Registrar provides a summary of the key concepts that faculty and staff should know about privacy of student records. This training handout provides additional details.

A sample form is available for students to consent to disclosure of information from their student records.

For further information, the Office of the President has prepared a useful guide to FERPA called FERPA 101.

Please contact the Campus Registrar and FERPA Officer if you have questions about FERPA or privacy of student records.

Clinical Site Compliance

The School of Nursing has affiliation agreements with clinical agencies for clinical placements. Faculty can only place students in facilities that have an affiliation agreement with UCSF. Faculty may check for current agreements in E*value or should contact the Clinical Affiliations Analyst to verify a current agreement or to request a new agreement. See Appendix for process for requesting Training Affiliation Agreements with new clinical sites

Students assigned to clinical sites must be current on all immunizations and other site requirements. Faculty, working in collaboration with the School's Clinical Placement Coordinator, are responsible for ensuring students fulfill all requirements prior to entering a clinical site. In addition, Faculty making site visits to observe students in most cases must be current with all immunizations and site-specific onboarding requirements. Requirements are accessible to designated faculty or staff in each specialty program via CastleBranch.com. Any student whose documentation is not compliant with any requirement must be notified that they cannot attend clinical in the agency until they demonstrate compliance.

Clinical agencies may audit a student's records or request copies of the records for regulatory or accreditation purposes. The School could lose the site for placement or be required to remove all students from the site until the School demonstrates that all students at the site are in compliance.

Specific clinical site onboarding requirements may vary. Faculty and students may visit the Collaborative Learning Environment (CLE) for additional information on site-specific requirements.

Preceptor and clinical site required data policy

Context:

In order for the UCSF MS Program to be in compliance with national accreditation standards (CCNE) and the NP Program to meet California Board of Registered Nursing (BRN) regulations, the Program must have a system in place that maintains required preceptor data to demonstrate their qualifications for involvement in the education of advanced practice nursing students.

Policy:

Each CNM, CNS, and NP Preceptor and related clinical site must be entered into the SON Preceptor/Clinical Site database (currently E*Value) **before a student may be assigned** to the Preceptor/Clinical Site pair. Preceptors must have valid current licensure & certificate (CA) as CNM, CNS, or NP in (BRN & CCNE) and must be nationally certified in an appropriate specialty (CCNE). Preceptors must have been in continuous CNM/CNS/NP practice, in the population-focus or specialty area of practice, for a minimum of one year, 2+ years preferred. Data on each preceptor and related clinical site must be valid, updated, and maintained in the SON's Clinical Preceptor/Clinical Site database. Specialty Track faculty or Specialty Support Staff are required to provide specific required data elements to the E*Value Data Manager for entry of a new preceptor into the system. Specialty Track faculty and/or Specialty Support Staff are responsible to ensure students are assigned to Preceptors whose data is valid and up-to-date in the SON Preceptor/Clinical Site database.

Any active preceptor in the SON Preceptor/Clinical Site database that does not have valid required data will be placed in "de-activated" status and cannot be assigned by the Faculty to precept students.

Roles and Responsibilities:

Associate Dean & SON Evaluator, Dean's Office:

- Determine the required fields to be collected by the specialties for accreditation
- Collaborate with Ed Policy Coordinating Council in the oversight, development, and implementation of policies related to the use and maintenance of the Preceptor and Clinical Site database
- Determine the database system that is used to facilitate the collection and maintenance of Preceptor/Related Clinical Site data

Dean's Office – Data Manager

- System Setup – Ensure fields designated for continuing Program Approval and Accreditation are in the SON's Preceptor/Clinical Site database
- Support Procedure – Create templates/spreadsheets, receive completed templates/spreadsheets, and enter data into the system
- Support Policy Compliance– Check if all fields are complete before entering into system
- Review data entered into the system and follow up with Preceptors, Specialty Clinical Placement faculty and Specialty Coordinators, as needed to ensure preceptor data is current and valid at all times
- Report – Create reports for review by School Evaluator & Associate Dean

Specialty Faculty & Staff - Departments/Specialty Tracks

- Designate a Preceptor/Clinical Site Database Subject Matter Expert (SME) to work with the Data Manager (DM) and other Specialty SMEs to ensure data compliance.

- Ensure there is a valid affiliation agreement with the clinical site by checking with the SON Contract Specialist. (Note: if (a) pre-licensure student(s) may be placed at the clinical site, additional forms must be signed off by the clinical site representative. Be sure the Contract Specialist is aware if pre-licensure student(s) may be placed at the site).
- Enter all required data into the Preceptor Request Form/ template and submitting to the DM (Excel spreadsheet)
- Ensure data are accurate and current, and submitting updates on an ongoing basis, as appropriate, in accordance with this policy
- Ensure students are assigned ONLY to Preceptors with valid and up-to-date data in the SON Database, including current contact information (phone, email)
- To "re-activate" a preceptor, specialties must provide all required data prior to requesting the re-activation of a previously inactivated preceptor.
- To "re-activate" a site, specialties must provide all required data prior to requesting that a site be re-activated.

PRECEPTOR - REQUIRED DATA ELEMENTS (as of September 1, 2017):

- First Name
- Middle Name or Initial
- Last Name
- Email Address
- CA-BRN:RN License/Certificate (CNM, CNS, NP) Number and Expiration Date (for Advanced Practice RNs, need RN number and CNS, CNM, NP #)
- CA-MD: License and Expiration Date
- Highest Degree Earned
- Date Degree Conferred
- # of Students Precepted Concurrently
- Capacity: Number of Students/Quarter
- Population-focused (and/or Specialty, if applicable) Area of Practice
- National Certification* (specify type and certifying Body as appropriate)
- National Certification Expiration Date
- Years of Practice in the Population-Focused or Specialty Area of Practice (submit month/year practice commenced)

CLINICAL SITE – REQUIRED DATA ELEMENTS (as of September 1, 2017)

- Clinical Unit (Clinical Site)
    - Department Name (When Available)
    - Address
    - City, State, Zip Code
    - Phone Number
- Valid Affiliation Agreement
    - Site Website (When Available)

SON Entry and Clinical Site Placement Requirements

Incoming students will need to complete and maintain documentation for Campus, School and clinical site requirements throughout their academic program at UCSF.

There are two online systems that collect and maintain this required documentation, the Student Health Portal, which is owned and operated by UCSF Student Health and Counseling Services, and CastleBranch.com, which is owned and operated by the Dean's Office in the UCSF School of Nursing.

The Student Health Portal captures immunization and immunity titer data that UCSF Student Health & Counseling requires for all students. This data is stored in your Student Health medical record. Student Health puts a "hold" on registration for students until all required immunizations and/or related blood titers are entered in their portal. Once complete, this system will automatically "clear" you and release the "hold" so you can register for summer classes.

CastleBranch.com is an online system that collects data for School, clinical, and research site requirements. Students are required to submit a background check, drug test, and immunizations, among other required documents. Failure to complete the requirements will result in an academic hold. Students will not be able to file their study lists until the hold is released. Failure to file a study list will result in a $50.00 fine from the Registrar's office. The hold will not be removed until the requirements are verified. Verification is completed by uploading the documentation marked as incomplete or rejected to the Certified Profile Account.

- Criminal Background Checks: Completed on admission through CastleBranch.com. If any issues are found, students will have an opportunity to review and respond. School Administration will contact you to discuss if needed.

- Drug testing: When the order is placed, the lab order and lab locations convenient to campus or the student's home will be available on their profile. On day of test, do not drink extra fluids before the urine test is collected because the lab cannot get an accurate result if the urine is dilute. If the urine is dilute, students may need to repeat the test at their cost. If a test result is "potentially positive", a Medical Review Officer (MRO) at CastleBranch.com will contact students to ask for documentation of medical necessity. If they provide the documentation within 2 weeks, the MRO can clear them and mark the test "negative". If students take a controlled substance for a valid medical reason, be sure that they have documentation of medical necessity from their health provider in case it is needed for a clinical site. Even with documentation, a clinical site may not allow them to be in that facility due to possible impairment that could negatively impact patient safety. School Administration will contact students if they have a positive test.

Note: Cannabis is not considered a legal medication by the federal government and CastleBranch medical reviewers will treat it as an illicit controlled substance.

Immunizations: All nursing students are required to show documentation of immunity (positive blood titers required) and immunizations if possible for Measles, Mumps, Rubella (MMR), and Varicella (chickenpox). For Hepatitis B students must complete at least two of three doses of Hepatitis B vaccine prior to admission. The third dose and a positive Hepatitis B Surface Antibody titer are required within 6 months of admission. Non-Converters require documentation of a fourth injection and a negative titer. TDAP (tetanus, diphtheria and

pertussis) vaccine is required within the past 10 years. A two-step TB skin test administered 7-31 days apart or negative chest X-ray if history of positive TB skin test is required within 3 months of entering school or a history of negative annual TB tests is acceptable in lieu of the 2-step testing if the most recent test is within 3 months prior to starting school. A TB Screening Questionnaire must also be completed prior to admission. Annual TB surveillance is required of students while enrolled in school. Student Health & Counseling may update these requirements periodically. Students send an immunization form completed and signed by a healthcare provider to Student Health & Counseling and upload the Student Health immunization compliance report from their Student Health record to the Clinical Placement Portal CastleBranch.com.

Pursuant to California Health and Safety Code Section 1288.7, in accordance with the Center for Disease Control guidelines, annually during fall quarter students are required to receive the influenza vaccination or declare in writing if he or she has declined the vaccination.

Please contact Lynne.Palazzolo@ucsf.edu with any questions about onboarding and CastleBranch.com.

Labor Actions at Clinical Sites

If a labor action involving RNs is taken at a clinical site where students are placed, faculty should remove students from the agency and seek alternative experiences or later make-up sessions. Students cannot be asked to cross a picket line. Informational picketing is not considered a previously noticed labor action or lead to student removal from a location.

Faculty Use of Technology

1. Getting Started with CLE:	
a. Take the Learning Technology Group's online, self-paced "Creating Your First Moodle 2 Course" workshop to get started.	https://courses.ucsf.edu/course/view.php?id=161
b. After you complete the first workshop, you may take another online workshop "CLE Advance Techniques". This workshop will explore advanced tools and techniques such as groups and groupings, quiz elements and the gradebook.	https://courses.ucsf.edu/course/view.php?id=3336
c. Additional Resources:	
i. CLE Support Center:	
ii. SON Moodle 2 Support: Tips and	https://learningtech.library.ucsf.edu/-/ https://courses.ucsf.edu/course/view.php?id=823

2. Standard Elements of CLE Course Sites in the School of Nursing		
Setting up your course	How to Manually Enroll Users (If your course has TAs, be sure to add them to your course site manually so they have access to the site)	https://courses.ucsf.edu/mod/page/view.php?id=36482
	How to Check Whether SIS Enrollment is Setup	https://courses.ucsf.edu/mod/page/view.php?id=37050
	How to Set Up Self-enrollment	https://courses.ucsf.edu/mod/page/view.php?id=37051
	How to View Course Site Activity Report and View by Users and Activities:	https://courses.ucsf.edu/mod/page/view.php?id=51840
	How to Make Your Course Available to Students	https://courses.ucsf.edu/mod/page/view.php?id=37067
Adding content to your course	SON Course Template	Most SON courses will be organized following the SON Course Template: https://courses.ucsf.edu/course/view.php?id=74
	How to Import Course Data	https://courses.ucsf.edu/mod/page/view.php?id=51675
	How to Add an FOR to the FOR Block	https://courses.ucsf.edu/mod/page/view.php?id=37049
	How to Add Files to Your Site	Single Files: https://learningtech.library.ucsf.edu/-/document/upload-a-single-file/ Multiple Files: https://learningtech.library.ucsf.edu/-/document/upload-multiple- files/
	How to Organize Files and Links into Folders	https://courses.ucsf.edu/mod/page/view.php?id=37047
	How to Create a Discussion Forum	http://tiny.ucsf.edu/XIvhtT

	How to Create a Quiz	https://learningtech.library.ucsf.edu/-/document/the-quiz-activity-2/
	Best Practices for Giving Quizzes/Midterms/Final Exams on Moodle 2	https://courses.ucsf.edu/mod/page/view.php?id=51837
	How to Create an Assignment	https://learningtech.library.ucsf.edu/-/document/collect-student-work-using-the-assignment-activity/
	How to Create a Book Chapter	https://courses.ucsf.edu/mod/page/view.php?id=37047
	How to Create User Overrides on a Quiz (Accommodations)	https://courses.ucsf.edu/mod/page/view.php?id=36478
	How to Create Groups and Groupings	Groups: https://courses.ucsf.edu/mod/page/view.php?id=36493 Grouping: https://courses.ucsf.edu/mod/page/view.php?id=36781
	How to Use the Gradebook	http://tiny.ucsf.edu/69VRZB
	How to Add Grade Categories	https://courses.ucsf.edu/mod/page/view.php?id=51718
	How to Configure Weighting in the Gradebook	https://courses.ucsf.edu/mod/page/view.php?id=51726

	Content capture and Lecture Recording	If you are interested in capturing your lectures for playback on your CLE course site, please contact Educational Technology Services (ETS) to request capture. Class capture is booked in the same office where you schedule classrooms and conference spaces,
		Contact Noel Baronia at noel.baronia@ucsf.edu , x6-4310 or Sally Huey-Lee at sally.huey-lee@ucsf.edu , x6-4436.
		All lecture capture courses are given an URL link to the media site (link will be emailed to you by ETS shortly after you received your course schedule confirmation). Once you received that information, you can add an RSS feed of the content capture on your CLE course page. Please click here for instructions: https://courses.ucsf.edu/mod/page/view.php?id=36549
Advanced Elements: Multimedia Resources	Multimedia Support Center:	Managed by the Learning Technologies Group (LTG), this Support Center provides training policies, best practices, videos, documents, and updates about the Tech Commons (located in CL-240 in the UCSF Library). https://learningtech.library.ucsf.edu/-/learning-tech-knowledge-base/
	Multimedia Workstations:	Overview: http://www.library.ucsf.edu/services/learningtech/workstations Getting Started http://tiny.ucsf.edu/qIQdWI
	Reserve a Multimedia Workstation	http://calendars.library.ucsf.edu/booking/multimedia
	Digital Video Equipment Support	https://learningtech.library.ucsf.edu/-/reserve-equipment/
	Camtasia	Camtasia is a screen recording + video editing software. You can use it to create narrated PowerPoint presentations. https://learningtech.library.ucsf.edu/-/?s=camtasia

	MediaSpace powered by Kaltura: open source video	Kaltura is an Open Source Online Video Platform. Kaltura provides you with flexible video solutions to cover all of your needs both now and in the future. https://media.ucsf.edu/about Contact Media@UCSF for more information on using Kaltura in your courses at kalturapilot@ucsf.edu.

3. Other Resources

		A Web-based plagiarism detection and prevention system, which can find and highlight matching or unoriginal text in a written assignment. Faculty can send their students' assignments to the Turnitin database or else set up to allow students to send their own assignments to the service for checking
Other tools	TurnItIn	**Overview**: https://courses.ucsf.edu/mod/page/view.php?id=2825
		Setting up TurnItIn: https://courses.ucsf.edu/mod/page/view.php?id=2827
	Poll Everywhere	Poll Everywhere replaces audience response hardware with standard web technology. It is an online service for live audience response using mobile devices like phones. Participate by visiting a fast mobile-friendly web page for your event, sending text messages, or using Twitter. Accounts are free for polling up to 40 students for higher education accounts. http://www.polleverywhere.com/ For more information, contact the SON Hub office, XinXin Huang xinxin.huang@ucsf.edu.

4. Classroom Support

		To reserve classrooms as a part of course scheduling, contact Sandra Le
Reservations	General Classroom Reservations	Sandra.Le@ucsf.edu or x6-2595. To reserve classrooms for other special events, go http://edtech.ucsf.edu/classroom-services/scheduling/reservations/25live.

Education Technology Services (ETS) Classroom Tech Support	Classroom Support	Provided by Educational Technology Services (ETS): http://edtech.ucsf.edu/classroom-services/scheduling/classroom-support
	Classroom Features	http://edtech.ucsf.edu/classroom-services/scheduling/classroom-features
	Technical A/V Support	http://edtech.ucsf.edu/classroom-services/technical-av-support
	Classroom Touch Panel	Please view this touch panel demo video: http://vimeo.com/67162122.
	Classroom Technology A to Z Workshop	ETS provides an introductory workshop to classroom technology. Send a request to ETS for a group training edtech@ucsf.edu (415) 476-4310
5. Equipment Loans		
	Available Equipment	Learning Technologies loans digital video cameras, audio recorders, and other audiovisual accessories for the purposes of developing instructional content. There are no fees or charges for borrowing our equipment. http://www.library.ucsf.edu/services/learningtech/equipment
	Technology Lending	The UCSF Library lends laptops and iPads to students, faculty and staff. Click here to learn more: http://www.library.ucsf.edu/services/techlending
	iClicker	To reserve the iClicker for your course, contact ETS: (415) 476-HELP
	Cables and Adapters	ETS provides various cables and adapters to connect your Mac or iPad to a projector or monitor. Contact their helpline for more info: (415) 476-HELP

For the most current list on SON EdTech Support, see the Tips and Instructions CLE site here: https://courses.ucsf.edu/course/view.php?id=823.

Hiring Students as TAs, GSRs and Tutors

Students can be hired as a teaching assistant (TA), Graduate Student Researcher (GSR) or tutor. Please refer to the Graduate Division webpage for additional information: https://graduate.ucsf.edu/employment

Teaching Assistant

The Associate Dean for Academic Programs approves the hiring and percent effort for Teaching Assistants (TA) in both the Master's core and the Ph.D. foundational courses in the program. TAs for MEPN courses are approved by the MEPN Director. TAs for all other courses are approved by the Department Chair (as TA costs are covered by the department in those cases).

TA's are compensated at an hourly rate established at the beginning of each academic year by the campus. A TA who is hired at and works at 25-50% effort also receives fee remission.

Once the FOR identifies the TA, the Assistant Dean collaborates with the HR Liaison in the Dean's Office to facilitate the hiring of each TA as needed. The faculty orients, supervises, and evaluates the TA. The faculty supervisor approves the TA timecard at the end of each month and forwards to the HR Liaison for processing. The faculty monitors the hours worked to assure that the TA does not exceed the approved percent effort or work too few hours to meet eligibility for fee remission if applicable.

Beginning in 2015, due to a 3-year funding program offered to doctoral students, PhD students who accept the three-year funding package are required to serve as a TA for two terms at 30% effort or more, during the period of time they accept tuition funding. As such, PhD students who must meet their funding requirements will receive first consideration to fill the TA needs of core (MS), foundation (PhD) and MEPN courses.

Graduate Student Researcher (GSR)

A GSR (formerly known as Research Assistant) is a full-time registered graduate student appointed to assist in performing research under the direction of a ladder-rank faculty member or authorized Principal Investigator. Graduate Student Researchers are selected for high achievement and promise as creative scholars; they may collaborate in the publication of research results as determined by supervising faculty members. Students must be registered in the previous spring quarter to be eligible for a summer GSR appointment. Incoming students may begin summer GSR prior to fall enrollment once they have submitted their Statement of Intent to Register.

Fee Remission Policy for Students with GSR or TA Positions

UCSF will provide full fee remission, to include resident tuition and fees for eligible graduate students who hold GSR or TA appointments for fall, winter, or spring quarters. As tutors are not typically hired with a 25% appointment, they do not typically receive fee remission with their tutor appointment. The cost of fee remission is borne by the fund source(s) that support the salary. Under this policy, fees may be charged to state accounts.

The policy does not include Professional Degree Student Tuition (PDST) remission. Nursing PhD program will only pay resident tuition for students qualifying for fee remission. This exception will be managed by the Controller's Office.

This policy will be administered by the UCSF Graduate Division in a manner that meets

University fiduciary standards and the requirements of extramural fund sources, and imposes the minimum administrative burden on departments and students.

All proposals, which request GSR or TA salaries, will also include full fee remission on an actual, direct cost rate basis. Fee remission will not be subject to indirect cost assessments.

Office of Management and Budget Circular A-21: "Cost Principles for Educational Institutions" permits the charging of fees for research assistants to Federal contracts and grants as long as consistent treatment is provided as a matter of policy to all research assistants."

All proposals, both to external agencies and to on campus units, which request funds for research assistant salaries must include a request for fee remission, unless unallowable by the awarding agency policies. This is a mandatory expense and can be so stated in the budget justification. The Office of the President permits fees to be charged to state funds under this policy. If funds are not available in the state fund, departmental discretionary funds may be used to cover fee remission as needed.

For proposals to extramural agencies, fee remission should be itemized as a separate direct cost budget line item in the "other expenses" category. While this item is actually a fringe benefit and will be charged to fringes, it is budgeted under the "other expenses" category separately so that it is excluded from the base when indirect costs are calculated. (Current Public Health Service proposal instructions require that the fee remission be itemized in the "other expenses" category.)

Eligibility for Fee Remission: The student must:

1. Be registered at UC and be in good academic standing;
2. Be appointed and paid at a minimum 25% as a GSR or TA for the entire quarter for which fees are paid;
3. Be appointed effective within the first week of instruction in the quarter for which fees are paid;
4. Not have a fellowship or traineeship which provides fees;
5. Not be on filing fee status

Fee Remission required with 25% - 50% appointment:

Student Academic Title	Payroll Title Code
Graduate Student Researcher, Fee Remission	3282
Teaching Assistant, Fee Remission	2312
Tutor, Fee Remission	2862

The HR Liaison must send the Fee Remission Authorization Form to arrive by the due dates published quarterly by the Controller's Office. The HR Liaison must use the Fee Remission Authorization Form to notify the Controller's Office when a student changes titles thereby becoming either eligible or ineligible for the Fee Remission.

If a graduate student terminates the GSR or TA appointment before the 35th day of the quarter

(the point at which fees are no longer refunded for students who withdraw), the student will lose eligibility for fee remission and will be liable for all fees for that quarter.

Assessment to Department Utilizing Payroll/Personnel System:

UCSF utilizes the Payroll/Personnel System's (OLPPS) Graduate Student Fee Remission Program to charge the fee remission to a student's funding source(s). This will be reflected in the Distribution of Payroll Expense as a benefit and in the appropriate General Ledger liability account.

Accounting Procedures:

1. Each program responsible for a student who qualifies for fee remission must complete and forward a Fee Remission Authorization Form via email to General Accounting each quarter by their quarterly deadline. The program retains a copy of the form.

2. The Controller's Office will initiate the fee remission process upon receipt of the approved authorization form.

3. If the fee remission fund source does not contain sufficient funding to cover the resident fees, a request for exemption must be submitted on the fee remission form. The Controller's Office will review the request and will notify the HR Liaison if there are questions.

4. Graduate Division will audit fee remission eligibility quarterly.

Non-Taxability of Fee Remission:

Fee remission received by students is non-taxable under current federal law. Therefore, fee remission benefits will not be included in gross earnings reported to the IRS.

Effect on Graduate Student Health Insurance Program (GSHIP):

Fee Remission includes GSHIP, the student health insurance premium.

Faculty as Students

University of California policy regarding faculty as students exists on three levels: system-wide, local campus and individual school; and differentiates between matriculated and non-matriculated students.

System-wide Policy

UC offers full-time academic and staff personnel certain benefits, such as reduction in course fees, if registered as students. Legal California residents who have been employed full time by the University for at least six months immediately prior to the date of registration and who meet University admission requirements, may register as students under existing personnel policies. They will pay one third of both the University Registration Fee and the Educational Fee. For enrollment during scheduled working hours with an adjusted schedule of equivalent hours or of reduced time with reduced pay, the employee must receive prior approval from his/her administrative officer. Note: School of Nursing non-matriculant program fees and self-supporting programs are not eligible under this benefit.

To maintain eligibility under this program, however, the employee must continue full-time

employment throughout each quarter except for the hours in class (*The Handbook for Faculty Members of the University of California*, 1978).

No voting member of the Academic Senate shall be recommended for a higher degree by his Division unless, prior to the date of final action on his appointment to a rank carrying the voting privilege, the dean of his Graduate Division shall have certified to the appropriate authority that he has met all the requirements for that degree. Such appointments may be retroactive (*Manual of the Academic Senate, University of California*, revised 1971).

Campus Policy

Academic Senate members must decrease percentage of employment to less than full-time if they matriculate into an academic degree program.

School Policy

Faculty who are not voting members of the Academic Senate may, with appropriate consultation, simultaneously be students in the School of Nursing. Per the February 12, 1999 Faculty agenda, Education Policy Committee Attachment 3, the following issues should be considered in implementing this policy:

- Each potential faculty/student applicant to the doctoral program should be reviewed carefully on an individual basis due to the many "role changes" expected.
- The student's academic sponsor should not be the faculty/student work supervisor.
- The number of faculty/students accepted into the doctoral program should be limited so as not to affect the number of applicant spaces (outside UCSF).
- Each department would need to communicate with the faculty/student directly about the different roles/expectations of the department.

An evaluation of the faculty/student progression/issues/problems following the first few years of policy change is recommended.

Faculty Handbook for Success: Advancement and Promotion at UCSF

Please see: http://senate.ucsf.edu/facultyhandbook/index.html

IV. STUDENT POLICIES and SERVICES

Student Records

Students' records may be reviewed only in the Office of Student Affairs. Faculty should devise their own procedures for keeping personal records on advisees. All information intended for the official permanent record is filed in the Office of Student Affairs. Student addresses and phone numbers are kept current in the Office of Student Affairs.

Program Requirements

SON Entry Requirements: background check drug test, and immunizations

All nursing students are required to submit a background check, drug test, and immunizations, among other required documents. Failure to complete the requirements will result in an academic hold. Students are required to upload documentation to CastleBranch.com of current RN license, signed school forms, and annual certificates of completion for HealthStream

HIPAA module. Additionally, a criminal background check is done on each student on admission.

Students assigned to clinical sites are also required to upload documentation of current CPR certification, professional liability insurance, health insurance, respirator fit test, HealthStream Rapid Regulatory Compliance clinical modules I and II, and complete a 10-drug screen. Midwifery students have additional requirements. See section on **SON Entry and Clinical Site Placement Requirements (page 32) for additional details**

Student Registration

"Registration" on this campus refers only to the paying of fees. It is easiest to do this by electronic check although personal checks and credit card payments are also options. The act of signing up for specific courses, by contrast, is called "filing a study list" at UCSF and is done on-line by each student.

Study Lists and Early Course Enrollment

A study list is the complete listing of courses in which the student is enrolled for the term. Students file study lists electronically. Advisers of Master's students may give students a "standing" approval of modal specialty courses but ask for consultation regarding exceptions or additions to the modal program; or, if they wish, they may ask students to consult with them about their program quarterly before filing a study list.

Independent study numbers (N197, N198, N248, and N249) require prior completion of the Independent Study Form from the Office of Student Affairs. Completion of the form and signature by the sponsoring faculty will provide the information necessary for the study list, as well as provide a record of the nature of the study for the student's file.

Generally speaking, twelve (12) units are considered a reasonable full-time study load for students. Certain specialties, because of certification requirements, ask their students to take up to fifteen (15) units in some quarters.

N298, Comprehensive Exam, carries no (0) units and is used when the student is in registered status, but taking no courses, while preparing the examination or thesis. N299, Dissertation, likewise carries no (0) units and is used when writing the dissertation if the student is registered but taking no other courses. These course numbers should NOT be listed on the study list if the student is taking any other courses/units during the quarter.

General Information and Procedures:
Study lists are filed electronically. Information relevant to study list filing includes the following:

- In most cases, course carries a specific number of units. In some cases, units are variable and negotiated between faculty and student.
- FORs not on the syllabus (N197, N198, N199, N248, and N249) must be appointed faculty members. Agency sponsors who do not have faculty appointments are not acceptable.

If the student is planning to take a course for P/NP or S/U grade, it must be an available grade option for that particular course and it must be specifically selected as such on the study list.

Eight units is the minimum to maintain a full-time status for MS students; six units is the

minimum to maintain full-time status for doctoral students.

Residence Requirement

MS students are required by UC policy to be "in residence" at least three quarters and doctoral students at least six quarters to be eligible for their respective degrees. For Nursing PhD students, they must register for a minimum of three quarters after advancing to candidacy and before they are allowed to defend their dissertation.

Part-Time Study Guidelines

The term "part-time study" refers to an official status in the University. While "part-time" status does result in a minor fee reduction, many students choose to limit the number of units taken in a quarter without officially registering in part-time status.

Students may qualify for official part-time study if their reasons for reducing the study load meet criteria in one or more of the following areas: occupational responsibilities, family responsibilities, or health-related problems.

Occupational Responsibilities:
Students may be eligible for part-time study under this criterion if they are working half-time or more in a professional position that requires their ongoing commitment.

Family Responsibilities:
Students may be eligible for part-time study under this criterion if they can demonstrate the need to meet health care, custodial or financial obligations that stem from responsibilities to family members such as elderly parents, children and/or spouses.

Health-Related Problems:
Students may be eligible for part-time study under this criterion if they can demonstrate evidence of existing or potential health problems that could arise from or preclude their enrollment in full-time status.

A part-time graduate student is one who is approved to enroll for six units or fewer per quarter. It is the responsibility of the adviser and the Assistant Dean of Student Affairs to evaluate applications for part-time study.

Procedure:
Students should check with their advisors regarding part-time study since certain departments or specific program specialties may have additional requirements regarding full-time status.

Students should discuss the reasons for part-time study with their faculty advisers and acquire the adviser's concurrence that the student meets the criteria for part-time study.

All petitions for part-time study are to be completed on the form designated for this purpose. The quarter(s) during which the student wishes to be considered for part-time status should be indicated. Reapplication will be necessary for part-time status beyond the current academic year. The student and the Graduate Adviser must sign the petition. The student then submits it to the Office of Student Affairs for review and signature; it is then submitted to the Registrar for final approval. Each student must meet with the Assistant Dean to discuss application and eligibility. The Assistant Dean signs final School of Nursing approval.

After petitions are reviewed by the appropriate administrative units, students will be notified.

If students wish to remain on part-time status once they have achieved it, they must reapply

prior to the Fall Quarter of each academic year. Otherwise, they automatically revert to full-time status at the beginning of each new academic year. A graduate student on part-time status who wishes to return to full-time status must notify the Office of Admission and Registrar in writing of their intentions.

Students must have their part-time petitions approved before registering for the quarter in which part-time study is to begin. There are no refunds given by the Office of Admission and Registrar. Doctoral students in candidacy may not be classified as part-time.

Petitions

Most petitions are obtained from the Office of Admission and Registrar unless otherwise indicated. The campus calendar should be consulted for deadlines each quarter. Any fees for filing petitions are paid at the Registrar's Office.

All petitions must be signed by the student's graduate adviser with the exception of withdrawal, readmission, and change of grading option. All petitions should be signed or initialed by the Office of Student Affairs or Associate Dean of Academic Programs before being submitted to the Dean of Graduate Studies.

The following are petitions are currently in use at UCSF.

- Adviser/Dept./Specialty Change; obtained through the Office of Student Affairs. See Change of Specialty and Change of Adviser sections.
- Change of Address. The Registrar's web site is now the primary location for students to update and maintain their address information.
- Name Change Request. This petition is completed in the Registrar's Office, and the student will need to present two types of official identification listing her/his name exactly as the requested change. The Office of Admission and Registrar will notify the Office of Student Affairs of any approved changes. ***Note:*** names cannot be changed on official university documents (commencement programs, transcripts, etc.) without an approved petition on file.
- Notice of Withdrawal. The withdrawal petition is completed through the Student Portal and used when a student goes on a temporary leave of absence or when a student plans to petition for a permanent, honorable withdrawal. The petition allows a student to select one or the other. A *leave of absence* is for a specific period. An *honorable withdrawal* means the student does not intend to return and wishes to close out her/his campus record. Students in either registered or filing fee status who wish to use this petition to go on a leave of absence must have a memo in their file from the faculty adviser explaining withdrawal circumstances and readmission conditions before the Assistant Dean of Student Affairs can approve the petition. Approval is required from the Student Loan Office, Student Health Service, Assistant Dean of Student Affairs, Dean of Graduate Studies, and the Financial Aid Officer. Leaves are permitted for a maximum of one academic year. If the student wishes to extend the leave of absence beyond the initial approved period, s/he should discuss the request with her/his adviser before submitting a letter of request to the Office of Admission and Registrar.
- Part-Time Study Request Petition. This petition is used for students who wish to be on official part-time status for one of the three valid reasons outlined in "Part-Time Study Guidelines and Procedures." If there is any doubt whether the reasons for part-time study are valid, consult with your adviser.

- Re-admission Petition. A discussion should take place between the student and her/his adviser regarding re-admission while the student is completing the withdrawal petition. It is recommended that students complete both at the same time. The student must submit before the established quarterly deadline a Re-admission Petition obtained from the Office of Admission and Registrar. Signatures must be obtained from Student Health Services and the Office of Student Affairs; the form is then returned to the Registrar's Office (#MU-200W). The fee is currently $40.00 and is neither transferable nor refundable. Official transcripts for any college work completed since the student's withdrawal from the School of Nursing must be filed with the Office of Student Affairs and with the Office of Admission and Registrar before readmission can be approved (refer to Leave of Absence). The petition and student's record will be reviewed first by the specialty coordinator and then by the Office of Admission and Registrar for a final decision.
- Removal of Provisional Grade Petition. This petition is used to remove an Incomplete ("**I**") or **IP** grade once the course work has been completed. There is a required fee. Signatures are required from the instructor and the Office of Student Affairs. When the required signatures have been obtained, the completed form should be returned to the Office of Admission and Registrar and that office will send the instructor a request for the student's final grade in the course.
- General Student Petition. This petition is used to facilitate various requests for action by the Office of Admission and Registrar on the following matters: (1) transfer of credit; (2) extension / reinstatement of candidacy; (3) request to waive Office of Admission and Registrar requirements, Non-Academic Senate membership on committees for qualifying examinations; (4) change from thesis to comprehensive exam (units must be monitored); (5) change of graduate degree objective. Obtain petition from the Office of Admission and Registrar, or the Office of Student Affairs. Signatures required depend on the specific petition request, but would always include a graduate adviser from the student's department and the Office of Student Affairs.
- Report of Individual Study (N248, N249) Petition. Available in the Office of Student Affairs, this paper petition is used to record the student/faculty mutual agreement for the student to undertake a course of individual study, and describes the content of the work. This petition provides the only record of the content of an individual study course; students should bring the signed original form to OSA to be placed in their student files, but should also keep a copy of this form for their personal records (OSA archives student records for five years, and then files are purged, again leaving no record of the study's content.)
- Study List Change Petition. This paper petition is used to add or drop any courses, change instructors, units and/or grading option on the filed study list once the deadline for making changes on-line has passed. The required signatures for adding, dropping, change of instructor or units are: student, instructor, student's graduate adviser, and Student Affairs. A signature from the Associate Dean is required for change of grading option. Currently, there is a $5.00 fee once the initial deadline has passed.

Readmission:

Students must submit a letter of intent to seek readmission to the Office of Student Affairs by June 1 proceeding the academic year in which he/she wishes to return to school, unless withdrawal and readmission occur within the same academic year or were submitted at the same time. In that case, applications for readmission must be on file in the Office of

Admissions and Registrar by the following deadlines: August 15, for the fall quarter; December 15, for the winter quarter; February 15, for the spring quarter; and May 15, for the summer sessions or term. The readmit petition is obtained from the Office of Admissions and Registrar. The student gathers signatures from Student Health, Office of Student Affairs and the Graduate Division before returning it to the Office of Admissions and Registrar with the fee (University $40). Official transcripts for any college study completed since the student's withdrawal from the School of Nursing must be filed with the Office of Student Affairs and with the Graduate Division, before readmission can be approved. **ADVISERS SHOULD NOT SIGN THE PETITION**.

The petition and the student's record will be reviewed by the appropriate admissions screening committee for decision. If circumstances and/or conditions have changed since time of withdrawal, it will be necessary to have a letter from the department regarding readmission. The Office of Student Affairs will notify the student regarding the decision.

Removal of Provisional Grade:
This petition is used to remove an incomplete grade once the course work has been completed. There is a required fee. Required signatures are: Instructor, Office of Student Affairs, and Graduate Division.

Study List Change:
Changes to study list can only be made on-line during the established on-line period. After the on-line period has ended, students may only change grade option and/or drop a course with a fee.

Add/Drop petitions will be used to drop courses, change instructors, units and/or grading option on the filed study list.

Lapse of Status
Lapse of status is enforced withdrawal of the student from the University for failure to: register (pay fees), settle financial obligations, complete physical examination, or respond to official University notices.

Admission Deficiencies and Contracts

Students with incomplete admission requirements are placed on contract during the fall quarter and should complete the deficiency by the date indicated in the contract. If the contract is fulfilled by taking a UCSF course, the course will appear on the study list; however, the grade is suppressed on the transcript and units earned will not count toward the degree.

Removal of Provisional Grade Petition

An E, I, Y, or NP grade may be revised by any term paper, examination, or other exercise required by the instructor. This petition is valid only when endorsed and filed with the Registrar. The Registrar will send the endorsed and paid petition to the instructor to obtain the revised grade.

Name Change

A student's name will appear in university records and on the diploma exactly as printed on the quarterly Notice of Registration and as shown in On-Line Services.

University records initially reflect the name under which the student applied for admission. To change a name in university records, the student must complete a Petition for Name Change in

person at the Office of Admission and Registrar in MU-200W. When the petition is submitted, the following must be presented:

- Photo identification (former or new name); and
- Documentation or identification that links the old name and new name. The documentation or identification must show exactly the same name as the student requests to appear in your university records.

Petitions for Name Change received after the second week of the quarter will be processed during the next quarter. If the student is graduating and wishes to change her/his name in the university records and on the diploma, she/he must file a Petition for Name Change not later than the second week of your final quarter of enrollment.

Please note that any name preference that the student submits to his/her school or program for graduation ceremonies will not be reflected on the diploma unless the student also files a Petition for Name Change at the Office of Admission and Registrar by the second week of your final quarter.

Employee Fee Reduction
UC Personnel Policies for Staff Members 51: A regular status employee who meets the admission requirements of the University is eligible for two-thirds reduction of both the Student Services Fee and Tuition when enrolled in regular session courses of up to **nine units or three courses per quarter**, whichever provides the greater benefit to the employee. UCSF provides this benefit during summer session as well by reducing the summer Registration Fee by two thirds. Students registered in self-supporting programs do not pay the Student Services Fee or Tuition and are not eligible for the Reduced Fee Enrollment benefit in any quarter.

Through spring 2015, regular status employees in eligible titles will receive this benefit when they enroll in courses of up to **12 units or four courses** per quarter, whichever provides the greater benefit to the employee.

Full fees will be assessed when an eligible employee's enrollment exceeds both nine units and three courses (or, for employees in eligible titles, both 12 units and four courses). Employees who are eligible to receive reduced fees under this policy are not eligible to receive an additional reduction in fees under the Policy and Procedures Concerning Part-Time Study.

The reduced fee enrollment provision does not include access to student services and facilities provided through the Student Services Fee, which includes but is not limited to the Counseling Center, gymnasiums, or the Student Health Services, unless the employee is otherwise entitled to them.

Applications for ⤓Reduced Fee Enrollment must be filed with the Office of the Registrar by the published deadline and before paying fees.

Eligible Titles*:
Employees in the following titles are eligible for Reduced Fee Enrollment when they enroll in courses of up to 12 units or four courses per quarter:

Occupational Health Nurse I
Occupational Health Nurse II

Occupational Health Nurse III
Administrative Nurse V
Administrative Nurse IV
Clinical Nurse V
Coordinator Transplant I
Coordinator Transplant II
Home Health Nurse IV - Supervisor
Home Health Nurse III
Home Health Nurse II
Home Health Nurse I
Administrative Nurse I - Supervisor
Clinical Nurse IV - Supervisor
Clinical Nurse III - Supervisor
Clinical Nurse II - Supervisor
Nurse Manager
Administrative Nurse
Administrative Nurse III
Administrative Nurse II
Administrative Nurse I
Clinical Nurse IV
Clinical Nurse III
Clinical Nurse II
Clinical Nurse I
Principal Nurse Anesthetist
Senior Nurse Anesthetist
Nurse Anesthetist
Senior Nurse Anesthetist - Supervisor
Nurse Practitioner III
Nurse Practitioner II
Nurse Practitioner I
Nurse Practitioner III - Supervisor
Nurse Practitioner II – Supervisor
*Note: Titles change without notice. Please see Office of the Registrar site for most updated information: https://registrar.ucsf.edu/registration/reduced-fee-enrollment.

Student Health and Counseling

Student Health & Counseling Services

The Student Health & Counseling Center offers students a wide range of services including primary care, counseling and psychological services, nursing consults, traveler's health, wellness programs, specialty care referrals, immunizations, medical records requests, dental care, and vision care. For more information, please refer to the SH&C website: *http://studenthealth.ucsf.edu/healthcare-services*

Useful Guides to Help Support Students in Crisis

The Student Health & Counseling Center has prepared two guides to help faculty who may become aware of a student in need of assistance:

📄Assisting Students in Need
📄Caring for Yourself and Your Colleagues

Student Nursing Associations and Registered Campus Organizations

Do not underestimate the usefulness of these student associations. The shared experience and wisdom of the members is impressive and has helped many students through difficult times. These groups, however, are no more than what a student makes of them so students should be encouraged to get involved early and develop support networks. Typically, groups establish a schedule of meetings early in Fall Quarter.

Student Support Services

Writing, Tutors, Career Center

The Office of Academic Programs provides services at no cost to students who need special assistance for scientific writing or editing, or who would benefit from tutoring. Please refer students who need these services to the Assistant Dean of Student Affairs. Students are hired to provide the following:

Tutoring:
The Assistant Dean of Student Affairs identifies and facilitates the hiring process for student tutors. A tutor can be requested by the student or by the faculty. The Assistant Dean solicits recommendations from the faculty-of record (FOR) for the course based on performance of the potential tutor in the same course in a previous quarter. Some students may need the services of a tutor in more than one course. Tutors can work with individual students or groups of students.

Editing:
Student editors are available to assist School of Nursing (SON) registered/enrolled students with assignments, academic papers, scholarship/fellowship applications, or other SON student role related work. To request a student editor go to SES CLE site (log in):
https://courses.ucsf.edu/enrol/index.php?id=1471

Student Disability Services

Reasonable Accommodation for Disabilities:

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and Disability Resources for students.

Contact: UCSF Student Disability Services, (415) 476-6595, https://sds.ucsf.edu/

Students who wish to request reasonable accommodations are encouraged to contact UCSF Student Disability Services (see above for contact information) to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting accommodation is extremely important. The University has policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodation. To learn more about the process for establishing services through their offices, please contact the appropriate office.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the campus disability office to provide reasonable and appropriate accommodation. While the School of Nursing will make every effort to work with our students who have disabilities to accommodate their disability-related needs, it is important to note that we are not required to provide requested accommodation that would fundamentally alter the essential functions or technical standards of the program.

Campus Support Services

- Office of Career & Professional Development: https://career.ucsf.edu/
- Learning Services: Learning Skills Specialist https://learn.ucsf.edu/
- Student Disability Services: https://sds.ucsf.edu
- Financial Aid: https://finaid.ucsf.edu/
- Housing Services Office: https://campuslifeservices.ucsf.edu/housing/
- Transportation: http://campuslifeservices.ucsf.edu/transportation/parking/
- Office of the Ombuds (mediation): https://ombuds.ucsf.edu

Student Exchange Programs

UC Intercampus Exchange

The University of California Intercampus Exchange program allows graduate students to take courses on another campus of the university while remaining registered on the home campus. It provides the opportunity for contact with scholars, fields of study, and facilities not available on the home campus. The student pays fees only to the home campus, and grades for courses taken at the host campus are reported to the Office of the Registrar for inclusion on the student's UCSF transcript.

Complete an Application for Intercampus Exchange Program.

Four signatures are required:

- Graduate advisor
- Dean of Graduate Studies on the home campus
- Chair of the department in which the desired course is offered on the host campus
- Dean of the Graduate Division on the host campus.

Home campus signatures are required before the host campus will approve.

Forms must be turned into the Graduate Division at least three weeks before the quarter begins.

UCSF students must list Intercampus Exchange courses on the San Francisco study list in order to receive proper credit. Study lists and other forms may be required for the host campus as well.

Courses taken on another campus must be related directly to the student's degree program. Lower division undergraduate courses may not be taken on Intercampus Exchange.

San Francisco Consortium

UCSF students may take advantage of a cross-registration system among four member colleges

and universities that make up the San Francisco Consortium:

Cross-Registration Policy: Regularly enrolled, full-time matriculated students of a San Francisco Consortium member institution may register for credit in courses offered by other member institutions with the consent of their faculty adviser and consent of the host institution instructor, as space is available in the desired class. This policy applies only for the regular sessions of the academic year and specifically excludes summer session, intersession, extension and similar programs. Consortium member colleges and universities are:

- City College of San Francisco
- University of San Francisco
- San Francisco State University
- University of California, San Francisco
- UC Hastings College of the Law
- Golden Gate University

Complete an Application for SF Consortium: https://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/migrate/SFConsortium.pdf

- Cross-registration is limited to one course per quarter/semester at only one other institution except where special arrangements are made between participating institutions.
- Cross-registration is not accepted until the first day of late registration at the host institution.
- If the student falls below full-time status during the quarter/semester of the cross-registration, that enrollment will be canceled automatically.
- If the student drops the course before completion, it is the responsibility of the student to notify both the host and home registrars and to fill out appropriate forms to avoid the recording of a "failure".
- Students from consortium member institutions who enroll in the University of San Francisco (USF) will be charged the USF per-unit tuition rate published in the USF class schedule for that term and will be expected to make payment at the time of registration.
- Students from consortium member institutions who enroll in the Golden Gate University will be charged the fee for the class per their charge schedule.
- UCSF students participating in the Consortium program at City College, University of San Francisco, Golden Gate University, and UC Hastings College of the Law must submit an official transcript request to the host institution and pay the transcript fee for their grades to be sent to UCSF for the inclusion on their permanent record at UCSF. Grades are reported directly from San Francisco State University to UCSF; therefore UCSF students do not need to submit or pay for official transcript request at San Francisco State University.
- Grades are available only from the home institution.

Stanford Exchange

The Stanford University-UCSF Exchange Program enables a regularly enrolled, full-time, matriculated student to take courses on the host campus that are not available at the home institution. Whenever possible, arrangements should be made between appropriate faculty representatives on both campuses to assure that courses will be available to students. No charge applies to the student on either institution.

Procedures:

- The exchange program is open only to registered graduate students.
- Students may enroll for only one course per quarter at the host institution.
- Tuition and/or fees are paid only at the home campus. A Stanford student paying less than full tuition is charged for the UCSF units at the Stanford rate.
- The exchange program does not operate during the summer.
- The host campus may restrict enrollment of exchange students in courses where there is high demand.
- UCSF students must submit a request for official transcript at Stanford to be sent to UCSF for inclusion of the grade on their permanent record at UCSF. Complete an application for ⬩Stanford University-UCSF Exchange Program.
- Students obtain an application for the exchange from their home campus.
- A new form is required for each quarter.
- Students must contact the course instructor for permission to enroll in the course.
- Five signatures are required on the exchange form: the student's adviser, the Graduate Dean on the home campus, the instructor at the host institution, the Graduate Dean of the host campus, and the Registrar at the home institution.
- Students must submit the completed application to the appropriate coordinating office by the end of the third week of classes of the quarter of proposed enrollment.
- UCSF students do not list the Stanford courses on their study list. However, this task will be completed for them by the UCSF Registrar's Office.
- At the end of the quarter, after grades have been reported to the registrar at the host institution, UCSF students have to request an official transcript at Stanford to be sent to UCSF for inclusion of the grade on their permanent record at UCSF.

V. Academic Programs

MEPN – Pre Licensure Year

Admission Requirements

1. Completion, no later than the application deadline, of intro- or higher-level courses with passing grades and worth at least two semester units or three quarter units in each of the following:
   a. **Microbiology**, with a **lab** component
   b. **Physiology**, with a **lab** component
   c. **Anatomy,** with a **lab** component (NOTE: combined anatomy and physiology courses are acceptable as long as they comprise a comprehensive systems overview totaling at least four semester units or six quarter units)
   d. **Psychology**
   e. **Statistics** (*Note:* beginning with the 2017 application cycle, statistics must be from within three years of the application deadline.) A college-level statistics course taken at an accredited college or university that results in credit on the college's transcript meets this requirement. Online courses that earn credit on an accredited college or university transcript meet this requirement. Applicants must provide

evidence of completing this requirement for admission by providing the college transcript that displays the statistics course grade and credits earned.

    f. **Nutrition**

Be aware that in the application this list above is recorded as **nine** prerequisite courses: six subject areas and three labs. If the institution combines labs and lecture in the same course number, repeat entries. Until all nine prerequisite course fields are completed, the application cannot be locked for submission.

2. Completion of a **baccalaureate** *(bachelor's)* **degree** in a general discipline *other than nursing* with a minimum 3.0 grade point average (GPA), as verified by official transcripts received at UCSF. Applicants with an undergraduate GPA below a 3.0 may submit a 1- 2 page well-written petition and provide additional strong evidence of academic success such as graduate level grades. Transcripts must also verify the bachelor's degree was conferred *NO LATER THAN* the **September 1** application deadline. *Caution:* certain highly specialized bachelor's degrees (e.g., BArch, BEng, BFA, and BMus) may **not** meet UCSF requirements; see **Specialized Bachelor's Degrees** for details.

3. Completion of the **Graduate Record Examination,** *General Test,* with scores reported within five years of the application deadline. (*Note:* there are NO substitutions, exceptions, or alternatives for this GRE requirement.)

4. A **minimum** of **four Recommendations/Reference Letters** are required; a maximum of five recommendations will be accepted.

5. Official **Transcripts** are required from all post-secondary (after high school) educational institutions. Non-English transcripts must be translated; non-US transcripts must be sent for evaluation. Allow extra time for any transcript requiring translation and/or evaluation. See below for transcript submission procedures.

6. Congruence of the applicant's goal with the goals and resources of the School and the University. A written **goal statement** is required, which is to be PDF-formatted and submitted on-line via the UCSF web application system.

7. Evidence of personal qualification and capacity for graduate study, as reflected in the application, goal statement, references, GRE, and baccalaureate GPA. Past academic performance and professional activity are evaluated, e.g., community, organizational, and volunteer service, and creative professional accomplishments.

Admission Requirements: International Students

*Caution: MEPN is **not** optimal for international applicants*, because of the need for language and culture familiarity, and the need for familiarity with the U.S. health care system. For *all* applicants, *proficiency in English is mandatory*.

All applicants whose first language is *not* English must take the Test of English as a Foreign Language (**TOEFL.org**). Some applicants may use IELTS scores in lieu of TOEFL. The minimum overall TOEFL score is 84 (internet-based test); 24 is the minimum score in the

speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on examinations and scoring.

Selected MEPN Specific Policies:

Student Impairment

The School of Nursing (SON) defines impairment as being under the influence of a psychoactive substance or experiencing a psychological illness or excessive stress that affects clinical judgment and the ability to administer safe patient care.

Impairment is the condition of being unable to perform as a consequence of physical or mental unfitness and includes impairment in work/clinical performance, scholarly activities or student life.

Substances covered by this policy include alcohol and controlled substances, as defined in schedules I through V of the Controlled Substances Act, 21 United States Code Section 812, and by regulation at 21 Code of Federal Regulations section 1308.

Mental illnesses are medical conditions that disrupt a person's thinking, feeling, mood, ability to relate to others and daily functioning.

Background

Nursing students may be subject to substance abuse and mental illness problems due to stressful situations as they try to balance work, school, and personal obligations, which may exacerbate underlying conditions or predispositions. Students who are impaired due to substance abuse, mental illness or excessive stress need access to professional assistance and must be removed immediately from situations where they may cause harm. The California Board of Registered Nursing (BRN) requires that students be informed as to the importance of voluntarily seeking help for these issues as not doing so may prevent them from being licensed to practice nursing.

Responsibility

Administration, faculty, students, and Student Health & Counseling Services.

Procedure
- Student Self-Disclosure: If the student self identifies that they have a substance abuse, mental illness or problem with excessive stress, they will be referred to Student Health & Counseling Services or to their physician/provider for evaluation and treatment. Once evaluation is complete, the director and the faculty will decide with input from the physician or therapist, if the student is able to return to clinical with or without restrictions. The student must submit a plan for relapse prevention and the School may request progress reports of rehabilitation and/or therapy from the student's provider.

- School Identified: If the student does not self-identify the following procedure will be followed:
  o If faculty identifies a student experiencing signs and symptoms of substance abuse, mental illness or excessive stress, he/she will immediately remove the student from the classroom or clinical area.
  o The faculty will assess whether this student is suicidal, homicidal or gravely disabled and requires police intervention and transportation to a mental health facility. If faculty

cannot assess the student or feels harm is imminent, he/she must immediately call 911 or initiate emergency protocols per the clinical facility's procedures. If the faculty feels harm is not imminent, he/she should escort the student to the ER for further evaluation and/or treatment.

- o When on the UCSF campus, if the faculty feels harm is not imminent but feels s/he requires assistance with this decision, faculty may call the non-emergency number for campus police (415) 476-1414 and an officer will evaluate the student. The faculty may wish to escort the student to campus police after class to protect the student's privacy or may feel it more appropriate to ask campus police to come to their campus location depending on the situation.
- o If the student does not fit the criteria for being suicidal, homicidal or gravely disabled, the faculty will arrange for someone to drive the student home and give the student an alternative assignment for make-up work as appropriate.
- o Signs and symptoms of substance abuse, mental illness or excessive stress include but are not limited to the following:
    - Odor of alcohol or marijuana on breath
    - Slurred or incoherent speech, hand tremors, and/or lack of coordination
    - Chronic drowsiness or sleeping in class, forgetfulness, blackouts, spaciness, frequent sneezing
- o Increased absenteeism, arriving late and wishing to leave early, frequently requesting time off, taking extended meal and coffee breaks, frequent trips to the bathroom, frequent complaints of injury or illness
- o Unusually aggressive behavior, unreasonable resentment, overreaction to criticism, inflexibility, controlling behavior, irritability, suspiciousness, defensiveness, blaming, frequent conflicts
- o Isolation and withdrawal, difficulties with interpersonal relationships
- o Deteriorating appearance, unexplained weight loss or gain, excessive bruising
- o Increasing numbers of errors and poor judgment in nursing care
- The faculty will immediately alert the MEPN director or assistant director. Faculty will provide the assistant director and director, in a timely fashion, with objective documentation of behaviors exhibited by the student. This documentation will include whether patient outcomes were affected due to the student's behavior. If patient outcomes were negatively affected, the faculty must also immediately alert clinical staff and fill out an Incidence or Occurrence Report per agency protocol.
- A conference will be arranged as soon as possible between the faculty, student and MEPN assistant director/director to discuss student behavior during clinical.
- The student will be referred to Student Health & Counseling Services or to their physician/provider for evaluation and treatment. Once evaluation is complete, the director and/or the assistant director and the faculty will decide with input from the physician or therapist, if the student is able to return to the student's clinical experience with or without restrictions. The student must submit a plan for relapse prevention and the School may request progress reports of rehabilitation and/or therapy from the student's provider.

Related Documents

BRN Director's Handbook, Impaired Nursing Students: Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Chemical Dependency and Emotional

Illness, 8.12

Appendix /Resources

This policy will be posted on the UCSF School of Nursing website for student access.

SON Entry and Clinical Site Placement Requirements

Incoming MEPN students will need to complete and maintain documentation for Campus, School and clinical site requirements throughout their academic program at UCSF.

There are two online systems that collect and maintain this required documentation, the Student Health Portal, which is owned and operated by UCSF Student Health and Counseling Services, and CastleBranch.com, which is licensed and operated by the Clinical Placement Coordinator in the UCSF School of Nursing.

The Student Health Portal captures immunization and immunity titer data that UCSF Student Health & Counseling requires for all students. This data is stored in your Student Health medical record. Student Health puts a "hold" on registration for students until all required immunizations and/or related blood titers are entered in their portal. Once complete, this system will automatically "clear" you and release the "hold" so you can register for summer classes.

CastleBranch.com is an online system that collects data for School, clinical, and research site requirements. Students are required to submit a background check, drug test, and immunizations, among other required documents. Failure to complete the requirements will result in an academic hold. Students will not be able to file their study lists until the hold is released. Failure to file a study list will result in a $50.00 fine from the Registrar's office. The hold will not be removed until the requirements are verified. Verification is completed by uploading the documentation marked as incomplete or rejected to the Certified Profile Account.

- Criminal Background Checks: Completed on admission through CastleBranch.com. If any issues are found, students will have an opportunity to review and respond. The Clinical Placement Coordinator will contact you to discuss if needed.

- Drug testing: When the order is placed, the lab order and lab locations convenient to campus or the student's home will be available on their profile. On day of test, do not drink extra fluids before the urine test is collected because the lab cannot get an accurate result if the urine is dilute. If the urine is dilute, students may need to repeat the test at their cost.

If a test result is "potentially positive," a Medical Review Officer (MRO) at CastleBranch.com will contact students to ask for documentation of medical necessity. If they provide the documentation within 2 weeks, the MRO can clear them and mark the test "negative." If students take a controlled substance for a valid medical reason, be sure that they have documentation of medical necessity from their health provider in case it is needed for a clinical site. Even with documentation, a clinical site may not allow them to be in that facility due to possible impairment that could negatively impact patient safety. The Clinical Placement Coordinator will contact students if they have a positive test.

Note: Cannabis is not considered a legal medication by the federal government and CastleBranch medical reviewers will treat it as an illicit controlled substance.

Please contact Lynne.Palazzolo@ucsf.edu with any questions regarding CastleBranch.com.

MEPN Curriculum Schedule

For BRN transfer in:
➢ Communications - 6U (in addition to 3 in program)
➢ Statistics – 3U
➢ Natural, behavioral, and social sciences - 24U
  o Anatomy and Physiology - 6U
  o Microbiology – 3U
  o Nutrition – 3U
  o Psychology – 3U

SUMMER (Quarter I) June-August	FALL (Quarter II) September-December	WINTER (Quarter III) January-March	SPRING (Quarter IV) March-June
	SCHEDULE A:	SCHEDULE A:	SCHEDULE A:
141 Pharmacology	Effective Communication	Parent/Child Nursing	147 Childbearing Families
142 Intro to Professional Nursing	Adult Med-Surgical 144A Geriatric	Socio-cultural Issues in Health and Illness	150 Comm. Health Nursing 150A
145 Pathophysiology		Psych/Mental Health Nursing	151 Issues In Nursing
	SCHEDULE B:	SCHEDULE B:	SCHEDULE B:
	Childbearing Families	Effective	146 Parent/Child Nursing 146A
	Socio-cultural Issues in Health and Illness	Adult Med- Surgical Nursing*	149 Psych/Mental Health Nursing 149A
	Comm. Health Nursing		151 Issues In Nursing

*1.5 clinical units will be devoted to a post-session experience.

TOTAL UNITS:	19	SCHEDULE A TOTAL UNITS:	16.5	15.5
CLOCK HOURS PER WEEK	35	CLOCK HOURS PER WEEK:	34.5	28.5
		SCHEDULE B TOTAL UNITS:	18	16.5
		CLOCK HOURS PER WEEK:	34	34.5

NOTE: All clinical course segments are designated by the corresponding didactic number followed by either A or B.

MEPN Program Outcomes
• Using the nursing process, integrate the knowledge, clinical reasoning and perspectives that span the health-illness continuum to provide holistic patient, family and community-centered care.

- Function within the nursing scope of practice to contribute to healthcare leadership, teamwork and collaboration to foster shared decision making and accountability for nursing care.

- Utilize research evidence, quality improvement and safety indicator data to build knowledge and enhance nursing practice.

- Communicate and teach effectively, using written, verbal, nonverbal, and emerging technology methods, with patients, families, community, and members of the healthcare team.

- Integrate the principles of clinical prevention and health advocacy while providing culturally competent care with an emphasis on diverse populations and health disparities.

- Develop skills to successfully navigate the changing health care systems, including an understanding of health policies, regulations, economics, and their impact nursing practice.

- Internalize the values and professional identity of a registered nurse (RN) as the foundation for advanced practice.

Pre-licensure Year Coursework

Pre-licensure courses are N141, N142, N142A, N142B, N143, N144, N144A, N145, N146, N146A, N147, N147A, N148, N149, N149A, N150, N150A, and N151.

MEPN students are not eligible to take School of Nursing core or specialty courses until they complete the pre-licensure year. The MS program coursework builds on the foundation of pre-licensure coursework and a RN license is required. The California Board of Registered Nursing (BRN) approve the School of Nursing curriculum and require specific course sequencing to prepare RNs as advanced practice nurses.

MEPN students are allowed to take electives if they have the time and their grades are at least meeting the minimum 3.0 GPA required for progression in the academic program.

Transfer and Challenge/Credit by Examination

Accepted applicants who have previously studied nursing or another health profession (e.g. dentistry, psychology, pharmacy, medicine, physical therapy) in regionally accredited institutions may have coursework evaluated for direct transfer. Should courses not qualify for direct transfer, or should knowledge have been gained through prior experience, credit may be earned by examination. Prior experience includes military health care experience as a medic or corpsman. The faculty of record for the course to be challenged must be notified one month prior to the start of the quarter that the course is offered. For didactic (theory) courses linked to a specific clinical course, both courses must be challenged at the same time. Credit will only be given if both didactic and clinical courses are passed. Courses for which credit has been earned by examination will be given the letter grade earned on the challenge examination. Examination for credit can be taken one time only for each course. The foregoing applies to all enrollees, including Licensed Vocational Nurses using the 30-unit option to prepare for licensure (see Challenge Policy). Additional information on the UCSF Credit by Examination policy and procedure is available at: *https://registrar.ucsf.edu/student-records/examination*

Registered Nurse Licensure

MEPN students are prepared to take the licensure examination in the summer following the

successful completion of their first year of study in the MEPN program. Students are STRONGLY ENCOURAGED TO register with the BRN to take the NCLEX as soon as possible after completion of the pre-licensure year. Each student must be licensed as a Registered Nurse in order to enroll in courses associated with the Master of Science Program. There can be no exceptions to this rule. To take advantage of the MS program slot held for them, MEPN students MUST pass the NCLEX exam and MUST show evidence of such to the Office of Student Affairs (OSA) on or PRIOR to August 15. After this date, MS Specialty Coordinators may choose to admit to their specialty to fill the opening from the MS application pool. Students who pass the NCLEX exam after August 15 are encouraged to discuss plans to re-enter into their program of study with the Office of Student Affairs.

Clothing for Clinical Practice

All UCSF MEPN students are required to follow the UCSF Medical Center Employee Dress Policy (04.03.04), which reflects the professional standards to service excellence, as well as a safe and secure environment for all patients, visitors and staff. When not at UCSF Medical Center students will follow specific dress code policies congruent with their clinical site employee dress code policies. The UCSF MEPN dress code policy should never be more restrictive than the individual clinical sites' dress code policy. Safety and hygiene are the primary considerations for the MEPN clinical dress code. Any questions regarding acceptable attire and appearance within a clinical site should be directed to the Clinical Instructor and Faculty of Record for the rotation.

A. Dress and Personal Appearance Requirements for all Students

UCSF School of Nursing is honored to prepare future advance practice nurses. We are dedicated to diversifying the nursing profession. The School of Nursing celebrates the diverse background of its students and aims to graduate student nurses who reflect the demographics of the San Francisco Bay Area's patient population.

1. All clothing must be neat, clean and appropriate to work assignments. Clinical instructors will address any questions regarding appropriateness of attire. Extreme or immodest attire or accessories could be of concern to patients who are confused or medicated, or may be offensive to our patient population.
   a. Uniform:
      A khaki scrub pant and an emerald green scrub top with the UCSF patch sewn on the left shoulder are to be worn on clinical days. Closed-toe shoes are required. Pre-lab attire includes a lab coat, or MEPN scrubs, along with UCSF ID badge. Students are not allowed in the clinical setting without proper uniform attire. Please consult with your clinical instructor if you plan to wear long sleeves or a warm layer over your scrubs as each clinical site has different policies for what is considered safe and acceptable (Farrington, Rabindran, & Crocker, 2010; Huis et. al, 2013; Wiener-Well et. al, 2008). There may be exceptions to this uniform depending on your clinical rotation and site.
   b. Identification:
      Students must wear an identification badge with full name and title when at clinical. If the MEPN student is an employee at one of the Medical Centers, the MEPN student still must wear the school-assigned badge and cannot wear the work badge as a substitute. ID badges must be worn above the waist so that they are visible. Failure to wear the appropriate identification or uniform may lead to dismissal from the clinical site.

    c. Examples of unacceptable attire include, but are not limited to: sheer garments, halter or tank tops, items designed to be worn as undergarments—such as visible lingerie, oversized or baggy garments or garments such as leggings and spandex pants designed to be worn as athletic wear. Soiled, torn or frayed garments are also unacceptable. Blue jeans, patient or isolation gowns, and apparel accessories containing phrases or pictures unrelated to the professional environment of the Medical Center are unacceptable.

2. Students are expected to maintain good personal hygiene such that body odor, smoke and other odors are not detectable. Out of consideration for patients and staff who are environmentally sensitive, the use of scented personal products is strongly discouraged.

3. The natural nails of healthcare workers are to be kept neatly manicured and short i.e. should not extend past the tip of the finger. Artificial nail enhancements are not to be worn by anyone who has direct patient contact. Nail polish is permitted, provided it is not chipped. Anything else applied to natural nails other than polish is considered an enhancement. This includes, but is not limited to artificial nails, tips, wraps, appliqués, acrylics, gels, and any additional items applied to the nail surface. Specific non-direct patient care delivery departments may choose to implement this policy if the work product of the department involves an item that will be used by a patient.

4. Shoes must be safe, clean, in good repair, and appropriate for the work to be performed. Safety shoes may be required. Sandals, thongs, and bare feet are unacceptable.

5. Hair and facial hair must be clean and dry, controlled and trimmed so as not to interfere with job duties.

6. Jewelry, cosmetics, and other accessories shall be appropriate to work assignments and may not be worn where safety or health standards would be compromised (Fagernes & Lingaas, 2011; Jeans, Moore, & Nicol, 2010). Moderation is encouraged.

7. Students may be asked to cover tattoos at specific clinical placement sites depending on that site's clinical dress code policies.

8. The UCSF School of Nursing honors and respects all nursing students and their individualism, culture, gender expression, diversity, and the differences in people's physical appearances (Milesky et. al, 2015; Thompson, 2014; Westerfield & Stafford, 2012). We believe our students represent the communities we serve and we are dedicated to creating a culture of inclusiveness and safety.

Note: References are available – see Student Handbook

Retention

Any student resigning from the program will have an exit interview both with his/her advisor and with the Assistant Dean for Student Affairs.

Step-Out Year

MEPN students must meet with the MS specialty coordinator if they plan to take, or if their specialty requires, a step-out year. A step-out impacts specialty admission for the next academic year and so should be discussed before March 1 of the year before step-out is planned. Step-out is requested through OSA and the registrar's office using the "Notice of Withdrawal" petition. Students who wish to step-out for more than one year must communicate by March of each year with their specialty coordinator and OSA and file a new "Notice of Withdrawal" petition with the Registrar. Some MS specialties do not allow a step-out.

Change of Specialty

MEPN students, who are concerned about their choice of MS Specialty, should discuss their concerns with their MEPN Advisor. Students must be prepared to relinquish their MS matriculate seat and to step out for a minimum of one academic year post-RN licensure. Students changing specialties must have comparable experiences to MEPNs or RNs applying for admission to their chosen specialty. See Associate Dean Academic Programs for more information on counseling MEPN students wishing to change their choice of specialty.

Communication and Relationship Tips for MEPN students

The below information has been developed at the request of previous MEPN classes as well as the MEPN faculty with input from members of the UCSF School of Nursing (SON) DIVA Committee (Diversity in Action. Its purpose is to help the MEPN student in the challenging transition from being somebody successful in a previous career to becoming a student and learner again.

It is recommended that this information be reviewed episodically throughout the MEPN year and especially after breaks.

General principles for MEPN Graduate Students:

- You do not have to have all the answers.
- If you are new to studying Science, anticipate it will require memorizing content but also applying concepts and elements of what you have learned - allow yourself to consider how learning scientific knowledge might be different than the field you studied or are expert in.
- It is OK not to know something.
- Work to be competent but know that becoming an expert takes time and lots of experience.
- Your understanding of nursing and related knowledge and competence will evolve over a quarter and through the year - it is a process, not an event.
- Be patient with yourself, your faculty and your peers.
- Believe in yourself and enjoy this time.

Capacities Required for Pre-Licensure Nursing Study

Issue	Standard	Some Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations; develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues including faculty
Communication	Communication abilities	Explain treatment procedures, initiate

	sufficient for interaction with others in verbal and written form. A candidate must be able to communicate effectively and sensitively with patients, families and members of the interdisciplinary team.	health teaching, document and interpret nursing actions and patient/client outcomes
Quantitative & Reasoning Skills	Abilities include measurement, calculation, reasoning, analysis, and synthesis	Calculate medication dosages and document sequential material in a correct order
Mobility	Physical abilities sufficient to move from room to room, maneuver in small spaces, work in a standing position, walk about	Move around in patient's rooms, work spaces and treatment areas, administer cardiopulmonary procedures
Upper Body Strength	Arm-shoulder strength sufficient to support or move patient	Turning patients in bed; assisting to standing position, applying pressure
Endurance*	Physical & mental endurance for 8 to12 hours of activity, with intermittent intensity over a 5 day week for 12 months	Caring for patients over time
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position patients/clients; retrieve objects from floor
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, heart & lung sounds, cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses, treatment and monitoring devices both close and distant
Tactile	Tactile ability sufficient	Perform palpation, functions of physical examination and/or those

	for physical assessment	related to therapeutic intervention
Speech	Speaks clearly & loudly enough to be heard in a noisy background	Ability to project voice to seek assistance in an emergency
Emotional Stability	Retains cognitive function and composure under stress	Act in emergency situation to prevent patient death
Functional Predictability	Able to predict sudden loss of ability to provide safe care	Identify situations where it is necessary to summon assistance and withdraw from caregiving for safety
Social Attributes	Must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients	Possess emotional health required for full use of intellectual abilities

*STUDENTS SHOULD ANTICIPATE SPENDING 29 TO 36 HOURS ENGAGED IN
PLANNED LEARNING AND CLINICAL ACTIVITIES. THIS DOES NOT ACCOUNT FOR
TIME NEEDED TO PREPARE OR STUDY

From Selekman, Janice (2002) "Nursing Student with Learning Disabilities" Journal of Nursing
Education. 41, 334-339. Watson, P. (1995) "Nursing Students with disabilities, A Survey of
Baccalaureate Nursing Programs" Journal of Professional Nursing 11, 147-153; UCSF School
of Medicine policy accessed at:
http//www.medschool.ucsf.edu/admissions/policies/req_standards.aspx, date accessed 5/12/04.
Modified by MEPN Council 5/12/2004
From Watson, Pamela G. (1995) "Nursing Students with Disabilities: A Survey of
Baccalaureate Nursing Programs" Journal of Professional Nursing 11:3, p 150
The standards were developed by the Board of Directors on the Southern Council of College
Education for Nursing (SCCEN) for the 14 southern states nursing program. The Standards
were adopted by the Tennessee Board of Regents in September 1993
Modified by MEPN Subcouncil 1998

MASTER OF SCIENCE IN NURSING PROGRAM

Admission Requirements

1. Baccalaureate degree from an NLN or CCNE-accredited program in nursing or its
   equivalent unless entering via MEPN. Applicants' transcripts from a non-NLN or CCNE-
   accredited program or experienced and licensed Registered Nurses who have a bachelor's
   degree in another discipline are also eligible to apply. The bachelor's degree transcript must
   display a **Grade Point Average** (GPA, on a 4.0 scale) of **3.0**, as verified by official

transcripts. Applicants with an undergraduate GPA below a 3.0 may submit a 1- 2 page well-written petition and provide additional strong evidence of academic success such as graduate level grades. All *non-English* transcripts must be translated into English by a certified translator for evaluation. *Non-US* transcripts must be submitted for evaluation.

2. **Statistics.** Completion of an introductory college-level **statistics** course within **five** years of UCSF entry; a recent course is desirable. A college-level statistics course taken at an accredited college or university that results in credit on the college's transcript meets this requirement. Online courses that earn credit on an accredited college or university transcript meet this requirement. Applicants must provide evidence of completing this requirement for admission by providing the college transcript that displays the statistics course grade and credits earned.

3. Proficiency in **English** is **mandatory**. All applicants whose first language is **not** English must take the Test of English as a Foreign Language (TOEFL, **http://www.toefl.org**). The minimum overall TOEFL score is 84 (internet-based test); 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. For reporting scores, the TOEFL/ETS institution code for UCSF is 4840, and the department code is 43. For some applicants, a qualifying IELTS score (minimum score of 7) may be submitted directly to Nursing Student Affairs in lieu of the TOEFL.

4. **RN License.** Evidence of licensure as a registered nurse (RN) is required. Applicants must be licensed as a registered nurse in California (or in their home state of residency). While studying in California, international students must be *licensed as registered nurses* in their country of origin, if RN licensure is available. Students who will perform direct patient care activities locally while enrolled must obtain California registered nurse licensure prior to December in their first year of study. Non-California applicants should review "Licensure by Endorsement / Reciprocity" rules from the *California Board of Registered Nursing* (BRN) at the **rn.ca.gov** web site

5. A **Goal Statement** (essay) describing congruence of applicant's goals with the goals and resources of the School and University must be included with the application.

6. **Experience**. Minimum of one year's registered nurse experience, which is related to the area of specialization, is desirable. Some specialties may require additional experience.

7. **Four recommendations/letters of reference.** Nominate no less than four individual recommenders who can address your performance and judgment in the area in which you wish to study and/or your professional preparation and experience.

8. A **résumé** or **curriculum vitae** is required.

9. The **application fee** (subject to change) is $90 for US citizens and permanent residents and $110 for international applicants. The UCSF application web site processes the fee payments (typically via credit card) as appropriate. US citizens and permanent residents who demonstrate financial need, or who would have significant difficulty in paying application fees, may be eligible for a fee waiver. For more information, please visit **http://graduate.ucsf.edu/application-fee-waivers.**

10. Computer literacy is assumed, especially competence in word processing skills and the internet.

Admissions Requirements: International Applicants

In addition to items above, the School of Nursing requires all applicants who have completed degrees and/or coursework outside of the United States to submit their transcripts for validation and evaluation before they may be considered for admission. International applicants should start this process as soon as possible.

While studying in California, international students must be *licensed as registered nurses* in their country of origin, if RN licensure is available. *Caution:* if students will be involved in any direct patient care activities while in the U.S., they must obtain California Registered Nurse licensure prior to December of their first year of UCSF study from the California *Board of Registered Nursing* (BRN, **http://rn.ca.gov**). California BRN regulations 2729 and 2732 require licenses for all practicing nurses in the State of California. Information regarding recognition of licensure in other states, or other matters related to licensure may be obtained from the BRN at the following address:

Ca. Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

International Student Funding

All international students should be in frequent and regular contact with the **International Students and Scholars** Office (ISSO), including *prior to* initial enrollment at UCSF.

International students *are not* eligible for Federal financial aid. They must rely on their own resources and cannot expect to receive financial aid funding. Non-U.S. citizens and non-permanent residents may be eligible for private educational loans; these loans are available to international students who meet certain criteria. **For more details, see UCSF Student Financial Aid** at https://finaid.ucsf.edu/newly-admitted-students/international-students

UCSF School of Nursing has **very limited number scholarships** for International students. In order to apply for School of Nursing Funds, all international students who are interested in applying for institutional funds must complete the School of Nursing Supplemental Application (https://nursing.ucsf.edu/student-funding/scholarship-information).

Degree Structure

Plan I consists of 30 units of academic course work (200 series), 8 units of graduate professional work (400 series) and a thesis (see *Thesis Guidelines*, Appendix 4).

Plan II consists of 36 units of academic course work (200 series), 8 units of graduate professional work (400 series) and a comprehensive examination (see *Comprehensive Examination Handbook*, Website: https://courses.ucsf.edu/course/view.php?id=2117).

Of the 30 (36) academic units, 12 (18) must be in nursing at the 200 level.

Graduate professional course work is fundamental to the development of increased practice skills that complement academic work and prepare for a nursing role.

Completion of the program, at full-time progression, usually requires six quarters. If the program is not completed in five years, the student's program will be reevaluated and approval

for extension will be necessary.

Students may have the option to undertake a minor. A minor consists of three to four courses designated by the faculty within a specialty. These courses constitute a coherent core in the minor area.[1]

Characteristics of the Graduate

All master's program graduates shall have
- Knowledge and skills in providing care that promotes health and prevents illness
- Knowledge concerning current and projected health care systems and the economic, political, and philosophical base
- Knowledge of research methodologies, research critique, and outcomes research
- Knowledge and skills to enable them to manage client care needs across the health/illness spectrum. The majority of graduates will be eligible for nurse practitioner recognition in California. Selected specialties will continue to prepare individuals for other direct and indirect care roles.
- Knowledge and skills necessary to coordinate client care needs across institutional boundaries. This may be as a generalist, a specialist, or administrator. Coordination of care must be done in partnership with client and lay caregiver.
- Knowledge concerning health care issues for ethnically and culturally diverse populations as the basis for providing care that ranges from culturally sensitive to culturally competent
- Knowledge required becoming proactive in the health care system. This will necessitate knowledge of the legal, legislative, and regulatory issues for advanced practice nursing, consumer rights, systems management, and change theory.
- Knowledge and skills to be able to participate in the ethical decision-making process
- Theoretical knowledge and some experience in role development as an advanced practice clinician, consultant, educator, administrator, researcher, and coordinator.

Please note the current language in this section is Under Review by Program Councils and the SON Educational Policy Group.

Objectives of the Master's Program

The aim of the master's curriculum is to prepare persons to provide professional leadership in their chosen advanced practice specialty. This entails engagement in advanced clinical practice, awareness of nursing theory, transfer of research findings to practice, and advocacy in relation to issues relevant to health care.

The curriculum has been structured to prepare graduates to do the following:

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[1] Full Faculty, May 29, 1987

Engage in advanced clinical practice

- Apply current knowledge in the specialty area to manage or meet client needs within the client environment
- Analyze clinical problems based on theoretical and research literature
- Communicate, cooperate, and/or collaborate with persons from this and other disciplines to provide the best possible care for clients
- Establish life-long learning patterns that facilitate the incorporation of new theoretical and research findings into advanced practice
- Assume a leadership role within the profession by participating in professional organizations and activities or by developing an advocacy stance and position related to the focal client population
- Evaluate and apply theory as it relates to the science base of nursing
- Demonstrate discriminating use of specialty based content reflective of particular client focus
- Value the diversity of theoretical models relevant to practice
- Critique and evaluate research as to its scientific and clinical value
- Demonstrate ability to critique and synthesize relevant research literature
- Demonstrate ability to use research findings to develop approaches to problems in advanced practice
- Identify researchable problems, demonstrate skills essential to research participation, and assist in the dissemination of findings
- Articulate linkages among theory, research, and practice; and recognize limitations of the current science base for advanced practice
- Interpret relationships between social, cultural, political, and economic issues and health care delivery
- Analyze major health care issues affecting the focal client population
- Evaluate the impact of economics, politics, and demographics on the development of social and health policy and political action
- Identify barriers to the availability of and access to health care
- Identify cultural factors relevant to clinical practice, the conduct and critique of research, and the development of health care policy.

Master's Core Curriculum Schedule

Please see the following for the Core Courses, Research Utilization Courses, Pharmacology Courses, and Minor Course Offerings.

https://nursing.ucsf.edu/resources/current-student-resources

Graduate Core Courses – All Students

Prologue (N200): In this introductory course, students will explore self-assessments tools and learning approaches intended to enhance their educational experiences at UCSF. Students will also receive a comprehensive overview of the Master of Science nursing curriculum to appreciate the expected outcomes for the graduates from this program. Other modules included in this course are intended to provide additional resources and support that students may find useful during graduate studies.

Research and Theory (N262A, N262B): This course focuses on elements of research methods

and design that are essential to the translation of knowledge into clinical practice, administration/leadership and health policy. Students critically evaluate the research literature relevant to their area of expertise as the foundation of evidenced-based practice and research.

Clinical Prevention and Population Health (N245A, N245B): Participants investigate the determinants of population health and the relationship between health and disease among individuals through literature appraisal, theory analysis, and projects. Students also explore clinical prevention strategies and health policies that influence health determinants and improve health care outcomes.

Leadership (N241A, N241B): This course focuses on leadership development, including skills in communication, professional collaboration, and teambuilding. Students explore topical areas in health service financing, workforce issues (regulatory, effecting change, organization of clinical and public health systems and health policy processes.) This course provides an opportunity for the development of skill acquisition through group/online discussions, guest lectures and mentoring, group exercises, inter-professional seminars, and readings.

Project Planning: Evidence-Based Practice for Advanced Practice Nurses (N234A, N234B): This summative learning experience provides masters' students with a supervised opportunity to implement and evidence-based practice *small test of change* in a practice setting. The course emphasizes skills related to: (1) critically appraising and synthesizing the literature, 2) project planning; and, 3) using appropriate outcome measures to evaluate the impact of the small test of change.

Epilogue (N200.01): The purpose of this summative learning experience is to reinforce course content from the prologue, clinical prevention and population health, leadership, and project planning to assist students in role transformation and to foster professional role development necessary for leadership in the delivery of health care. This is a flexible unit course to accommodate the specialty application of the teaching/learning methods and evaluation.

Clinical Core (for NP, CNS and MW)

Students who are seeking Nurse Practitioner or Clinical Nurse Specialist recognition are required to complete the clinical core cluster listed below. Students in specialties other than Community-Based Care Systems and Health Policy should have their atypical programs on file in OSA if they are not completing a clinical core. See Atypical MS Programs below.

Advanced Health Assessment (N270): This course introduces assessment concepts and skills to determine the health status of clients across the lifespan. Focuses on the collection and interpretation of clinical data derived from the history and physical exam.

Advanced Pathophysiology (N208): This course integrates and applies normal physiologic and pathophysiologic concepts that serve as the foundation for clinical assessment, decision-making and management. Emphasis is on associating physiological alternations with clinical manifestations, and in selected areas, consideration of the role pharmacological agents in the disease process.

Advanced Pharmacology (N232): This course introduces the clinical application of pharmacology in the management of patients, including frequently prescribed drugs for the treatment of chronic and minor acute illnesses across the life span.

Atypical MS Programs

Students, who are unable to satisfactorily progress in their enrolled specialty curriculum **yet** have been successful in meeting or exceeding satisfactory academic progress in the graduate curricula, may be identified to follow an atypical nursing MS program. Once identified, students will not be allowed to complete any additional specialty courses or clinical residency courses. The student's advisor will write a memo supporting the student's continued enrollment in the MS program leading to an atypical MS. The memo should state the new programmatic goals and outline the new curriculum of study. The memo is signed by the student and the advisor, and forwarded to the Office of Student Affairs, with a copy to the Associate Dean of Academic Programs and the Academic Jeopardy Committee. Students must complete 36 units of N200 level courses (a minimum of 18 units) and a minimum of 8 units of N400 courses.

Transfer of Credit

Ordinarily, all coursework for the Master of Science degree is done while registered in the School. Up to six quarter (four semester) units may be allowed for coursework taken elsewhere. An exception is work taken at another campus of the University of California. In this circumstance, up to one-half of the program, or a maximum of 15 – 18 quarter units of work, depending upon the master's degree plan, may be accepted if taken while in graduate standing another campus of the University.

Nursing coursework units taken elsewhere must have been earned in graduate status at an institution of high repute, and cannot be used to reduce the minimum number of required quarters in registered status on the UCSF campus. Students in the master's program must be registered for a minimum of three quarters and must be taking at least four units in each of the three quarters. No commitment can be made regarding such an allowance of credit until half the program for the master's degree has been completed and the student has been registered on the UCSF campus for at least one quarter. Acceptance of the credit is subject to the approval of the student's advisor and the dean or associate dean of the School. Final approval may be subject to approval of the dean of the Graduate Division.

Waiver of Core and Specialty Courses

NOTE: ALL COURSES TAKEN AS GRADUATE-LEVEL COURSEWORK AT AN ACCREDITED NURSING SCHOOL/PROGRAM ARE SUBJECT TO THE TRANSFER OF CREDIT POLICY (see above). Students who believe that a core course substantially repeats work done in a course from another institution should consult their Advisers about seeking a waiver of the core course. If the Adviser, on hearing the explanation, supports the student's assessment, the student writes a memo/letter to the FOR of the core course asking for a waiver. The memo/letter must contain information about the prior course that supports the student's request for waiver. The FOR evaluates the evidence, perhaps with additional conversation with the student, and makes a decision. The FOR then responds in writing (by notation on the requesting letter, a responding memo, or by email) to the student, the student's Adviser, and if granting a waiver, OSA, indicating approval of the waiver. The student must then complete a Course Waiver Form , obtain the necessary signatures, and submit to OSA. Students may waive no more than three graduate core courses during their graduate studies.

The "cultural competence" requirement, because it is not tied to a specific course, requires waiver of the entire requirement. Should the student and adviser believe that the student has such a substantial academic background in cultural aspects of health care that the requirement

should be waived, a petition stating this, with accompanying justification, should be addressed to the Chair of Master's Program Council.

Students who are certified nurse practitioners may not be required to take the primary health care clinical core. Such students, however, should consult with their Advisers about any individual needs for these courses or parts of courses.

The process for specialty course waiver is slightly different from core course waiver. Students who believe they have taken courses elsewhere that satisfy *specialty* requirements should bring a transcript and if possible, a course description and other course materials to a meeting with their Adviser. In some cases, the Adviser can grant the waiver; in others, there must be consultation with other specialty faculty. In instances where the specialty course meets external certification requirements, a record of the waiver/substitution will be needed in OSA for purposes of communication with the external agency via the Course Waiver Form . All course waivers are subject to the Transfer of Credit Policy.

Master's Program Council: Socio-Cultural Course Requirement (2 units)

Purpose/Focus:
The UCSF core curriculum task force document calls for graduates of the master's program to be knowledgeable concerning health care issues for ethnically diverse populations as the basis for providing culturally sensitive nursing care.

Cultural sensitivity in relation to nursing practice implies nurses' awareness of cultural/socioeconomic influences on health beliefs, expectations, practices, and values, and that in a multi-cultural population, the expectations for care delivery and health and illness needs vary.

Cultural sensitivity assumes that nurses' awareness of cultural variations are translated into skills and planning the delivery of nursing care. Cultural sensitivity requires an integration of broad-based knowledge about the influences of culture and socioeconomic status on health and illness, attitudes that value respect for diversity, nurse self-awareness of the influence of one's own culture and values, and skills that enhance cross-cultural communication. This integration enhances interpretation of complex situations, acknowledges the influence of the environment/context, and improves care to diverse clients and communities.

Objectives:
Courses which are proposed to meet the requirement should have as learning outcomes some or many of the following (these objectives can be used as the examples in the development of new courses or revision of current courses to meet this requirement). Students completing this course:
- Can recognize and describe socio-cultural beliefs, values and practices that may influence health, illness, and health seeking behavior
- Can examine the impact of socio-cultural factors on risk of illness in different populations
- Can examine health care practices and dilemmas among people of differing ethnic, religious, and socioeconomic backgrounds with regard to planning nursing/health care appropriate to the situation
- Can evaluate presence or absence of cultural sensitivity in nursing interventions
- Can interpret the implications of cultural differences for community health planning or for the attainment of optimal health of the individual or family

- Can evaluate the advantages or disadvantages of various community intervention projects in terms of populations targeted and reached, the value of services delivered, and measurable improvements for the populations at risk.

In addition to courses that have a health care focus, the requirement can be met by courses which enhance understanding of the inter-relatedness of aspects of one or more cultural groups across cultures.

Approval of Courses from Schools Outside Nursing:
Advisers may approve courses from outside of the School of Nursing to meet this requirement. The foregoing Purpose, Focus, and Objectives should be used as a guide in making the decision. The advisor notifies OSA in writing (e-mail or memo) of the number, name, and sponsoring unit of the approved course and provides a copy to the student.

Approval of Courses that Meet the Socio-Cultural Requirement:
Faculty members should submit to the Master's Program Council syllabi and other information that supports the rationale for including the course on the approved course list. For a listing of the courses currently approved to meet the Socio-Cultural requirement, please see: http://nurseweb.ucsf.edu/www/socultu.htm.[2]

Master's Program Council: Ethics Content in Core Theory Courses

Purpose/Focus:
The School of Nursing faculty has recommended that all core theory courses offered within the School of Nursing include ethics content. Ethics content integrated in the theory courses should address at least one of the four major domains within the philosophical study of morality:

- *Meta-ethics* deals with theorizing and thinking about ethics comparing and critiquing different theories and traditions within moral philosophy. For example, nursing courses could engage in comparisons between major theories used in bioethics and additional ethical theories such ethics of care, feminist ethics, ethics related to suffering et cetera.
- *Normative Ethics* is concerned with norms of obligation and responsibilities, as well as norms related to notions of good, and evil. Clinical ethics usually deals with ethical dilemmas, or breakdown of ethics, which requires systematic consideration of the values, notions of good, rights, obligations, and potential harms involved in the clinical case being evaluated.
- *Descriptive Ethics* focuses on the description of actual ethical behavior in terms of how a group of people, organization, group of people, or professionals in a range of situations. Characteristics of moral agency and actions of moral agents are studied. Notions of good

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[2] 1996–1997 Master's Program Council

and evil, rights and responsibilities are studied descriptively, and articulated through narratives and examples. Public policy depends on both descriptive and normative ethics.

- *Practice-Based Ethics* refer to the ethos, etiquette, and ethical norms established by a practice group such as nurses, physicians or teachers. A practice contains socially embedded notions of good and bad practice. Ethical comportment of the professional or practitioner is a major concern. Professional Codes of Ethics are based upon descriptive and normative accounts of ethics within the professions.

Theory and Application of Ethics Content:

Courses should address both ethical theories and applied ethics. Ethical discourse, by its very nature requires critical and generative thinking. It is useful to consider historically the narratives of an ethical tradition. Science and technologies can be evaluated for their ethical impact on society. Cross-cultural ethical discourses can be framed dialogically. Case studies are highly recommended to teach students to think systematically about ethical issues. The course should be clear about the ethical frameworks that are being used to analyze ethical issues.

Societal, community and other groups such as classrooms, families, and professional groups should be considered as well as individuals. Social ethics deal with the good, the norms in society, social groups, and organizations. Social ethics requires reflection, public evaluation, and often, reform when ethical infractions are discovered. Social ethics, for example, would be central to community health and policy theory courses. Social ethics and has to do with the communication, articulation and affirmation of values and notions of the good life within a community, organization, profession or social grouping. While it is important that nursing students be knowledgeable about Bioethics, this discourse alone, is not sufficient for the broader ethical concerns of ethical comportment, social ethics, and concerns for the welfare of the public and patients who come in contact with nurses in many settings. Practice based ethics that considers major notions of good, and ethical comportment of nurses is highly recommended for all theory courses.

Approval of Theory Courses with Ethics Content from Outside UCSF School of Nursing:

Advisers may approve theory courses from outside of the School of Nursing to meet the theory and ethics requirement. The foregoing purpose, focus and application should be used as a guide in making the decision. The advisor notifies OSA in writing (email or memo) of the number, name, and the unit value of the approved course and provides a copy to the student.

Procedure for Approval of Courses that Meet the Theory and Ethics Requirement:
Faculty members should submit to the Master's Program Council (MPC) the syllabus and other information that supports the rationale for including the course on the approved course list. MPC will review the course and maintain an updated approved course list for help in advising students.

Graduate Professional Courses – 300-400 Series

Graduate professional course work provides opportunity for synthesis of academic learning and professional practice. It develops increased competency in nursing practice.

Skills Lab (N301.XX courses): Guided clinical laboratory experiences designed to develop mastery of advanced skills:
- Perform a systematic physical examination;

- Elicit subjective and objective data appropriate to a comprehensive assessment of the client;
- Synthesize data in an orderly and cogent manner;
- Practice specific techniques and skills with supervision appropriate to (specialty) practice.

Practica (N414.XX courses): A *practicum* that focuses on skill development provides students with opportunities to:
- Practice specific skills and interventions with supervision in a selected area of practice;
- Obtain expertise in applying techniques and skills commensurate with the goals of the program;
- Develop expertise in applying selected theory to specific practice settings;
- Increase expertise in the use of technology.

Practica courses are numbered N414.XX, the last two digits indicating specialty track. Practica in teaching (N436) or health policy (N471) are also available.

Residency (N415.XX courses): A clinical residency is a learning opportunity in which the student integrates scientific knowledge and clinical practice to develop advanced diagnostic, clinical decision making, and hands-on clinical skills in the selected (clinical) specialty. This includes application/integration of research, consultation, and clinical leadership as appropriate.
- Apply theoretical and scientific knowledge base appropriate for (specialty) clinical practice;
- Refine clinical assessments and interventions under supervision of clinical preceptor in the applicable practice setting(s) for (specialty);
- Demonstrate entry-level (APN role) critical thinking and problem solving skills evidenced by written and oral patient care related communication and documentation.
- Demonstrate increasing proficiency in professional communication with patients, families, and multidisciplinary staff in the (specialty) setting.
- Demonstrate increasing proficiency in and integration of advanced practice role components through modeling of appropriate professional behaviors as supervised by the clinical preceptor in the setting.

Residencies are available in teaching (N434), leadership (N470), health policy (N472), and clinical practice (N415.XX). A student may take a residency concurrently with academic course work or register for only the residency course. Since residency is an integrating experience based upon graduate study, it usually occurs near the end of the program of study. Specific objectives are developed by faculty members and students in relation to clinical areas, setting and client population.

The number and kind of residencies are limited by the resources available within the faculty. See "Laboratories" for differentiation between laboratories associated with 200 numbered courses. See "Waiver of 400 Numbered Course Requirements" for additional information.

Participation in Graduation Ceremony

Before graduation, students need to ensure that several different requirements have been met.
- *Curriculum Requirements.* See the "Curriculum Requirements" section of this handbook. Students should plan carefully with their advisers to meet these requirements.
- Application process for BRN certification (NP, CNS, MW).
- Graduation preparation and ceremony.
- *Program evaluation.* The Office of Student Affairs will check student records to ensure

that potential graduates have either completed, or have plans to complete, all the University and SON requirements in time for graduation and will contact those students for whom there may be questions.

- *Commencement Reply Form.* All master's and doctoral students must complete and return this petition to the Office of Student Affairs. This form is used to determine whether students will participate in commencement exercises, to collect information about future plans for employment, and to ask students to state an address that can be used for five years following graduation. Commencement Reply Forms are available in the Office of Student Affairs.
- *Commencement Ceremony.* The School of Nursing has annual commencement exercises in early June. Students may participate in the ceremony one time only, and have their name listed in the program only once. Information on commencement is distributed in the spring by the Office of Student Affairs, and the *Update* Newsletter will have reminders about graduation related matters – purchasing invitations, cap and gown, etc. – as the deadline comes up.
- *Master's students* who are in good standing, who anticipate completion of all clinical, didactic requirements by the end of Summer Session (AND/OR THOSE WHO WILL BE ON FILING FEE IN FALL QUARTER TO SUBMIT THE COMP EXAM), and who have approval of their specialty coordinator and the Associate Dean of Academic Programs are allowed participate in the June graduation ceremonies. Good standing is defined as:
    - Only one incomplete at the time of advancing to candidacy.
    - minimum Grade Point Average
    - At least 36 completed academic units (30 for thesis option).
- *Doctoral students* may participate if they have submitted, and have had approved, a first draft of their entire dissertation, including conclusions, by the end of the first week of Spring Quarter. Assessment of the doctoral student's readiness and desire to participate in the ceremonies is to be made jointly by the committee and the student.

Pathways to the PhD Program

There are various pathways to the PhD program. The majority of our applicants have previously completed a Master of Science degree at the time of application. A relatively small number apply with only the Bachelor of Science in Nursing degree. Still others apply to the PhD program with a baccalaureate degree, while enrolled in the UCSF Master of Science program, having completed a Master's degree or having completed a doctoral of nursing practice (DNP) degree. Regardless of educational foundation, students apply to the school and meet the existing deadlines. Admission to the doctoral program is effective the fall quarter following acceptance.

While in the nursing doctoral program, those without a master's degree may apply to have it conferred when they have completed specialty requirements, 36 academic units, 8 graduate professional units, and the comprehensive examination or qualifying examination. A student without a master's degree also may choose not to earn the master's degree. Caution: UCSF will not confer a second master's degree to a person already holding an MS in nursing.

Please note the current language in this section is Under Review by Program Councils and the SON Educational Policy Group.

Doctor of Nursing Practice (DNP) degree program (new for 2018)

The Doctor of Nursing Practice (DNP) degree program prepares clinical experts and leaders who will have roles in a complex healthcare environment. The DNP degree program supports student development of skill in applying theoretical and scientific principles to advanced nursing practice. Program participants conceptualize and rigorously develop a scholarly project based on an area of practice inquiry as part of a cohort model, hybrid program design that applies online learning with select in-person immersions. In direct consultation with faculty mentors, students will conceive, implement, evaluate and defend their scholarly work, and develop strategies for dissemination.

Participants begin their seven-quarter post-master's program of study with a foundation in scientific and theoretical concepts supporting advanced nursing practice. The curriculum builds leadership and practice-based skill as students evaluate and apply evidence-based practice, explore methodology relevant to clinical practice inquiry, and evaluate organizational and systems impact on practice change, health policy, patient advocacy, quality improvement and safety across diverse populations and within inter-professional care teams.

For additional information see: https://nursing.ucsf.edu/academic-program/dnp-nursing

PhD in Nursing Program

Doctoral Program in Nursing - Goals, Curriculum, and Progression

Doctoral education prepares graduates for a life of scholarship. This is accomplished by structuring a constellation of experiences—including course work, apprenticeships and mentorship, peer interaction, and invitations for individual thought—to introduce the student to the characteristics of a scholar's life. It aims to acquaint the student with academic and clinical scholars, to attract and induct the student to scholarly work, and to make clear its costs and limitations. Just as baccalaureate nursing programs aim to socialize students to the norms, values, and practice of professional nursing, so doctoral education aims to socialize students to the perspectives, norms, and practice of scholarship in nursing.

Goals of the PhD Program

The goal of the Doctor of Philosophy in Nursing program is to prepare nursing scholars who will generate and transmit knowledge fundamental to the discipline of nursing and to nursing practice. The full scope of nursing concerns related to direct, indirect, and institutional care, as well as the social and policy factors shaping that care, are within the purview of the degree preparation. The central focus of the program is on preparation of scientists who will conduct nursing research, develop theory and in so doing contribute to the body of knowledge in nursing and the health sciences, and disseminate research findings through scholarly publications and presentations, including classroom teaching. Please note the current language

in this section is Under Review by Program Councils and the SON Educational Policy Group.

Terminal Objectives for PhD Graduates [3]

Upon completion of the PhD program, students will show evidence of having achieved the following objectives.

- Demonstrate a command of the literature pertinent to a selected field of nursing science;
- Formulate research questions that evolve from a theoretical perspective and contribute to nursing science;
- Demonstrate breadth of knowledge regarding a variety of research methods and expertise in at least one method.
- Address major research issues pertinent to a selected area of inquiry, such as scientific integrity and diversity;
- Defend a historical, theoretical, and philosophical perspective for nursing science in general and for a selected field of investigation in particular;
- Demonstrate commitment to a program of research as manifested by the selection of an area of inquiry that has potential for continuity and cumulative generation of knowledge;
- Demonstrate the ability to write and defend research proposals as preparation for subsequent intramural and extramural support;
- Complete an independent and original research investigation in the form of a dissertation;
- Show increased appreciation of professional involvement as evidenced by scholarly presentations, community service, and organizational participation.

Doctoral Admission Requirements

See below for International Applicant Requirements. Requirements for admission to the doctoral program (for US domestic applicants with either BSN or MS degrees) are:

1. Official transcripts verifying an undergraduate Grade Point Average (GPA) of **3.2**.
2. If a graduate (master's) degree has been earned, a Grade Point Average of **3.5** is expected, verified by official transcripts. All non-English transcripts must be *translated* into English by a certified translator. Non-US transcripts must be submitted for **evaluation**, see below.
3. Completion of **Graduate Record Examination** (GRE) General Test within the last five years prior to application. The GRE score should indicate strong verbal, quantitative, and analytical potential.
4. *Proficiency in English is mandatory.*
   All applicants whose first language is ***not*** English must take the *Test of English as a*

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[3] Adopted 12/7/92

Foreign Language (TOEFL, http://www.toefl.org). The minimum overall TOEFL score is **84** (internet-based test); **24** is the minimum score in the speaking section, and **24** is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.

5. Comprehension of basic **statistics** is essential. Completion of a prior statistics course within three years of entry is **required**; a recent course is desirable.
6. Completion of a research course equivalent to the **N 262A "Research Methods"** course at UCSF within five years prior to entry.
7. A Goal Statement (essay) documenting evidence of capacity for original scholarship and research in nursing; and evidence of the ability to communicate in a scholarly manner, both orally and in writing
8. Four recommendations/letters of reference addressing your performance and judgment in the area in which you wish to study and/or your professional preparation and experience.
9. Evidence of **licensure** as a registered nurse.
10. A **résumé** or **curriculum vitae**
11. The application fee (subject to change) is $90 for US citizens and permanent residents and $110 for international applicants. Applicants who demonstrate financial need may be eligible for a fee waiver.
12. Experience. **One year** of professional nursing experience is preferred.
13. Computer literacy is highly recommended (especially competence in word processing skills and the internet).

Additional Information for International ("Foreign") Applicants

International applicants to the doctoral program are encouraged to write to the Nursing Student Affairs Office asking for an *informal evaluation* before filing a formal application. A statement of goals of study, past educational experience, and professional work experience should accompany the request for informal evaluation. Requirements for admission are:

1. All non-English transcripts must be translated into English by a certified translator; Non-US transcripts must be submitted for evaluation (see Admissions and Transcripts section following).
2. International students need to be *licensed as registered nurses* in their country of origin, if licensure is available. *Caution:* if students will be involved in any direct patient care activities while in the U.S., they must obtain *California Registered Nurse licensure* prior to December of their first year of study. *California Board of Registered Nursing* (BRN) regulations 2729 and 2732 **require** licenses for all practicing nurses in the State of California. Information regarding recognition of licensure in other states, or other matters related to licensure may be obtained from the BRN at the following address:
CA Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100
http://www.rn.ca.gov
3. Prospective international doctoral students should also review the following resources:

Information for Prospective Students from Other Countries
https://nursing.ucsf.edu/information-prospective-students-other-countries

International Students and Scholars Office
http://isso.ucsf.edu/

Note: It is mandatory that all admitted international students attend the Orientation for Incoming International Students. Detail information regarding this program will be sent from the Director of International Academic Services.

Prospective international doctoral students should also review the following information:
Information for Prospective Students from Other Countries
International Students and Scholars Office

Entry with Bachelor of Science in Nursing

The criteria for admission to the doctoral program for persons with BSNs will be the same as for applicants with MSNs. The usually shorter career trajectory and lack of previous graduate training will be taken into account in evaluating past accomplishments. A personal interview may be required to assess (1) vision for and commitment to nursing, (2) attitudes toward learning, knowledge, and science, (3) clarity of focus of study, (4) capacity for original scholarship and research in nursing, and (5) the ability to communicate in a scholarly manner.

The applicant must have been in professional practice a minimum of one year at the time of enrollment.

Should the student enrolled in the doctoral program wish to earn a master's degree, it will be awarded after the student has successfully completed 36 units of academic work, 8 units of postgraduate professional work, and the master's comprehensive examination or qualifying examination. The completed academic units must meet the faculty requirement for specialization in the student's area.

Doctoral Admissions – General

a. Screening for admission occurs at two separate units: at the Graduate Division and at the School of Nursing. Evaluation is on academic qualifications and preparation for advanced graduate study.
b. The School of Nursing Doctoral Admission Screening Committee, composed of departmental faculty representatives, screens completed applications for admission to the doctoral program.
c. A personal interview is optional and may be initiated by the Doctoral Screening Committee.
d. A roster of accepted applicants is established. The Committee forwards recommendations as soon as possible to Graduate Division. The Graduate Division also evaluates academic qualification and formal preparation for advanced graduate study and officially notifies applicants of admission decisions.

Curriculum

The curriculum is comprised of:

- Foundational courses
- Coursework specific to the substantive and methodological interests of the individual student
- Two research residencies, each being three or more units, that provide socialization to the role of the researcher, encourage development of research skills, and expose the student to relevant substantive, methodological, or contextual information
- Mentorship in the development of an original research project, execution of data gathering and analysis plans, and writing of the study.

Foundational Coursework (Required Coursework): Foundational courses entail preparation in four areas:

a. Theory and Philosophy

Theory and philosophy courses examine the discipline of nursing as a human science within the context of the major debates regarding philosophy of science, philosophies of nursing science, and epistemology. Courses explore various ways of knowing and underlying assumptions and strategies for theory development and testing. The role of scientific communities in shaping knowledge and the related issues of ethics of science and scientific integrity are explored.

b. Research Methods

Foundational courses focusing on comparative approaches to research design, data collection, and measurement examine both quantitative and qualitative approaches to development of nursing knowledge. Each student then chooses advanced courses that focus on either interpretive/qualitative research methods or on analytic/quantitative methods. Both sets of courses provide a companion research practicum. Finally, students then choose one or more courses dealing with the specific methodology(ies) relevant to their near-future work including the dissertation and immediate post-doctoral work.

c. Substantive Nursing

Coursework dealing with the structure and substance of the nursing discipline enables the student to conceptualize the location of the student's focus area within the context within the disciplinary matrix of nursing. Study integrates varied theoretical approaches, with levels of analysis, with dimensions of nursing knowledge to examine the state of the science of nursing.

d. Statistical Testing

All students take coursework which consolidates and updates students understanding of basic statistical theory, extending to one-and two-factor analysis of variance, correlation, and chi-square tests; and then consider multiple regression and analysis of variance. Students may then elect more advanced or focused work on statistics that have relevance to their individual work.

Advanced Nursing Seminars[4]

Purpose/Focus:
The UCSF revised PhD core curriculum recommends that PhD students complete one or more Advanced Nursing Seminars (ANS) before taking their qualifying examination (in addition to other core courses, research residencies, and cognates)

The Characteristics of ANS Courses:
- Seminar designed to develop student's engagement in scholarly dialogue
- Focus on advanced nursing content related to faculty research and/or interests
- Provides opportunity to engage in the dynamic processes of knowledge development
- Available to students from more than one cohort, and open to students from all departments
- Students may take both seminars in one area or in differing areas.

Selecting Relevant ANS Courses–Focus on Research Process Issues:
Advisors should assist students to identify ANS seminars that meet their learning needs based, not only in the content area, but on the process level as well. Regardless of content area, ANS courses provide exposure to research processes and issues that transfer to many other topics areas of research (e.g., conducting multi-site studies, selecting appropriate instruments, recruiting challenging populations, etc.).

Procedures for Approval of Courses to Meet the ANS Requirement: Faculty members should submit to the Doctoral Program Council course forms with standard course information to seek approval of a course to be designated as an ANS. Approved courses will be added to the list provided to doctoral students and advisors.

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[4] Approved by SON Doctoral Program Council on May 12, 2003. Revised by S/N Full Faculty vote, Winter 2005

PhD Nursing Curriculum

For year one and year two curriculum schedule, see website:
https://nursing.ucsf.edu/doctoral-curriculum

For year three, schedule will include: additional cognates, advanced nursing seminars; and specialized methods courses as needed; teaching residency; qualifying examination; and advancement to candidacy and proposal approval, data collection.

For year four, schedule will include: Dissertation research, specialized research methods (audit/refresher, as needed); dissertation data analysis; dissertation writing, and dissertation defense

** **It is strongly recommended by DPC, students complete N202A course prior to taking N221.01; N227, or N290****Advanced Nursing Seminars will be projected 2 years in advance and offered every 1–3 years. **Please Review Academic Programs CLE site for most up-to-date PhD Curriculum Schedule.**

BEFORE THE QUALIFYING EXAM, THE FOLLOWING ARE RECOMMENDED:
- All foundational courses, including methodological courses aligned with student's research objective or approach
- Two quarters of research residency (N276) for a total of at least 6 units (including one which focuses on data analysis using an existing data set)
- One theory course

- One or more advanced nursing seminars

- One or more cognates

- A specialized methods course is recommended in conjunction with dissertation planning

- Teaching Residency

Cognate Course Requirement Policy[5]

Purpose/Focus:
The UCSF revised PhD core curriculum recommends that PhD students complete one or more cognate courses before taking their qualifying examination (in addition to other core courses, research residencies, and advance nursing seminars).

The purpose of the cognate course recommendation is to encourage interdisciplinary learning, to expose students to new ways of thinking, and to strengthen a student's program of study by developing familiarity with complementary, non-nursing content.

The Characteristics of Cognate Courses:
Most often, but not always, cognate courses are non-nursing/non-School of Nursing courses. Examples of fields from which cognate courses might come are philosophy, sociology, psychology, human development, physiology, epidemiology, medicine, etc.

Courses provide content that complement the student's research area
Preferably courses that allow for intellectual exchange with individuals from another field/discipline. If necessary, an independent study may be used to meet one of the two required cognate courses.

Selecting Relevant Cognate Courses:
Advisors should assist students to identify cognate courses that meet their learning needs and to plan out a program of study that will allow completion of this requirement prior to taking their qualifying examination.

Procedures for Approval of Courses to Meet the Cognate Requirement:
Faculty advisors may approve courses that they believe meet the cognate requirement. The foregoing "Characteristics of Cognate Courses," should be used as a guide in making the decision. The advisor should then notify the Office of Student Affairs in writing (email or memo) of the number, name and description of the course and provide a copy to the student.
Approved by SN Doctoral Council on May 12, 2003. Revised by S/N Full Faculty vote, Winter 2005

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[5] Approved by SON Doctoral Program Council on May 12, 2003. Revised by SON Full Faculty vote, Winter 2005

Theory, Philosophy, Research and Substantive Nursing Science Foundation Coursework

See link below for current Foundation coursework schedule:
https://courses.ucsf.edu/pluginfile.php/307435/mod_resource/content/2/Doctoral%20Core%20
2016-17.pdf

Progression through the Doctoral Program

Although doctoral students are not admitted directly to departments but to the School of Nursing, it is within the four departments that all teaching, research, program planning, and student advising functions are carried out. Consequently, the department chair has responsibility for linking student program needs with faculty resources.

Graduate Advisers are the official deputies appointed by the Dean of the Graduate Division and nominated by the School of Nursing, in all matters pertaining to graduate instruction. Only the signatures of officially appointed graduate advisers, or the Associate Dean, Academic Programs, are accepted on the official forms pertaining to graduate study, such as study lists and advancement to candidacy forms. Signature indicates approval of the listed action and certification that requirements, if any, have been met. **Students may change advisers.** See information in the Student Handbook.

The **Department Chairperson** is administratively responsible for: 1) collaborating with DASC in the appointment of the initial faculty adviser for incoming students; 2) periodically reviewing the student's academic progress with the student advisor; 3) serving as an additional resource concerning learning opportunities within the School and campus. Until such time as a dissertation sponsor is selected, the student and/or faculty adviser may initiate a request for change in faculty adviser. Although students will have one department with which they are primarily identified by virtue of their initial research interests and faculty advisers, students are strongly encouraged to cross departments in working with faculty and in taking courses.

A rigorous program of coursework and **Research Residencies** is jointly planned by adviser and student to prepare the student for the qualifying examination, lay the foundation for the preparation and defense of a dissertation, and for subsequent independent research.

Students who are not on campus- or SON-based tuition funding plan, and who plan academic careers but who have not had an orientation to faculty governance or formal teaching experience *__should elect__* a **Teaching Residency** (N467). To enroll in a teaching residency, a student selects a seasoned faculty member, plans with that person for one or two quarters of multi-faceted instructional experience, and concurrently examines the faculty role in university governance by reading, interview, and observation of relevant meetings (see Teaching Residency Proposal Form in appendix). Students with School of Nursing funding are required to complete at least one Teaching Residency (see funding letter for details).

In addition to recommended School of Nursing courses and residencies for the doctoral degree, there is a wide variety of elective courses available to doctoral students in related sciences and research on the San Francisco, Berkeley, and Stanford campuses. Courses should be selected to prepare for competencies expected in the qualifying examination and dissertation. The selection of appropriate courses is determined jointly by the individual student and faculty adviser. Depending on the student's substantive focus, some students may have dual advisers

from two different departments.

During the course of the program, the student must:

- Pass a qualifying examination and advance to candidacy.
- Prepare a dissertation proposal that is acceptable to the members of the dissertation committee.
- Conduct and write the results of original research.
- Defend the completed dissertation with a public presentation and in separate meeting with dissertation committee members.

First Year Review:
At the end of the student's first year of study, faculty teaching first-year courses meet as a group with each student's Graduate Adviser to evaluate the student's progress in relation to the terminal objectives of the program. The Graduate Adviser subsequently meets with the student to elicit the student's assessment of her/his own progress, to convey her/his own perspective and that of the faculty group on the student's progress, and to discuss variance or correspondence of these perspectives. This provides a base for mutual planning toward the qualifying examination and dissertation.

Qualifying Examination

- The qualifying examination may be taken any time after the student has completed all foundational course work. It is often completed in the second or third year of study. The qualifying examination tests the student's ability to synthesize theoretical concepts in nursing and other health sciences and to think critically and imaginatively.
- A student must be registered for at least 6 quarters (taking 4 units per quarter) to meet the academic residence requirement for the degree. A student must be registered for a minimum of 3 quarters in candidate status.
- The qualifying committee for each student shall consist of four faculty members including the chair, at least one of whom shall be outside the department with which the student is most closely associated. The committee members are to be appointed from among the members of the Academic Senate. Exceptions are at the discretion of the Dean of the Graduate Division. A general petition is needed to seek approval; signed by SON Associate Dean Academic Programs and then onto Graduate Division for approval.
- A list of academic senate faculty can be acquired from the Office of Academic Affairs. The individual whom the student expects will be the chair of his/her dissertation committee **cannot** be chairperson of the qualifying examination. The student and faculty adviser jointly determine members to serve on the qualifying examination committee.
- Application for the qualifying examination is obtained from the Graduate Division. The completed application for the qualifying examination is submitted to the graduate adviser for approval. The student then files the application with the Graduate Division. The student and committee members are notified of the membership of the qualifying committee by the Graduate Division.
- The chair of the qualifying examination is responsible for determining the time and place of the examination and notifying members of the committee.

- A student must be in registered status (including Summer Session) to take the qualifying examination.
- The chair also is responsible for sending the official report of the results of the examination to the Dean of the Graduate Division, with a copy to the Office of Student Affairs. If one qualifying examination is failed, one repeat examination may be authorized by the Graduate Division on recommendation of the qualifying examination committee.

Expectations/Preparation for the Qualifying Exam:
Following are the expectations for the qualifying examination:
- Before taking the qualifying examination, students must have completed foundational course work and should have completed two research residencies of at least 3 units each.
- The three focusing papers will reflect the three areas specified by the student on the graduate division qualifying examination form.
- Faculty committee members should receive the final draft of the focusing papers a minimum of two weeks prior to the scheduled examination.
- The following are **essential** qualities that should be exhibited in the focusing papers:
    - Comprehensive knowledge of the literature for each area.
    - Critical approach to empirical evidence.
    - Integration and synthesis of ideas within each area.
    - Well-written, acceptable focusing papers are prerequisite to taking the oral qualifying examination. After two unsuccessful attempts at submitting final versions of the focusing papers, the student may be asked to leave the program.
    - Students should receive feedback from committee members about the focusing papers prior to the examination.

Primary responsibility for the following activities should be as follows:
<u>**Student**</u>:
- Selecting content areas for examination.
- Negotiating dates and times for faculty and student availability to schedule the examination: (***Note:*** The chair of the committee schedules the room and officially notifies the committee and student.)
- Arranging for faculty feedback to student on the focusing papers before the examination.
<u>**Student and adviser**</u>:
- Recommending faculty members for the examination (Considering qualifications and appropriateness).
- Student, adviser, **and** chair of the committee in consultation with the committee:
- Determining student readiness to take the examination.
- Chair of the committee in consultation with the committee:
- Answering questions about the nature of the examination (e.g., use of focusing papers by the student in the examination.
<u>**Chair of the committee**</u>:
- Discussing the outcome of the examination with the student.
- The following are **essential** criteria for passing the qualifying examination:

- Effective verbal articulation of knowledge and its application
- Knowledge of research methodology
- Comprehensive knowledge of general literature in the selected areas for study
- A critical, analytic approach to the areas for study
- Knowledge of the relationship of relevant basic and social sciences to the selected examination topics.
- Ability to synthesize theory and research
- Identification of areas of needed investigation and appropriate research methodology to address these questions.
- The student is expected to apply to the Graduate Division for advancement to candidacy upon successful completion of the qualifying examination.

Advancement to Candidacy and Appointment of Dissertation Committee:
Applicants for admission to candidacy status for the doctoral degree make formal application, with the approval of the Adviser, to the Dean of the Graduate Division no later than three quarters before completion of degree requirements. The advancement to candidacy form is obtained from the Graduate Division Office by the student. The approved application for candidacy is returned by the Graduate Division to the Office of Student Affairs for filing in the student's record. For information regarding the candidacy fee, see the Graduate Division Bulletin. The dissertation **sponsor** is selected when the student has identified a problem area for research. This may occur well before advancement to candidacy. The sponsor may or may not have served as the student's faculty adviser, but the individual must be a member of the Academic Senate. The selection of a sponsor is initiated by the student and is dependent upon the mutual agreement of student and sponsor. Change in sponsorship, once formalized by the Advancement to Candidacy forms, is usually by mutual agreement between sponsor and student. Request for change is usually directed through the sponsor (graduate adviser) to the Dean of the Graduate Division. (If the student has been granted financial assistance, s/he must investigate stipulations for continuance of award prior to selection of a sponsor since certain funds are contingent upon working with a faculty member identified in the proposal for extramural funding.)

The dissertation committee is ordinarily composed of three members including the sponsor who serves as chair and who automatically becomes the student's Graduate Adviser upon advancement to candidacy. The student and sponsor may elect to have one or two additional members serve on the committee. Students nominate faculty members to serve on the dissertation committee and ascertain their willingness to serve, although actual appointments are made by the Graduate Division.

Members of the dissertation committee will normally be Academic Senate faculty members of the University of California, although not necessarily from one campus. In unusual circumstances, where essential knowledge or skills are involved, the Graduate Division will consider appointment of a faculty member at another university. Upon approval of this application of advancement to candidacy, the Graduate Division notifies members of the dissertation committee of their appointment.

Dissertation Proposal:
After the doctoral student completes their qualifying examination, they write a dissertation proposal. The dissertation proposal is presented to the dissertation committee. The student

should consult with their faculty advisor to identify the key elements to their proposal and the outline for the proposal.

The purpose of a dissertation proposal is to outline the student's research plan for their dissertation. The proposal also provides a contract with their dissertation committee about the work to be completed before graduation.

The outline listed in the Student handbook (See Section 6.22) is a guide for the student to use when working on their proposal with their advisor. The words in bold font are the NIH sections of a grant proposal. This outline is meant to be a guide and not a requirement for all students.

The suggested proposal format includes a page length between 20 to 25 pages, double-spaced with one-inch margins and Arial 11 font. The references can either be numerical order or APA (author/year).

Dissertation and Defense:
A dissertation on a subject chosen by the candidate, of such character as to show power to conduct independent investigation, must receive the approval of the dissertation committee.

The committee shall determine whether or not candidates meet the requirements for the degree in accordance with the following procedures:

- The members of the dissertation committee shall guide students in their research and pass on the merits of their dissertations. The doctoral dissertation is expected to represent independent and original research in the field of the candidate's graduate study. It must add, in some fashion, to knowledge in the candidate's field. Such contribution to knowledge may result either from the critical examination of materials not previously dealt with or from the re-examination of traditional materials by means of new techniques or from new points of view. The project undertaken must be of sufficient difficulty and scope to test the candidate's ability to carry on further independent research, and it must insure mastery of the skills needed for such research.
- The dissertation defense occurs after all committee members have approved the final draft of the dissertation and abstract. The defense has two aspects:
- The candidate publicly presents the research, making a formal presentation and taking questions from the audience. (The candidate's department schedules and publicizes the event; the Sponsor introduces the candidate and moderates/ the session. The candidate speaks for 30-45 minutes; questions may continue for the remainder of the hour. When the closed portion of the defense immediately follows the public defense, the Sponsor excuses the attendees at the end of the presentation.)
- The Committee and candidate meet in closed session for approximately an hour to deal with any remaining questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies and other relevant issues. (The candidate is customarily excused for a few minutes during the Committee's deliberations prior to formal confirmation of completion and congratulations.)

Guidelines for Dissertation Form

The guidelines in the Appendix are not intended as a complete manual for the writing of dissertations nor is it useful for all questions. Much helpful information will be found in other

publications, such as the Publication Manual of the American Psychological Association (https://owl.english.purdue.edu/owl/resource/560/01/). Graduate Division expectations are detailed in the Instructions for Preparing and Submitting Theses and Dissertations, available from that office: https://graduate.ucsf.edu/document-format

Completion of the Program

One copy of the dissertation, approved by the committee in charge, must be submitted to the Graduate Division by the last day of the quarter in which the degree is conferred. For information on acceptable preparation and for details as the form of the dissertation, students should consult the staff of the Graduate Division.

It is customary to present a copy of the dissertation to the committee members. At the time of filing, two copies of the dissertation abstract should be provided to the Office of Student Affairs -- one for the student's record and one for the abstract file. OSA will thereby know that the student has completed the doctoral program.

Progression Timing

The Graduate Adviser and student evaluate annually the timeliness and quality of work toward degree. Additionally, should a student's progression be delayed beyond the times listed below, the Adviser will request a meeting of the student, the Ph.D. Program Director, Associate Dean of Academic Programs, any other relevant faculty and herself/himself to discuss the student's progress. The purpose of the meeting is to support timely progress and successful completion of the program. Contracting with the student, i.e. setting mutually agreed upon, reasonable deadlines for remaining steps, will be seriously considered as a means to support progress.

- Qualifying examination: Eleven registered quarters after admission
- Research proposal: One quarter after advancement to candidacy
- Completion of dissertation: Two years after advancement to candidacy
- Annual reviews of progress begin in the sixth year of study. *Note:* per University policy, "Candidacy for the doctoral degree is **lapsed** if a student has not completed requirements for the degree within four years after advancement to candidacy."

The times listed above are intended as triggers for constructive action. If the student is about to meet the next milestone, no additional support is needed and contracting is not essential.

Should a student take a leave of absence and request readmission, petitions of those students who have studied nearly 11 quarters without completing the qualifying examination or who are in the sixth or later years of study will be forwarded to Associate Dean and the Academic Jeopardy Committee for consideration. Such screening cannot take place during Summer Term, so students planning to return in Fall Quarter must submit readmit petitions by May 15 of the preceding academic year. If planning to return in Winter Quarter or Spring Quarter, the readmit petition must be submitted by November 1 or February 15 respectively.

Participation in the Graduation Ceremony

Doctoral students must have submitted, and have had approved, a first complete draft of their dissertation by the end of the first week of the Spring Quarter in order to be eligible to participate in the June graduation ceremony. Assessment of the doctoral student's readiness to participate in the ceremony is to be made jointly by the committee and student.

Special Studies

Standardized Post-Master's Option
The Post-Master's option is a specialized study program for Master's prepared nurses pursuing State certification or seeking a program of study that may lead to a change in role (i.e., NP adding CNS specialty content to Nurse Educator or NP role). The curriculum meets state and national credentialing requirements. Decisions to open admissions to each of the specialties are made on a year-by-year basis by the faculty and specialty coordinator.

Inquiries
All inquiries will be referred to the specialty coordinator or departmental representative

Applications

A common application will be used by all programs. The Office of Academic Programs (OAP) will revise the application annually and place the application on the UCSF School of Nursing Post-Masters website: https://nursing.ucsf.edu/academic-program/post-masters . Specialties may have different requirements or prerequisites, which may include separate forms. Deadlines will be consistent across programs without prior arrangement.

Completed applications are submitted to OAP, logged and then sent to the department representative.

The deadline for submitting applications is Feb 1. Please see Post-MS Application webpage for specific information on application due dates: https://nursing.ucsf.edu/content/post-masters-admissions-process.

A complete application consists of the following:

- Completed application form with non-refundable application fee (see website for current fee)
- Three (3) letters of reference from leaders/colleagues who can attest to your professional capabilities. Enclose each confidential reference letter in a separate sealed envelope.
- One (1) official copy of your MS transcript to document master's degree completion.
- Copy of your résumé/c.v./portfolio which includes education and employment history, community service activities and volunteer or work experiences reflecting commitment to diversity and the underserved.
- Goal Statement (except Midwifery/Women's Health NP). The goal statement must include the following two Parts:
  - Part 1: Describe your specific goal or reason for applying to the UCSF Post Master's Program in your designated Specialty Area. Include education/professional objectives you wish to attain upon completion of the program.
  - Part 2: List (1) Primary Language (2) Secondary Language. If Secondary Language exists, please choose one response from the following choices in relation to (a) Clinical Setting, (b) Reading, (c) Writing, (d) Speaking.

    • Able to ask and answer complete questions without assistance

    • Able to ask and answer complex questions with some assistance

    • Able to ask and answer simple questions

• Able to give simple directions/instructions

Screening
Specialty Coordinators will screen applications. Criteria for admission will be established in advance by all specialties departments and kept on file in the Office of Academic Programs. All decisions will be sent to OAP together with applications no later than May 15. Final admission is contingent on the Criminal Background Check, which all applicants must complete. Information on accessing the Criminal Background Check will be mailed to the applicant. The Specialty Coordinator will be contacted if the student receives negative information found in the Criminal Background Check Report.

OAP will prepare admit and deny letters to be mailed no later than May 22; OAP will also prepare standardized deferral letters. These letters will be standardized except for a paragraph unique to each of the programs that will be inserted and will alert admits to early orientation, etc. They will receive as part of their admit letter an explanation of how their status differs from that of matriculated students. For example, students will be informed that student health and/or Millberry Union membership may be purchased at an additional cost. Students will be mailed information on obtaining student health insurance and/or Millberry Union membership with their information packet.

OAP will maintain files. Files of those who have been denied admission will be retained for one year except those with a negative Criminal Background Check.

Departments may wish to follow-up with a personalized letter.

Should denied applicants call, they will be referred to Specialty Coordinators or the department representative.

Orientation
Students must attend Fall orientation for new students.

Orientation would be most useful for post-master's students who have done their Master of Science degree work elsewhere.

Student ID numbers, applications for photo IDs, etc., will be mailed to the students from the OAP before classes begin.

Registration and Fee Payment
OAP will prepare and mail student invoices. A copy of the student invoice will be forwarded to the specialty coordinator. OAP will collect and deposit the student checks. Student fees are due the first day of class for each quarter. OAP will notify Specialty Coordinator of any unpaid invoices for follow up.

Fees will be paid for each quarter of attendance—Fall, Winter, Spring, and Summer. Below, please find projected fees, as Post-M.S. fees are set by the School and are determined annually. Fees are to be disbursed to campus student services, 25% to OAP and 75% to Departments through OAP.   NOTE: The fee reduction for UCSF employees does not apply to the Post-Master's Program. See website for current fee schedule: https://nursing.ucsf.edu/academic-program/post-masters

Out-of-state post-master's students will be subject to the same fees as in-state students.

All fees are subject to change without notice. Please see SON website for current info.

<u>Records</u>
Students will complete a study list each quarter showing their enrolled courses which Specialty Coordinators will sign: the study list will be turned into OAP. At the end of each quarter, OAP will send a grade report to each faculty listed on the Study List requiring grades.

The OAP will input grades onto special studies grade summaries.

<u>Completion of Program</u>
Specialty Coordinators should advise students that the Board of Registered Nursing (BRN) NP/CNS application forms are available on the BRN website www.rn.ca.gov/. Students complete and submit the forms to OAP for signature and processing.

The OAP prepares the special studies grade summary for one last review by the Specialty Coordinators.

Once the Specialty Coordinator approves the grade summary, OAP will prepare the grade summary, checklist, BRN NP/CNS application form, and letter to the BRN for mailing with a copy to the Specialty Coordinator and student(s). (Please be aware that the grade summaries are NOT official transcripts; they do, however, meet the BRN and most National Certification Board requirements for NP/CNS certification.) Grade summaries will be held if all required fees are not paid.

<u>Customized Programs of Study</u>
The customized Special Studies program is for individuals from the United States and around the world who want specialized training in nursing, policy, sociology, or leadership but do not require a degree or certification Priority will be given to postdoctoral scholars and international nurses. Clinicians may spend several months in intensive individualized study of theory and practice; faculty on educational leave may pursue individualized programs of research; and nurses from other countries may spend from a few weeks to an academic year studying aspects of the profession in this country.

Note: Any course of study which includes clinical observation, practice or preceptorship must be discussed with the International Students & Scholars Academic Coordinator (ISSAC) or Associate Dean, Academic Programs. Special Studies fees do not cover the cost of clinical experiences.

Access/Inquiries
All inquiries are channeled to the OAP or the International Students & Scholars Academic Coordinator (ISSAC).

The ISSAC, in collaboration, with the appropriate department identifies a faculty advisor.

Application and Acceptance
A complete application consists of the following:

- Application
- One letter of reference
- Acceptance into Special Studies customized Program of Study is contingent upon:
- Availability of a faculty advisor
- All applicants whose first language is *not* English must take the Test of English as a

Foreign Language (**TOEFL.org**). Some applicants may use IELTS scores in lieu of TOEFL. The minimum overall TOEFL score is 84 (internet-based test); 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on examinations and scoring.

However, scores below the recommended minimum can be discussed on a case-by-case basis and require approval of the appropriate department chair.

Registration Fees – NOTE: Fees may change without notice. Check website for most current information: https://nursing.ucsf.edu/academic-program/custom-special-studies

- The fees are currently $6,660 per quarter for California residents. If taking only one class for a grade, the fee is one-half of this amount.
- The fees are $9,114 per quarter for non-California residents. If taking only one class for a grade they pay one-third of this amount.
- The fees for UCSF Student Health and Millberry Union Membership are not included in the above fees. Students may purchase these services at additional cost.
- In the first quarter of study, the fees are distributed 50/50 between the department/faculty and the OAP. In all successive quarters, the fee is split 75% to the department/faculty and 25% to the OAP. Policies about distribution within the departments may vary among departments. Every effort is made to have the distribution of funds among faculty be proportionate to the effort expended in supporting the student.

Completion of Program
The School offers verification of coursework on completion of study, but does not provide an official University transcript.

Guidelines for Postdoctoral Appointments
Programs of Study: The programs of postdoctoral study at UCSF, School of Nursing are offered within the areas of faculty research of the four departments at the time of application. Postdoctoral preparation consists of advanced work in a substantive specialized body of knowledge, research, and methodology or theory development.

The focus of study depends largely on the ongoing research and clinical interests of the faculty mentor. Therefore, availability of areas of study varies in relation to faculty availability.

Definition: A postdoctoral scholar is an individual who:

- Has earned a doctoral degree (e.g., PhD, DNSc, Ed.D or equivalent) in Nursing or in a related area
- Is planning a (non-degree) research program in an area compatible with and approved by the School of Nursing.

The department organized research unit, within the postdoctoral scholar affiliates, has primary responsibility for that program. The postdoctoral program is administered by the department in conjunction with the Office of Academic Programs (OAP).

The following titles are appropriate for postdoctoral scholars:

Fellow—a scholar who holds a fellowship from either a government or private source

Trainee—a scholar who is supported by a training grant

Visiting Post-Doctoral Scholar—a scholar who is paid from the UCSF payroll. Payment may consist either of the scholar's entire salary or a supplement to a stipend (i.e., visiting lecturer, research specialist).

Special Studies Scholar In-Residence—a scholar who pays fees through the School of Nursing Special Studies Program, but is not funded through one of the above-mentioned sources.

Note: The guidelines for Special Studies and Visitors also apply to Special Studies Post-Doctoral Scholars. See Appendix 6 for the Post-Doctoral Special Studies application form.

Screening and Admission Procedures:
Individuals interested in applying for a post-doctoral traineeship in the School of Nursing should contact the department in which the traineeship resides then make application through OAP. All others should initiate arrangements through OAP. Following initial inquiries, potential applicants are requested to send the following to OAP:

- Application—Post-Doctoral Scholars (see Appendix 6)
- A letter of reference from a responsible leader in the home institution attesting to the applicant's professional capability and English competency, if it is not the applicant's primary language;

Current curriculum vitae: These materials are to be forwarded to the appropriate department chair in which the potential post-doctoral scholar would likely be involved. An Academic Senate faculty mentor must express a commitment to work with each potential post-doctoral scholar.

The department chair must approve and support the relationship between the identified mentor and the scholar, taking into consideration the mentor's other academic responsibilities. When it has been determined that the applicant's goals and qualifications are congruent with the mentor's resources, the Academic Coordinator for Special Studies will forward a letter of acceptance to the prospective scholar.

Once the individual has been accepted for postdoctoral study, the UCSF Graduate Division is notified of the appointment if the following criteria are met:

- An award of a traineeship or fellowship or equivalent support for studies at the Post-Doctoral level that provides a minimum stipend of $35,000 per year
- Goals include pursuit of a program of research and training approved by the department for a minimum of one year.

Funding and Fees:
Post-Doctoral scholars come under several broad programs and auspices, each with a different title and different resources. There must be demonstrated evidence of financial support for each scholar through a) private or governmental post-doctoral funding, b) salary as part of a departmental research or training grant, or c) fees paid by the fellow.

All applicants for Post-Doctoral studies are encouraged to apply for traineeships or fellowships from available sources (i.e., foundations, NIH, or sources within an applicant's own country). However, for those scholars without external funding, fees for Post-Doctoral studies are based on the University fee structure. Under exceptional circumstances and on an individual basis,

applicants may request an adjustment or waiver of the fee. A fee adjustment is made collaboratively by the chair of the department to which the individual is applying and the OAP.

Visitor Emergency Notification:
To all visitors to UCSF School of Nursing:
Please complete the following information for the Dean's Office files. This information is to be used in an emergency only, and will be kept strictly confidential.
Thank you.

Please print:
Visitor Name
Address

Telephone Number _____ Campus telephone
Campus Address _____ Campus mailbox
Email Address
Name of Faculty Sponsor
Faculty Sponsor's Department
Dates of visit
In case of emergency—
Name of person to be notified
Relationship to you
Address

Telephone
Fax number or email address

Other Programs Housed in the School of Nursing

MS HAIL

This innovative graduate program provides opportunities for you to learn from expert faculty, collaborate with interprofessional peers, contribute to your healthcare organization's mission, and develop a network of colleagues committed to making healthcare accessible, affordable, and sustainable. Policymakers and health providers wrestle with dramatic changes occurring in the U.S. health system. Implementation of the Affordable Care Act will add millions of new participants into today's over-burdened system of care. To remain competitive, organizations must achieve the "triple aims" driving healthcare today: the simultaneous pursuit of better care and satisfaction for individuals, improved health outcomes for populations, and lower per capita costs. Successful healthcare leaders will be required to embrace innovation, manage and sustain change, and effectively collaborate with colleagues and consumers.

The UCSF *MS Healthcare Administration and Interprofessional Leadership* (MS-HAIL, **healthleadership.ucsf.edu**) online degree program is designed for professionals who are committed to shaping healthcare systems that improve access, affordability, quality and safety.

The program welcomes students from a range of disciplines such as dentistry, gerontology, medicine, nursing, nutrition, occupational and physical therapies, pharmacy, social work and other professionals working in the healthcare industry.

PhD in Sociology

The Doctoral Program in Sociology focuses on the sociology of health, illness, biomedicine, and health care systems. Four areas of specialty concentration are available: 1) aging, chronic illness, and disability; 2) health policy, organizations and economics; 3) science, technology, and medicine studies; 4) race, class, gender, and health/health inequalities. Additional areas of study include HIV/AIDS, health professions and occupations, violence as a health issue, aging, among others.

All students are required to complete extended training in social theory and both qualitative and quantitative research methods and analysis.

The Department of Social & Behavioral Sciences also offers instruction in research methodology and sociology to enrich the nursing programs and to contribute social science perspectives to the health science mission of the UC San Francisco campus.

The UCSF Doctoral Program in Sociology is housed in the Department of Social & Behavioral Sciences (SBS), one of four departments of instruction and research in the School of Nursing at the UCSF.

Program Evaluation

In collaboration with the School's Academic Programs Evaluator and Associate Dean for Academic Programs and Diversity Initiatives, each nursing program (MEPN, MS, and PhD) has constructed an evaluation plan informed by a stakeholder engagement approach that is responsive and accountable to both external and internal communities of interest (e.g., accrediting bodies, employers, faculty, students). Each plan is comprised of regularly occurring formative and summative evaluation activities, which include, but are not limited to:

- Evaluations of core course
- Review of graduation rates
- Review of Licensure (MEPN) and National Certification Exam pass rates (MS)
- Evaluation of the Nursing PhD Program first-year curriculum
- Assessment of campus resources (by faculty and students)
- Alumni surveys
- Exit surveys
- Curriculum review (by faculty)

In addition, in compliance with national and state accrediting and approval bodies, each program completes extensive self-assessment reports approximately every five years, and hosts site visits every 5-10 years, depending on the program.

Course and Faculty Evaluation

Course Evaluations:
Course evaluation data are used for course and curricular improvement, and for the process of faculty review and promotion. Students are asked a brief set of questions that focus on their satisfaction with the course and learning environment, how effective the faculty of record was in teaching the course, and how well this course advanced their knowledge, skills, and attitudes. There is a separate evaluation form for Teaching Assistants and guest speakers. At the end of

this evaluation, there is a comments box. Data are shared with the professor(s) and the school's administration. All students enrolled in each course are expected to complete the evaluation, which is opened to students generally at the end of each quarter.

Faculty Evaluations:

Faculty are evaluated for merit and promotion based on four areas of professional activity:

- Teaching/Mentoring
- Research/Creative Work
- Professional Competence and Activity
- University/Public Service

See the Faculty Handbook for Success, Department Chair, and Associate Dean, Academic Affairs for greater detail.

VI. Codes of Conduct

Student Conduct and Professionalism

As future health care professionals and health science researchers, UCSF students are held to high standards of behavior, particularly in matters of ethics, judgment, and professionalism. As such, student conduct is often directly relevant to a student's academic performance. Matters relating to student conduct are therefore initiated by the Deans of the Schools and Graduate Division (or their designees). The Dean shall be made aware of alleged misconduct and determine whether to utilize either 1) procedures related to academic professionalism standards or 2) student conduct procedures. Both avenues allow for informal or formal resolution of the issue(s). Initiation of one procedure does not preclude the use of the other resolution or investigation options.

Issues of Academic Professionalism

Breaches in academic professionalism, considered a Core Competency by the UCSF School of Nursing, are differentiated from instances of student misconduct. Any breach of academic professionalism will be addressed via the process outlined below under UCSF School of Nursing Professionalism Guidelines and Procedures.

Issues of Student Conduct

Issues of student misconduct that do not qualify as breaches in academic professionalism (e.g. cheating, plagiarism, forgery, theft, lewd conduct) and violations of any of the policies outlined in Policies Applying to Campus Activities, Organizations and Students (PACAOS) 102.00 – 102.25 may result in the initiation of student conduct procedures. The School of Nursing utilizes the student conduct procedures outlined in PACAOS 104.21.

Essential Professional Behaviors for Admission, Continuation and Graduation

The following qualifications amplify requirements found in the University of California Student Conduct Code. For admission, continuation and graduation in their programs, students must abide by the following specifications for behaviors and abilities. The term "student" pertains to all students enrolled in the UCSF School of Nursing. Potential students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application packets, during program orientation, and via the School's website. In addition to this, a document specifically developed by MEPN faculty and students for their use (Communication

and Relationship Tips) can be found in the MEPN section of this Manual.

Communication:

Students must communicate effectively and sensitively with patients and their families, as well with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback. Classroom behavior is expected to be professional, civil and respectful, and electronic communication is expected to also be professional, civil and respectful. (Source: UC Student Code of Conduct). http://osl.ucsf.edu/pol/PACAOS.Supp.Interim.705.pdf

Professional Conduct:
Students must possess the ability to reason morally and practice in an ethical manner. They must be willing to learn and abide by professional standards of practice as well as regulations for professional licensure. Students must demonstrate the attributes of compassion, integrity, honesty, responsibility and tolerance.

Process for Documenting Behavioral Issues:
If and when a student does not meet expectations for these essential behaviors, the following will occur:
- Problematic behavior is documented: Problematic behavior will be discussed with the student by faculty, advisor, and/or School Administrator, and documented by faculty in the student's file.
- Problematic behavior results in a formal warning and a contract with the student: If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised of a warning, indicating that the student's continuation in the program is in jeopardy. Note: In some situations, at the discretion of the School or Campus leadership, immediate disciplinary action may be deemed necessary.

UCSF School of Nursing Professionalism Guidelines and Procedures

Faculty and members of the School administration support the development of professionalism through advising, mentoring and feedback, and by serving as role models. This process is inherently interactive, with the goal of helping students who need assistance developing their professional attitudes and skills.

Academic Misconduct:
Instances of academic misconduct including but not limited to cheating, fabrication, plagiarism, theft or forgery, whether in an examination or other course obligation should be addressed through the School of Nursing's "Policy on Academic Misconduct" (see below in Section B).

Professionalism Concerns:
Faculty who are concerned about student behaviors demonstrating a lack of professionalism are expected to meet with the student to make suggestions for improvement. In the event attempts to give the student feedback about issues of concern have been unsuccessful in resolving the situation, or if the behavior is of a significant or serious nature, a Professionalism Concerns Report (PCR) will be completed by the faculty member or Associate Dean. PCRs may also be completed by UCSF staff, preceptors, or others involved with our students during the course of

students' study at UCSF.

A Professionalism Concerns Report (PCR) provides a mechanism to work with students in the development of professional behavior. The PCR includes examples of actions that are not consistent with expectations for professionalism for students in areas such as patient care, respect and collaboration, and provides a means for documenting unprofessional behaviors and a plan for improvement.

Students in classroom, clinical settings and/or research settings who do not demonstrate appropriate professional and personal attributes (i.e., those who receive ratings of less than 3 or "does not meet expectation" on the professionalism section on any evaluation) will be evaluated further by the Faculty of Record, Program Director, Advisor, or Department Chair/Vice Chair. This applies to any situations while student is in a student role related to UCSF activities. A PCR may be completed by the faculty, staff, or Associate Dean to identify areas in which improvement is needed. PCR's completed by staff may be submitted to the student's Advisor or Admissions & Progressions Officer (who will turn it over to the student's advisor).

Rapid turnaround of feedback to students whenever information becomes available is a goal of this evaluation process. A PCR should be filed within *three weeks* from the time the behavior was observed or reported. The Faculty of Record, Program Director, Advisor, Department Chair/Vice Chair, or Associate Dean is encouraged to meet with a student who does not meet professionalism standards as soon as concerns are raised.

The faculty member, Advisor, Dept. Chair/Vice Chair or Associate Dean will meet with the student to discuss ways in which the behavior can be improved, thus allowing the student adequate opportunity to make appropriate changes. The goal of the meeting is to discuss the issue, interventions and any academic consequences of a PCR. The focus of this process is educational with the goal of helping the student move forward successfully in coursework, clinical experience and interactions within the university. The student may provide additional information in response to the PCR, either at this initial meeting or when the PCR is reviewed by the Academic Jeopardy Committee (see below in Section B). The student may consult with faculty, Advisor, and/or Associate Deans for guidance and advice. The student is asked to sign the PCR to acknowledge that the PCR has been reviewed.

A copy of the PCR is forwarded to the student's Advisor and a copy is forwarded via a department Vice Chair or Admissions & Progressions Officer, to the School's Academic Jeopardy Committee. The Academic Jeopardy Committee may choose to dismiss the PCR upon review and discussion with the individual(s) who filed the PCR and the student. If not dismissed, the PCR will become part of the student's academic file.

If a student receives a PCR that is of a serious or concerning nature, or receives two or more PCRs, the student's academic status will be automatically reviewed by the Academic Jeopardy Committee. The Academic Jeopardy Committee is charged with implementing School of Nursing Academic Policies and making recommendations regarding the status of students in the School of Nursing programs including academic probation and dismissal.

Recommendations from the Academic Jeopardy Committee are forwarded to the Dean or Associate Dean for final action. If it is deemed necessary to escalate discipline, the matter will be referred to the Associate Dean for further evaluation and action per the policy on student dismissal procedures.

Appeals of dismissal may be made in accordance with the School of Nursing Dismissal Procedure, outlined in the **Student Handbook**. All claims of unlawful discrimination are referred to the campus Office of Diversity and Outreach (ODO).

Please direct questions about the professionalism policy to the Associate Dean of Academic Programs or Assistant Dean of Office of Student & Curricular Affairs.

Problem Resolution/Formal Complaints from Students. See the Student Handbook for the language about informal problem resolution and the formalization of problems/issues/complaints. In all cases, the goal is to obtain resolution as simply and as close to the site of the issue as possible, with the minimum essential formalization and involvement of other persons.

Recipients of formal complaints (identified in the Student Handbook as Department Chairs, Associate Dean for Academic Programs, and Assistant Dean of Office of Student Affairs), will keep a confidential log of the complaints received during the year, along with the relevant written materials. Confidentiality will be preserved as much as possible during the resolution process. Annually in June, a group comprised of representatives of the Department Chairs, Members of Educational Policy Coordinating Committee and the Associate Dean for Academic Programs will meet to review the formal complaints/commendations received for the purpose of identifying patterns, as well as any further action needed to prevent further problems. This group will direct requests for further action to an appropriate body, e.g., appropriate Program Council, if it cannot take the action itself. A record of the meeting's deliberations and decisions will serve as the record of review and action. Participants will receive copies of the meeting record, which will be otherwise confidential.

Student Grievance Procedures

Grievance procedures are available to students who believe the University has violated their privacy rights, discriminated against the student, or otherwise violated their rights as outlined on the UCSF Academic Senate website: http://senate.ucsf.edu/0-bylaws/stugr.html

Grievance procedures related to academic issues are appropriate only in cases in which the student believes bias or wrongdoing by a faculty member has occurred. . Complaints of faculty wrongdoing are to be taken to the appropriate Department Chairperson and/or may be reported to the Office of Academic Affairs. **Grades are not open to grievance.** Grievances are not the same as disagreements. A student cannot grieve an assigned grade, for example, merely because the student disagrees with the grade.

For those seeking information on Divisional Procedures for Student Grievance in Alleged Unlawful Discrimination, please contact the Office for Diversity and Outreach **for further information:** http://diversity.ucsf.edu/node/67

Satisfactory Academic Progress, Academic Jeopardy, Academic Misconduct, Dismissal

Satisfactory Academic Progress (SAP)

This policy defines Satisfactory Academic Progress (SAP) for all who matriculate in the School of Nursing. The policy presents the standards adopted by the UCSF Graduate Studies Office, the School of Nursing, and the Student Financial Aid Office. The School of Nursing

Dean/Associate Dean or designee(s) are responsible for implementing this policy. It will be reviewed regularly in collaboration with the appropriate Program Council, Graduate Division, and the Student Financial Aid Office for federal compliance and revised when necessary.

Definition: Satisfactory Academic Progress is determined by measuring a student's performance in four areas:

- Completion rate: percent of courses or credits attempted that must be completed each term;
- Grade Point Average (GPA): a calculation of the average of a student's grades in a course, term or all terms (cumulative GPA); and
- Maximum time frame: number of terms or years allowed to complete the program of study
- Professional behavior in alignment with Nursing's Code of Ethics and the UCSF Student Conduct Policies
- Note: MEPN GPAs will be separated from MS GPA calculation; MEPN and MS GPAs will be calculated separately from Ph.D. or DNP calculation.

Policy: Sound academic principles require that students maintain satisfactory academic progress. In addition, federal regulations require the School of Nursing to establish satisfactory academic progress standards for students who receive federal financial aid. The following standards apply to all matriculating students *and Post-Masters' students*, whether they are financial aid recipients or not. Satisfactory academic progress will be reviewed at a minimum at the end of each term. Students who fail to maintain satisfactory academic progress may be placed on financial aid warning (if applicable), academic jeopardy in the SON, and/or, financial aid probation (if applicable) or may be dismissed.

Details:
http://finaid.ucsf.edu/application-process/eligibility-requirements/satisfactory-academic-progress-nursing

SON Academic Jeopardy Committee

In 2014, the School of Nursing instituted a committee consisting of the Associate Dean for Academic Programs, the Assistant Dean for Student & Curricular Affairs, Admissions & Progressions Officer, and the Vice Chairs of the four departments. The committee convenes once each quarter to review the records of students who either meet formal SON definitions of being in academic jeopardy or who, for other reasons, are having difficulty progressing through the program. For purposes of this review, "academic jeopardy" is defined as:

- Having a cumulative GPA that is below 3.0 (by program; e.g. MEPN separated from MS, etc.)
- Having two or more incomplete grades
- Earning more than one "C" grade in any graduate core or clinical core course, or earning a D, F, or U in any SON course
- Demonstrating a continued pattern of documented unprofessional behavior despite attempts at remediation

In addition to those in academic jeopardy, a separate table of all students on temporary LOA is updated so that we may track anticipated dates of return for program planning purposes.

Prior to each meeting, the Assistant Dean and Admissions & Progressions Officer prepares and distributes a table of these students; Vice Chairs review and consult with graduate advisors in their respective departments as needed. All the students on the list are discussed at the bi-quarterly meeting with the goal of finding appropriate supports and developing plans to support student progression.

In some cases, students are in this status for a very short period of time while others remain on the list over several quarters.

Warning: Students in academic jeopardy are issued a warning letter and are subsequently required to meet with their advisor a minimum of once per quarter; additional meetings may be required at the advisors' or Associate Dean's discretion. A copy of the warning letter is forwarded to the student's graduate adviser.

The graduate advisor confers with the student regarding academic difficulty. If improvement in academic achievement or ability to meet degree requirements is unlikely, the graduate adviser encourages the student to withdraw from the University rather than face possible disqualification.

At the end of the following term, the department vice chair and associate dean confer again with the graduate adviser regarding the status of students who have been warned.

If significant academic improvement has been demonstrated, the adviser may recommend that the student be allowed to continue.

If improvement has not been made, the Academic Jeopardy Committee and/or the adviser may recommend termination of the student's status.

Disqualification

If terminated at the end of a term in which a warning letter was sent and the registration was "blocked," the student's transcript will indicate "Dismissed."

The graduate adviser may also recommend terminating students who may have earned the "B" average but who are considered unqualified to meet other academic standards necessary for the degree. The decision as to whether or not a student is allowed to continue should be based on potential to complete all parts of the graduate program.

Policy on Academic Misconduct

UNIVERSITY OF CALIFORNIA, SAN FRANCISCO, SCHOOL OF NURSING

Students are expected to follow University of California rules and regulations on academic misconduct. As enrolled students, each student is responsible for understanding and subscribing to the principles of academic integrity and will bear individual responsibility for his/her work. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work.

Any act of academic misconduct or facilitating academic dishonesty, will subject a student to **disciplinary action (see below)**.

Academic misconduct includes, but is not limited to:

Cheating: Fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are not authorized; colluding with others (witnessing or knowledge of

cheating/academic misconduct without reporting to faculty).

- Copying or attempting to copy from others during an exam or on an assignment.
- Communicating answers with another person during an exam.
- Preprogramming an electronic medium to contain answers or other unauthorized information for exams.
- Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
- Allowing others to do an assignment or portion of an assignment for you (paid or unpaid).
- Submission of the same assignment for more than one course without prior approval of all the instructors involved.
- Collaborating on an exam or assignment with any other person without prior approval from the instructor.
- Taking an exam for another person or having someone take an exam for you.

Plagiarism: Plagiarism is intellectual theft. An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit.

- Wholesale copying of passages from works of others (for example, books, articles, films, graphics, including websites or other electronic sources) into your homework, essay, term paper, comp exam, qualifying papers, dissertation or class project without proper citing or acknowledgment.
- Use of the views, opinions, or insights of another without acknowledgment. Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation.

False Information and Representation, Fabrication, or Alteration of Information
- Furnishing false information in the context of an academic assignment.
- Failing to identify yourself honestly in the context of an academic obligation.
- Fabricating or altering information or data and presenting it as legitimate.
- Providing false or misleading information to an instructor or any other University official.

Theft of Damage of Intellectual property
- Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hard- or soft-ware.
- Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
- Obtaining a copy of an exam or assignment prior to its approved release by the instructor.

Alteration of University Documents

- Forgery of an instructor's signature on a letter of recommendation or any other documents.
- Submitting an altered transcript of grades to or from another institution or employer.
- Putting your name on another person's exam or assignment.
- Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

Distribution or Sharing of Lecture Notes or exam items/info to provide undue advantage to others or for Commercial Purposes.

- Selling, distributing, website posting, texting, emailing, or publishing course lecture notes, handouts, readers, recordings, exam items, confidential or other information provided by faculty to provide advantage to others or for any commercial purpose, without the express written permission of the faculty.

Policy on Academic Misconduct: "Disciplinary action" in this policy refers to the following options:

First Occurrence: formal written warning, remediation, receiving a grade of "D" or "F" on the assignment; or in the course; or dismissal from the program of study (e.g. specialty), degree program, and/or the School of Nursing*.

Determination of the level of discipline will be influenced by other policies of the School and University, guidelines provided to students via the course syllabus (where appropriate), CLE site or may be determined by the FOR(s) and the Associate Dean Academic Programs.

Second Occurrence: same student(s) with same or similar circumstances: Dismissal from the specialty track, program of study, degree program, and/or the School of Nursing*.

*Dismissal from the degree program and the School of Nursing must follow Graduate Division Procedures for Student Dismissal (https://senate.ucsf.edu/appendix-VII).

Procedure for Student Dismissal

(See Appendix for School of Nursing Dismissal Policy)

NOTICE REGARDING APPEALS OF In-Depth Review Committee Decisions
There is no appeal of an in-depth review committee decision to continue the student in the program or mandate a leave of absence, or any conditions or timelines associated with those decisions. There are only two grounds for a student to appeal a dismissal decision:

1. Factual errors in the record that were not identified at the in-depth review committee meeting, if such failure would have changed the committee's decision.

2. Failure of the committee to follow the procedure set forth in this section, if such failure would have changed the committee's decision.

An appeal must be made **in writing to the Dean within 10 working days of the student being notified of dismissal**. The appeal must specify which of the above two grounds for appeal applies and must set forth specific facts to explain why, and must include materials to support the assertion(s).

The Dean will determine if there are grounds to reconsider the in-depth review committee dismissal decision. **If there are grounds for reconsideration**, the Dean **_may_** modify the in-depth review committee's decision; and will provide the in- depth review committee members with a report of his/her actions.

The Dean will notify the student in writing of his/her decision. The Dean's decision will be final and will conclude the dismissal review process and appeal procedure.

Sexual Harassment Policy

https://sexualviolence.ucsf.edu/policies

The University of California San Francisco (UCSF) is committed to creating and maintaining a community in which all individuals who participate in University programs and activities can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation, including sexual harassment and sexual violence. It is the responsibility of the University to prevent sexual harassment, if possible; correct it when it occurs; and to take appropriate disciplinary action, as necessary, against behavior that is a violation of the policy: (http://policies.ucsf.edu/policy/150-13)

What is Sexual Harassment? The University of California Policy on Sexual Harassment (http://policy.ucop.edu/doc/4000385/SVSH) defines sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when submission to or rejection of this conduct explicitly or implicitly affects a person's employment or education; or which unreasonably interferes with a person's work or educational performance or creates an intimidating hostile or offensive working or learning environment.

Faculty, staff and students are urged to review the Policy itself to understand the different types of sexual harassment, which may include:

- Unwelcome sexual propositions
- Sexual innuendoes or other behavior, such as repeated, unwanted requests for meals, dates, etc.
- Unwelcome sexual comments or jokes; questions or discussions about an individual's sex life; comments about a person's body or appearance
- Unwanted touching or leering
- Sending someone unwanted sexual materials
  The behavior must be unwelcome. If sexual propositions or jokes are welcome, they do not constitute a violation of policy.
  Preventing and responding to sexual violence, sexual assault, sexual harassment, dating/domestic violence and stalking are top priorities for UC. The UC website below provides key information about university support services, your responsibilities as a member of the UC community, and steps UC is taking to address sexual violence: http://sexualviolence.universityofcalifornia.edu/

The Sexual Violence Prevention & Response team (http://shpr.ucsf.edu/) at UC San Francisco supports the University's commitment in the following ways:

- **Proactive Education and Training** – the team attempts to prevent sexual harassment and discrimination from occurring by educating and training the UC San Francisco community about unlawful discrimination and harassment
- **Consultation and Support Services** – the team assists students, staff, faculty, and visitors with resolving conflict, including those involving discrimination and sexual harassment
- **Neutral Investigations** – the team responds to complaints regarding discrimination, harassment and sexual violence and oversees the process for resolution and investigation of complaints

The CARE Advocate provides free, confidential support to any UCSF affiliate including students, staff and faculty who have experienced interpersonal violence such as sexual assault, dating/intimate partner violence, sexual harassment or stalking. Services are available to people of all genders and the incident does not have to be recent nor does it have to have occurred on campus. The CARE Advocate can explain your options for filing a report as well as your options if you choose not to report. The CARE Advocate can assess your needs, provide emotional support, connect you to resources, provide accompaniment, help you to understand your rights, and facilitate housing changes, academic adjustments and other accommodations.

If you need assistance for yourself or another contact the CARE Advocate at (415) 502-8802 or email: Denise.Caramagno@ucsf.edu.

Confidentiality - All information shared with the advocate, whether it is information about you or even the fact that you have seen an advocate, cannot be shared with others outside CARE without your consent and written permission. In some circumstances, the advocate may consult with a supervisor in order to provide you with the best help available. However, no one outside CARE may have access to your information without your prior written consent or as required by law. However, California law mandates that information may be appropriately shared if you present an imminent risk of serious physical harm to yourself or others.

Office for the Prevention of Harassment and Discrimination (OPHD)
3333 California Street Suite S-16
San Francisco, CA 94143-1249
415-502-3400
Title9@ucsf.edu

Standards of Conduct

Several University policies identify various forms of unacceptable behavior, which are applicable in cases of sexual harassment and outline sanctions and disciplinary procedures. They are as follows:

The Faculty Code of Conduct: Because the forms of unacceptable behavior listed in the Faculty Code of Conduct are interpreted to apply to sexual harassment, a violation of the University policy on sexual harassment constitutes a violation of the Faculty Code of Conduct: http://www.ucop.edu/academic-personnel-programs/_files/apm/apm-015.pdf

Policies Applying to Other Academic Appointees: Existing provisions of academic personnel

policy or memoranda of understanding prohibit conduct that violates law and University policy with respect to sexual harassment.

Policies Applying to Campus Activities, Organizations, and Students: Section 100.00 outlines the types of student misconduct that are subject to discipline and the types of disciplinary actions that may be imposed for violation of University policies or campus regulations. It includes violations of the UC Policy on Sexual Violence and Sexual Harassment.

Academic Senate Resolution, November 30, 1983, regards the development of romantic relationships between faculty and current students a serious breach of professional ethics and proper standards of professional behavior. This resolution addresses issues relating to "quid pro quo" and/or third-party sexual harassment that violate University policy and the law. (See Policy & Procedures, Part II., VI.D. for the 1983 Resolution)

Existing Provisions: Existing provisions of the Personnel Policies for Staff Members and Executive Program Personnel Policies, or memoranda of understanding prohibit conduct that violates law and University policy, including the University policy on sexual harassment, and provide for disciplinary action in response to inappropriate conduct.

Information, Education, and Training

As prevention is the goal of UCSF's sexual harassment policy, education and training are key to prevention. The University assumes responsibility for arranging ongoing training of faculty, staff, students, advisors, and investigators, and for developing training materials.

Proactive Campus Awareness: Information pertaining to individual rights and responsibilities, University policy and procedures, and resources will be disseminated annually thorough the Chancellor's designee and to all new faculty, staff, and students. Information will be fully available to the entire UCSF campus community on the Internet.

Education: Educational programs on prevention of sexual harassment are tailored to the specific needs and circumstances of the various campus populations. Department or group training of managerial and supervisory personnel, faculty, staff, and students will be provided through the Chancellor's designee. Training and education will also be provided for advisors, mediators and investigators to assist in carrying out their roles.

Guidance on Abusive Conduct and Bullying in the Workplace (Related Policy: Discrimination and Harassment)
http://policy.ucop.edu/doc/4000647/AbusiveConductAndBullying

The University of California is committed to providing a safe, supportive, responsive and equitable environment for all employees. The University strives to be a leader as an employer and to foster a positive working environment.

In furtherance of these goals and the University's anti-harassment and anti-discrimination policies, all UC community members are expected to behave in ways that support UC's Principles of Community and Regents Policy 1111 (Statement of Ethical Values and Standards of Ethical Conduct), which states that UC is committed to treating each member of the University community with respect and dignity. Abusive conduct and bullying behaviors are inconsistent with the values of the University and should be addressed directly and

comprehensively. The University does not tolerate abusive conduct or bullying. Regardless of circumstances or setting, staff at all levels found to be engaging in abusive conduct should be held accountable. No member of the University community will be retaliated against for reporting bullying in good faith. While UC has a number of current policies that could be used to address bullying, there is some confusion among employees about what bullying is and how to address it.

State legislation related to abusive conduct provides a helpful description of bullying. Assembly Bill 2053, which requires training on the prevention of abusive conduct, defines abusive conduct as: Conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct may include repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. A single act shall not constitute abusive conduct, unless especially severe and egregious.

Examples of abusive conduct may include:

- persistent or egregious use of abusive, insulting, or offensive language directed at an employee
- spreading misinformation or malicious rumors
- behavior or language that frightens, humiliates, belittles, or degrades, including criticism or feedback that is delivered with yelling, screaming, threats, or insults
- making repeated inappropriate comments about a person's appearance, lifestyle, family, or culture
- regularly inappropriately teasing or making someone the brunt of pranks or practical jokes
- inappropriately interfering with a person's personal property or work equipment
- circulating inappropriate or embarrassing photos or videos via e-mail or social media;
- unwarranted physical contact
- purposefully inappropriately excluding, isolating, or marginalizing a person from normal work activities

There is a difference between bullying and appropriate supervision. Examples of reasonable supervisory actions, when carried out in an appropriate manner, include:

- providing performance appraisals
- coaching or providing constructive feedback
- monitoring or restricting access to sensitive information for legitimate business reasons
- scheduling ongoing meetings to address performance issues
- setting aggressive performance goals to help meet departmental goals
- counseling or disciplining an employee for misconduct
- investigating alleged misconduct

Differences of opinion, interpersonal conflicts, and occasional problems in working relations are an inevitable part of working life and do not necessarily constitute workplace bullying. Moreover, this guidance is not intended to interfere with employees' right to engage in

protected, concerted activity under the Higher Education Employer-Employee Relations Act (HEERA).

People, if they experience abusive conduct or bullying, have a variety of resources they can go to, including but not limited to, local Human Resources and Ombuds or similar offices.

For more information on the above policy guidance you may contact your local human resources or Dianna Henderson, Director of HR Policy and Chief of Staff to the VP of HR at Dianna.henderson@ucop.edu.

Substance Abuse Policy

https://policies.ucsf.edu/policy/150-11

The University of California recognizes dependency on alcohol and other drugs as a treatable condition and offers programs and services for University employees and students with substance dependency problems. Employees (including student employees) and students are encouraged to seek assistance, as appropriate, from Employee Support Programs, health centers, and counseling or psychological services available at University locations or through referral. Information obtained regarding an employee or student during participation in such programs or services will be treated as confidential, in accordance with Federal and State laws.

The University strives to maintain campus communities and worksites free from the illegal use, possession, or distribution of alcohol or of controlled substances, as defined in schedules I through V of the Controlled Substances Act, 21 United States Code section 812, and by regulation at 21 Code of Federal Regulations section 1308. Unlawful manufacture, distribution, dispensing, possession, use, or sale of alcohol or of controlled substances by University employees and students in the workplace, on University premises, at official University functions, or on University business is prohibited. In addition, employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities, or student life.

Employees found to be in violation of this Policy, including student employees if the circumstances warrant, may be subject to corrective action, up to and including dismissal, under applicable University policies and labor contracts, or may be required, at the discretion of the University, to participate satisfactorily in an Employee Support Program.

Students found to be in violation of this Policy may be subject to corrective action, up to and including dismissal, as set forth in the University of California Policies Applying to Campus Activities, Organizations, and Students (Part A) and in campus regulations, or may be required, at the discretion of the University, to participate satisfactorily in a treatment program.

Requirements for Employees Engaged in Federal or State Contracts and Grants

The Federal Drug-Free Workplace Act of 1988 (Public Law 100-690, Title V, Subtitle D) and the State Drug-Free Workplace Act of 1990 require that University employees directly engaged in the performance of work on a Federal or State contract or grant shall abide by this Policy as a condition of employment.

Employees working on Federal contracts and grants shall notify the University within five calendar days if they are convicted of any criminal drug statute violation occurring in the workplace or while on University business. This requirement also applies to all indirect charge

employees who perform support or overhead functions related to the Federal contract or grant and for which the Federal government pays its share of expenses, unless the employee's impact or involvement is insignificant to the performance of the contract or grant. The University is required to notify the Federal contracting or granting agency within ten calendar days of receiving notice of such conviction and to take appropriate corrective action or to require the employee to participate satisfactorily in available counseling, treatment, and approved substance-abuse assistance or rehabilitation programs within thirty calendar days of having received notice of such conviction.

Applicability: All Personnel and Students

Where to Get Help

A variety of student education programs and the Faculty and Staff Assistance Program (FSAP) services are available to help prevent substance abuse by University employees and students. Assistance and referral services for those who have substance abuse problems or concerns are also available on campus or through referral. Information disclosed by an employee or student who is participating in an FSAP Program or psychological counseling service will be considered confidential, in accordance with federal and state laws and University policies.

FSAP information, consultation, and referral services assist employees and students in dealing with a wide range of personal and medical problems that negatively affects their lives. Among these services are training and orientation for employees, supervisors, and students on substance abuse issues, individual case evaluation, initial counseling, assistance in developing individual treatment plans, referral to outside counseling and treatment providers, treatment follow-up, and assistance in dealing with health care providers. The two programs currently available are "Managing Employees with Problems" for supervisors and "Drug Prevention Education Program" for employees.

Employees and students are encouraged to seek assistance for substance abuse and dependency problems voluntarily (self-referral). To find out what services are available to you, contact the UCSF FSAP at: https://hr.ucsf.edu/hr.php?org=c&AT=cm&S=Faculty+and+Staff+Assistance

The Faculty Code of Conduct

This policy is the Faculty Code of Conduct as approved by the Assembly of the Academic Senate on June 15, 1971, and amended by the Assembly on May 30, 1974, and with amendments approved by the Assembly on March 9, 1983, May 6, 1986, May 7, 1992, October 31, 2001, and May 28, 2003, and by The Regents on July 18, 1986, May 15, 1987, June 19, 1992, November 15, 2001, July 17, 2003 and July 18, 2013. In addition, technical changes were made September 1, 1988 and June 11, 2010.

Additional policies regarding the scope and application of the Faculty Code of Conduct and the University's policies on faculty conduct and the administration of discipline are set forth in APM - 016, the University Policy on Faculty Conduct and the Administration of Discipline.

The Faculty Code of Conduct as Approved by the Assembly of the Academic Senate (Code of Professional Rights, Responsibilities, and Conduct of University Faculty, and University Disciplinary Procedures)

Please see: http://www.ucop.edu/acadadv/acadpers/apm/apm-015.pdf for the full document.

EMERGENCY Preparedness

Evacuation

    a. Upon sounding of an evacuation order (Alarm, Public Address System, Mass Notification System, Siren, etc.), all building occupants are required to evacuate or relocate to a designated Emergency Assembly Area.

    b. Individuals with mobility impairments/disabilities are to be relocated to a fire-rated stairwell and their names, condition, and location are to be reported to the responding fire department.

    c. Emergency Coordinators working with the Floor Wardens are to account for all personnel, completing an Emergency Status Report.

All Clear Determination

    d. The Responding Fire Department will determine if the immediate threat to life/ safety/property has been neutralized or determined to have been an unintentional alarm.

    e. Facilities Management will determine if utilities and life-safety systems have been restored for re-occupancy.

    f. In the event of hazardous materials concerns, Office of Environmental Health & Safety will determine if the environment is safe for re-occupancy.

    g. If there was damage to the facility due to fire/smoke, the Fire Marshal must clear the building for re-occupancy.

    h. The UCSF Police Department will make the final determination when the building is safe for re-occupancy after consulting with the appropriate officials, and will announce the All-Clear.

Exceptions to the All Clear Determinations

- If the Building's Fire Alarm was unintentionally activated as a direct result of a witnessed and controlled Facilities Maintenance procedure, the Facilities Engineer may notify the Emergency Coordinator and or Responding Fire Unit of the error and request a cancellation of the evacuation.

Emergency Status Reports

    a. Evacuations not requiring submission of Emergency Status Reports: The majority of evacuations will result in an all-clear to reoccupy the building within 15-60 minutes. In the absence of any injuries or property damage, Emergency Status Reports do not need to be submitted, but should be retained by the Emergency Coordinator for audit purposes.

    b. Evacuations requiring submission of Emergency Status Reports: Building evacuations for which there are injuries, deaths, missing/unaccounted personnel or damage to the facility results in its closure.

Submission of Emergency Status Reports

    a. Site Emergency Coordinator is on-scene – Emergency Coordinators are to submit Emergency Status Reports to the Site Emergency Coordinator who will report any missing, injured, trapped or disabled persons in need of evacuation assistance to the Fire or Police Incident Command Post

    b. Site Emergency Coordinator not on-scene – Emergency Coordinators are to go to the

Fire or Police Incident Command Post and report any missing, injured, trapped or disabled persons in need of evacuation assistance to the Fire or Police Incident Command Post

c. Emergency Coordinators to submit the Emergency Status Report to their Division/Department level Emergency Coordinator or Division/Department head.

d. If the campus Emergency Operation Center (EOC) is activated the Site Emergency Coordinator or Emergency Coordinators (if no Site Emergency Coordinator is on scene) are to submit Emergency Status Reports to the EOC via phone, fax, e-mail, or runner as soon as possible (see EOC contact information)

Leaving Emergency Assembly Areas

a. Evacuees are to remain in the EAA until the All Clear is announced.

b. In the event of emergencies resulting in damage, injuries or death the following shall apply:
   1. Evacuees should not leave the EAA until they have checked out with their Emergency Coordinator or Floor warden.
   2. If indicated UCSF Police will announce the location of emergency information centers, shelters, aid stations, transportation, etc.
   3. Follow department procedures for maintaining contact with supervisors or others.
   4. Monitor the UCSF Home page (http://www.ucsf.edu/), University Employee Emergency Hot Line number (415) 502-4000, or if inoperable the alternate Hotline 800-873- 8232 for updates.

Sign up for Warnme to get the latest information emailed or texted to your cell phone http://police.ucsf.edu/emergency-management and for complete guidelines, please visit http://police.ucsf.edu/system/files/eap_team_manual_081211.pdf.

VII. Appendices

Faculty Roles and Responsibilities:

Professionalism Concerns Report

UCSF SCHOOL OF NURSING
PROFESSIONALISM CONCERNS REPORT (PCR)

Type or print all entries**.**

Student Name	**Course (Name & Course No.)* or Incident Site**
Name of Faculty, Program Director, Advisor, staff, or Associate Dean filing the form (type / print legibly)	**Date of Incident(s):**
Signature of Faculty, Program Director, Advisor, staff, or Associate Dean filing the form (*Required*)	**Date Discussed with Student**

*If applicable

This report is prepared when a student exhibits behavior not consistent with the UCSF School of Nursing Professionalism Guidelines, which includes the ANA Code of Ethics with interpretative statements (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf). This report is intended to clarify expectations, document where there has been a significant lapse in meeting expectations, and assist the student in meeting professionalism expectations in academic, clinical, professional, and administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism.

Check the appropriate category(ies). Comments are required.

Patient-Centered Care & Patient Safety

- The student did not act in the best interest of the patient.
- The student did not demonstrate compassion and sensitivity to the needs, values, dignity, or perspectives of patients, family members, caregivers, or communities.
- The student did not establish appropriate rapport with patients, family members or caregivers.
- The student did not demonstrate openness/ responsiveness to the patient's ethnic and cultural background.
- The student did not respond to patient needs in a timely, safe, or effective manner.
- The student showed up for professional activities while impaired or otherwise exhibiting a lack of competence.
- The student did not assure a safe transfer of care to another nurse (issue of abandonment).
- The student did not report an error, by following institutional guidelines, and reporting to preceptor and FOR
- Other unprofessional behavior related to Patient Centered Care:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Respect

- The student did not demonstrate respect for the rights of others in academic or professional settings. The student did not demonstrate respect in interactions with others.
- The student did not establish or maintain appropriate boundaries with patients, family members, fellow students, faculty or staff.
- The student did not demonstrate equal respect for all persons, regardless of, race, gender, religion, sexual orientation, age, disability or socioeconomic status.
- The student did not demonstrate respect for the confidentiality rights of patients or others.
- The student did not respect the privacy and reputation of the organization and/or healthcare team colleagues.
- Other behavior that demonstrated lack of respect:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Integrity (*Refer to the SON Policy on Academic Misconduct for additional guidance*)

- The student provided false information in a professional, clinical, or administrative setting.
- The student used his/her professional position for personal advantage.
- Other behavior that demonstrated lack of integrity:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Collaboration and Teamwork

- The student did not function collaboratively within the health care team.
- The student did not demonstrate sensitivity to the requests of the health care team.
- The student did not demonstrate the ability to collaborate with students, faculty, other providers, and staff in a learning environment.
- The student did not demonstrate mutual trust, recognition, and respect of the views of other health care providers while representing, articulating, and preserving nursing's unique contribution to the team/patient care
- Other behavior that impeded collaboration:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Responsibility

- The student was tardy, absent, and/or misses deadlines/appointments. The student was disruptive or rude.
- The student needed continual reminders in the fulfillment of responsibilities.

- The student did not accept responsibility for his/her actions, recommendations or errors.
- The student could not be relied upon to complete his/her responsibilities in a timely manner. The student did not adhere to policies, procedures and/or instructions.
- The student acted outside the scope of his/her role (as a student &/or as a nurse) in a clinical, professional or administrative setting.
- The student did not seek assistance when the assignment was beyond their level of competence.
- The student did not dress in attire appropriate for a clinical, professional, or administrative setting.
- Other irresponsible behavior:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Responsiveness & Adaptability

- The student was resistant or defensive when provided with constructive feedback.
- The student did not demonstrate awareness of his/her own limitations and/or willingness to seek help.
- The student resisted adopting recommendations from faculty or others to improve learning or performance. The student did not demonstrate adaptability in a clinical, professional, administrative, or classroom environment.
- Other behavior that impeded self-improvement:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

Advocacy

- The student did not bring instances of unsafe practices, environment or conditions to the preceptor, faculty, or manager level individual for action to safeguard patients.
- The student was observed complaining to peers about needs for improvement and did not bring the issue to the attention of those who can take action.
- The student did not advocate for the patient and family with the healthcare team.
- The student did not address instances of horizontal violence or bullying observed in the workplace.
- Other behavior that impeded advocacy:

_____

Comments: (*Describe the specifics of the incident-who, what, when, where*)

6. Your recommendations and/or requirements for remedying the Professionalism Concerns identified.

7. This section is to be completed by the student (*optional*).

Comments:

I have read this evaluation and discussed it with the Faculty /Program Director/Advisor/or Associate Dean.

_____   _____
Student Signature   Date

_____   _____
Faculty of Record, Program Director, or Advisor Signature   Date

_____   _____
Associate Dean Signature   Date

Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the PCR. If you disagree or want to comment, you are encouraged to comment in the space above.

The PCR will be sent to your Advisor and to the School of Nursing Academic Jeopardy Committee.

Course Evaluations

Below are sample forms submitted through E*Value which evaluate:

- Courses
- Faculty of Record
- Guest Lecturers
- Teaching Assistants

Course Evaluations

Introduction: Your professor and the UCSF School of Nursing administration value your assessment of this course. Course evaluation data are used for course and curricular improvement, and for the process of faculty review and promotion. We specifically would like to hear from you about the following:

• How satisfied you were with the course and the learning environment.
• How well this course advanced your knowledge, skills, and attitudes.

At the end of this evaluation, you will have the opportunity to provide comments that will be shared with your professor(s) and the school's administration.

(Question 1 of 3)

Course and Learning Environment	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The course was well-organized, including course syllabus and assignments, the presentation of learning materials, CLE, etc.	○	○	○	○	○
I found the learning environment to be inclusive, where I felt welcomed and could fully participate.	○	○	○	○	○

(Question 2 of 3)

Learning	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The course advanced my knowledge, skills, and attitudes regarding the content area.	○	○	○	○	○
The course advanced my understanding of the social/environmental factors that influence the health of diverse populations.	○	○	○	○	○

Comments: *(Question 3 of 3)*

Please let us know what you liked best about the course, and the most important changes you'd like to see in the course. Please be thoughtful, professional, and specific.

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later   Submit

Introduction: Your professor and the UCSF School of Nursing administration value your assessment of this Faculty. Faculty evaluation data are used for the process of faculty review and promotion. We specifically would like to hear from you about the following:

· How effective the Faculty of Record (FOR) was in teaching the course.

At the end of this evaluation, you will have the opportunity to provide comments that will be shared with your professor(s) and the school's administration.

Please indicate the degree to which you agree with the following statements.

(Question 1 of 2 - Mandatory)

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The FOR was a knowledgeable and effective Instructor.	○	○	○	○	○
The FOR was a knowledgeable and effective Instructor.	○	○	○	○	○

Comments (Optional)   *(Question 2 of 2)*

Please add any additional comments below

[   ]

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later   Submit

Guest Lecturer Evaluation

Introduction: UCSF School of Nursing Faculty and Administration value your assessment of your Guest Lecturers. This information is used for curricular improvement.

Note: Faculty will be sharing your evaluation along with comments to the Guest Lecturer

Please indicate the degree to which you agree with the following statements.

(Question 1 of 2 - Mandatory)

Guest Lecturer	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The Guest Lecturer was a knowledgeable and effective instructor.	○	○	○	○	○
The Guest Lecturer was a knowledgeable and effective instructor.	○	○	○	○	○

Comments (Optional)   *(Question 2 of 2)*

Please add any additional comments below

[   ]

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later   Submit

TA Evaluation

Introduction: UCSF School of Nursing Faculty and Administration value your assessment of your TA. This information is used for curricular improvement.

Note: Faculty will be sharing your evaluation along with comments to the TA

(Question 1 of 3 - Mandatory)

Satisfaction	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The TA responded clearly to students' questions about the subject material	○	○	○	○	○
The TA fostered an engaging learning environment	○	○	○	○	○
The TA effectively facilitated discussions	○	○	○	○	○

(Question 2 of 3)

Learning	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The TA helped me learn the subject material.	○	○	○	○	○

Comments (Optional)   *(Question 3 of 3)*

Please add any additional comments below

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

Save For Later   Submit

Doctoral Degree: Program Evaluation and Dissertation Guidelines

Doctoral Program Evaluation

The Faculty, represented by the Doctoral Program Council, takes seriously its responsibility for continuous evaluation of the doctoral program. Two different groupings of faculty are convened annually to review aspects of the program. Overall indications, such as time to degree and attrition rate are also reviewed periodically.

Data from students are an important part of the evaluation. Certainly informal or impromptu recommendations to individual faculty or the Doctoral Program Council are appreciated. But a more systematic framework for querying students exists and is dependent on the participation of each student at five points in the program:

- Year cohort focus groups during Fall quarter of second year reviewing program experience of the first year.
- Research residency questionnaire #1, filed at the end of the quarter, reviewing the residency experience.
- Research residency questionnaire #2, filled out at the end of the quarter, reviewing the second residency experience.
- Post-Qualifying Exam Program Evaluation, completed within a month after the Examination, reviewing the first segment of the program.
- Post-Dissertation Program Evaluation completed within a month of the dissertation defense reviewing the whole program and the student's future plans.
- See feedback forms that follow the Progression Table.

Questions For Second Year Doctoral Student Focus Groups

The aim of the first year is to broaden your perspectives about scientific research and the ways that you approach your studies and career development.

1. To what extent do you think your understanding about research and the research process were broadened over the first year?
    a. What has been the most significant area of learning for you?
    b. What has been the most difficult part of the program for you?
2. To what extent did you improve your ability to identify, articulate, and think critically about significant research relevant to your area of interest?
    a. Which experiences during the first year assisted you to develop this ability?
3. If you could redesign your first year of course work, how would you alter it?
    a. What aspects of the course content were the most valuable for you?
    b. What gaps would you identify in the course content?
    c. Would you change the sequencing of the courses?
    d. Were the courses complementary with each other?
    e. Was the workload adequately distributed over each quarter?
    f. Were the assignments useful for developing knowledge about nursing research and the research areas of interest for you?

The first year also brings you into contact with a variety of people who will be important resources for you as you build your research career.

1. What expectations did you hold for your interactions with the following people and what were your experiences with them over the course of the first year?

    a. Teachers in your courses

    b. Your advisor\other doctoral faculty, e.g. active investigators during research rotations or research assistantships

    c. Other students in the first year

    d. Students in classes ahead of you

2. What other resources outside UCSF?

    a. How did you find out / what difficulties did you encounter

3. Do you have anything else important to tell the faculty about the first year of the program that might help them improve the curriculum or other offerings for new students?

N276 Research Residency – Cover Sheet

Each doctoral student completes at least two quarters of Research Residency (6 units) prior to taking the Qualifying Examination. The Research Residencies are intended to provide you experience with the ongoing research program of a faculty member in order to acquaint you with the practical realities of doing research.

At the end of the Research Residency quarter, please complete the items below.

The cover sheet will be removed by staff in the Office of Student Affairs so that your anonymity will be assured. Names are requested for the sole purpose of tracking response completion. The confidential questionnaire, without any identifying data, will be seen by members of the Doctoral Program Council.

Your responses will help the DPC better understand the value the Residencies have for students and determine whether the Research Residencies are fulfilling the stated intent. Upon completion of this cover sheet and the questionnaire that follows, please return to:

Nursing Student Affairs
2 Koret Way, #N-319X
University of California Box 0602
San Francisco, CA 94143-0602

Fax: (415) 476-9707

Today's Date	
Your Name	
Year you entered the doctoral program	
Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.)	
Your Academic advisor	
Faculty Supervisor for Your Residency	
Project title of Research Investigation	
Funding Source of Project	

(A similar cover sheet, which can be removed for purposes of confidentiality, will precede the POST-QUALIFYING EXAMINATION and POST-DISSERTATION Program Evaluations

N276 Research Residency – Survey Questions

Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.):_____
Please check the activities in which you participated during this Research Residency:

DEVELOPING RESEARCH QUESTION & PLAN
□ team meetings/planning for collaboration
□ conceptual discussions of research idea and framework
□ selection of data collection methods
PROPOSAL WRITING
□ proposal writing
□ writing IRB applications
□ explicit discussion of ethical treatment of research subjects
□ animal
□ human
□ vulnerable populations (as defined by CHR)
PREPARATION FOR RESEARCH
□ development of data collection instruments/questionnaires
□ obtaining informed consent
□ developing community or site relationships/entree
□ pilot testing of data collection methods
CONDUCTING RESEARCH
□ interviewing subjects
□ psychosocial testing of human subjects
□ collecting physiological data
□ other (if above categories are not applicable) _____
DATA CODING AND PREPARATION
□ computer data management
□ coding
□ data entry
□ utilizing a spreadsheet for managing data
□ qualitative data management
□ coding transcripts
□ utilizing computer based programs for management of qualitative data
ANALYSIS
□ performing computerized data analysis
□ team meetings for data analysis
□ assisting with interpretation of findings
PUBLISHING & DISSEMINATION
□ report writing
□ writing manuscripts
□ revising manuscripts
□ other. Please describe:_____
_____
_____
_____

_____
_____
_____

1. How did you find/develop/identify this Research Residency?

2. Please comment on the availability of Research Residencies during your program?

3. What have been the strengths/weaknesses of your Residency experience?

4. What would you identify as additional needs for your further development as a researcher?

Thank you for taking the time to complete this!

Post-Qualifying Exam Program Evaluation

We ask that you look back, now that you have completed course work and the qualifying examination, to reflect on the whole first segment of your program.

1. Now that you have completed the qualifying exam, how would you evaluate the recommended foundation courses in the Doctoral Program? Please be as specific as possible.

2. Please identify any deficits in your knowledge as a consequence of the courses available to you.

3. How well do you think the program prepared you to master one field of research and to identify gaps in knowledge areas?

4. Are you able to discuss a variety of research methods and feel competent in one methodology? Please describe the strengths and weaknesses in your preparation in research methods.

   1. To what degree did preparation for the qualifying examination lead to a command of the literature pertinent to your area of study?

The Program Council, and ultimately the Faculty as a whole, appreciate the time and thought you have given to this response. Thank you.

Post-Dissertation Program Evaluation

1. What do you consider as the strengths of the Doctoral Program as you experienced it?

2. What do you consider as the weakness of the program?

3. From your current vantage point, how would you change this Doctoral Program?

4. How has the Doctoral Program contributed to your preparation for: (a) teaching, (b) research, and (c) service roles?

5. Describe your experience in submitting proposals for funding during the program. (Indicate those that were funded)

6. Please list any professional memberships and offices held related to nursing.

7. Please list your publications since entering the Doctoral Program.

8. Indicate your near-term plans for publishing from your dissertation research?

9. How will you continue your research in the future?

The Program Council, and ultimately the Faculty as a whole, appreciate the time and thought you have given to this response. Thank you.

Preliminary Examination

The purpose of the preliminary examination is to assess the student's beginning synthesis of her/his major field of study and for the purpose of counseling (to identify strengths and gaps in preparation for the qualifying exam, or to assist students in making alternative plans, if necessary).

In addition, students entering the PhD program without a MS degree wishing to have a MS degree conferred during their doctoral study, may complete the Preliminary Exam process below in lieu of completing the requirements of the School's MS Comprehensive Exam. (MPC & DPC, 2014).

A student must be in registered status while working with faculty in preparing for the exam. This includes Summer Session.

The preliminary examination is a broad examination that places emphasis on four required content areas:

1. Social and Political Aspects of Health Care: General knowledge of issues in professional nursing with specific knowledge related to selected area of focus in nursing;
2. Theory Building: Generalized knowledge of theory and the processes of theory construction;
3. Research Methods: Generalized knowledge of research methods, including knowledge of scientific reasoning;
4. Substantive Nursing Focus: Knowledge of the particular area of nursing which will provide the basis for the dissertation and future career orientation.

Together, the student and faculty adviser suggest committee members who are experienced in the areas in which the student will be tested. Normally it is expected that the faculty adviser will serve as a member of the committee; the faculty adviser may or may not serve as chairperson. Committee members shall ordinarily be members of the School of Nursing faculty. Both Academic Senate and non-senate members may serve on this committee. It is the student's responsibility to ascertain the willingness of the faculty members to serve on the examination committee.

The petition for the preliminary examination form can be obtained from the Office of Student Affairs if the examination is serving as the comprehensive examination for the MS degree. The completed petition is forwarded to the Office of Student Affairs for signature by the Associate Dean for Academic Programs. If the student suggests a chairperson, this should be noted on the petition. Upon receipt of the petition, the Associate Dean appoints a committee of at least three faculty examiners and designates the chairperson.

The chair guides the student in selection of the areas for the preliminary examination and preparation of focusing papers and communicates with other members of the committee to facilitate the examination. The chairperson's responsibility is to determine the time and place of the examination, to establish with the student the nature of the examination, and to report the results of the examination to the student and to the Associate Dean, Academic Programs. (The form for reporting the results of the preliminary examination is sent by the Office of

Student Affairs to the Committee Chair.)   A report of the examination is filed in the Office of Student Affairs.

The following written materials are to be submitted to the student's committee members prior to the preliminary examination:

- A list of all course work taken prior to the examination,
- Two-page synopsis of the student's curriculum vitae,
- The specific areas for examination, and
- Three focusing papers dealing with the four content areas.

A full-time student will usually take the preliminary exam near the end of the first year of study, and no later than the middle of the second year. The student's performance will be judged as satisfactory or unsatisfactory. If the student's performance is unsatisfactory, a repeat examination may be authorized by the Dean/Associate Dean of the School of Nursing, upon recommendation by the examination committee. (The examination may be repeated only once, preferably during the quarter immediately following the first examination.) The original committee shall be constituted to reexamine the student, unless unusual circumstances preclude this.

Dissertation Directions

It is important these directions be followed, so that dissertations conform to the requirements of University Microfilms, with which the University has standing arrangements for publishing each dissertation. Final manuscripts are microfilmed without any change. The abstract of the doctoral dissertation will be forwarded to University Microfilms for publication in *Dissertation Abstracts International*, together with similar abstracts of doctoral dissertations from many other universities in the United States. It is important, therefore, that these directions be followed, so as to conform to its requirements for publication.

Every dissertation must be accurate and clear. The responsibility for such correctness and clarity rests primarily upon the candidate, but every dissertation will be scrutinized for these qualities by the student's major adviser and examining committee.

Elements to be Included in the Dissertation (the order may vary), see appropriate sections of the APA Manual for detailed information regarding content in each section.

1. The Study Problem
   a. Introduction to problem and subproblems (What led you to choose this problem?)
   b. Statement of the problem
   c. Purpose(s) of the study
   d. Need for the study (significance)
2. Literature Review and Conceptual Framework
   a. Overview of relevant research directly related to your problem
   b. Conceptual or theoretical framework
   c. Assumptions
   d. Research questions and/or hypotheses
   e. Definition of terms
3. Methodology
   a. Research design
   b. Description of research setting (if relevant)
   c. Sample
      i. Human subjects assurance
      ii. Nature and size of sample
      iii. Criteria for sample selection
   d. Data Collection Methods
      i. Techniques (e.g., observation, interview, instruments, chart audit, etc.)
      ii. Instruments or Apparatus

        iii. Description

        iv. Reliability and validity

    e. Procedure

    f. Data analysis

4. Results

    a. Preliminary analyses (if relevant) (e.g., sample characteristics, data reduction techniques, etc.)
    b. Analysis of hypotheses or research questions
    c. Other findings

5. Discussion

    a. Meaning of findings in relation to hypotheses or research questions
    b. Significance
    c. Limitations and/or alternate explanations
    d. Implications for nursing
    e. Future research

Suggested Dissertation Proposal Outline:

1) Introduction

    a)   Problem Statement

    b)   **Specific Aims*** /Research Questions/Hypotheses

    c)   Impact*

      i) Impact of study and results on health of the population and on nursing science

      ii) Impact at all levels

    d)   Background and Significance*

      i) Within a theoretical/conceptual approach

    e)   Innovation*

2) **Approach***/ Research Design and Methods

    a)   Study Design

    b)   Sample – sample plan, target population, inclusion and exclusion criteria, number of subjects   (i.e. power analysis)

    c)   Setting – location of study including environmental resource and/or constraints

    d)   Variables and Measures

      i) Variables: how operational definitions and concepts are linked to the measures

      ii) Measures: Instruments, Data Collection Guides, Interviews, Surveys

      iii) Informants

      iv) Internal Validity & Reliability for each measure

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    e)   Procedures

        i)   Recruitment procedures, procedure to acquire informed consent

        ii) Data collection

        iii) Intervention

        iv) Protocols – standardized protocols included in the intervention or collection of the measures

    f)   Analysis Plan

        i)   List analysis plan for each study aim

        ii) Power analysis for each aim in quantitative analysis

        iii) Power (saturation) depends on question/design and generalizability for qualitative methods

    g)   Rigor

        i)   Credibility

        ii) Internal & External Validity of overall study design

        iii) Fidelity of intervention and/or study

        iv) Limitations – related to the study design, sampling, data collection procedures, measures, or analysis

3) Summary

    a)   Knowledge to be gained

    b)   Strengths of design/methods

4) Appendices – Optional, depends on department or advisor recommendations

    a)   Instruments and/or Data collection guidelines, Translation of instruments/guides

    b)   CHR Application

    c)   Tentative Dissertation Chapter Outline – plan for each chapter

    d)   Protocols included in the study design

    e)   Supporting Documents

        i)   CHR from outside institution (if applicable)

        ii) Permission from PI/Institutional for secondary data analysis

Standard Format for Dissertation Organization:
Please see **Guidelines for Preparing Theses, Dissertations, and Manuscripts at**
https://graduate.ucsf.edu/document-format

**<u>Use of Published Materials and Papers to be Submitted for Publication as Part of the
Dissertation</u>**

The Graduate Division allows students who have already published papers during their doctoral
program as well as those who would like to submit papers for publication to use these papers as part
of their dissertation. Following are guidelines and format recommendations for this dissertation
option.

<u>Guidelines</u>
1. Any publications (or publishable papers) to be used in the dissertation must represent
   research or scholarship comparable in scope and contribution to the standard dissertation.
2. All papers must be full-length articles in line with expectations for reviews or reports of
   original research that are found in recognized journals. Abstracts, monographs or short
   summaries are not acceptable.
3. The papers must be prepared from start to finish under the supervision of the dissertation
   committee.
4. The student must be the primary author of the papers, with content based on scholarship or
   research conducted primarily by the student.
5. Planned content for the three papers, including potential areas of focus, authorship, and
   likely journals for submission, will be agreed upon by the student and dissertation committee
   at the defense of the student's research proposal. With agreement of the committee, planned
   content of the papers may change, based upon findings from the dissertation or other factors.
6. Papers submitted for publication prior to the final defense of the dissertation need to have
   approval of all dissertation committee members.
7. Papers not yet submitted at the time of the final defense should be approved by all committee
   members as ready for publication, with an agreed upon date for submission.
8. When determining authorship on papers, students should refer to the *Publication Manual of
   the American Psychological Association* for information on 'publication credit' or the
   International Committee of Medical Journal Editors' reference on 'Authorship and
   Contributorship': http://www.icmje.org/recommendations/browse/roles-and-
   responsibilities/defining-the-role-of-authors-and-contributors.html
   <u>Format</u>
1. The dissertation should begin with an introductory chapter that describes the study problem,
   including the purpose of the study, its significance, and the research aims or questions that
   were approved by the committee in the proposal defense. The introduction should also
   describe how each published/publishable paper will be incorporated into the overall
   dissertation.
2. The second chapter should consist of a literature review and/or conceptual framework for the
   study. This chapter may be one of the published/publishable papers.
3. At least two of the papers must be data-based manuscripts. The methods and results of the
   dissertation can be described as part of these papers. Each paper can be presented as a
   separate chapter of the dissertation and should be clearly linked to one or more of the
   original study aims/questions. If key aspects of the dissertation's methods and/or results are
   not described in the papers, they should be included as an additional chapter to assure that
   methods and results related to all study aims/questions are fully addressed in the dissertation.
4. A final discussion chapter should synthesize dissertation findings for all aims/questions,
   describe and interpret the significance of the overall dissertation results, and identify
   implications for research and practice that stem from the entire dissertation.

Important Considerations from the Doctoral Program Council

These supplemental guidelines, developed by the Doctoral Program Council, provide additional information to assist advisors and students as this option is individualized by the dissertation committee.

Role of the Student:
- If a student believes she/he would like to use this option, the student should initiate a conversation with the adviser at the earliest possible opportunity.
- The student may draft a tentative plan delineating the focus and scope of each paper. Such a plan can serve as a guide for discussion with committee members.
- Ensure that any faculty member who has provided data for a paper be a member of the dissertation committee.

Role of the Advisor:
- Advise the student to negotiate in advance issues with faculty who are involved with the student's research (e.g., access to the data; authorship). Document the agreements with a memo or e-mail.
- The advisor may review the student's tentative plan prior to the dissertation proposal defense.

Role of the Dissertation Committee:
- The dissertation committee must approve the use of published materials in the dissertation.
- Develop general and specific criteria to ensure that the publication(s) represent research or scholarship comparable in scope and contribution to the portion(s) of the standard dissertation it replaces. It may be beneficial to both the student and the committee members to review the tentative plan drafted by the student and Advisor and to finalize it in writing after obtaining consensus.

Additional Considerations:
- The collection of published papers must constitute a logical link of knowledge development along a common thread of scholarship (general criterion).
- If the publication(s) replace(s) the methods and results sections of the dissertation, a data based manuscript is required (specific criterion).
- Clarify requirements for Introduction and decide whether a Summary/Conclusions section is also desirable.
- Agree on the authorship of the published materials (e.g., first author or . . .). For additional guidance, the committee may want to refer to "Authorship of Research Papers" located in the Faculty Policy Manual or American Psychological Association "What you need to know about the new code". Both these sources generally suggest "except under exceptional circumstances, doctoral students should be listed as first author on any article substantially based on their dissertation."
- Agree on the status of the published materials (e.g., accepted, submitted, and published)
- Agree on the types of journals for which the manuscript(s) are deemed appropriate and at an acceptable level.

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__Century Club Funding for Dissertation Research__

Through the generosity of annual giving by School of Nursing Alumni, Century Club funds are available for the support of dissertation and thesis research. These funds are administered through the Office of Student Affairs. The maximum award per doctoral student is $1,000, $500 per Master's student. The purpose of the funds is to defray the cost of data collection. For more information, contact the Student Funding Coordinator, Office of Student Affairs.

Teaching Residency Proposal Form

TEACHING RESIDENCY PROPOSAL

Name: _____ Date: _____
Advisor: _____ FOR(s):_____
Signature Advisor: _____ Date: _____
Signature FOR: _____ Date: _____
Signature FOR: _____ Date: _____
Quarter/year Teaching Residency is to be completed: _____ Units: _____
Directions: Please **attach a written description of your prior teaching experience** (see reverse), if any and identify your areas of strength as well as your learning needs or goals. With your advisor and faculty of record for the course, who will serve as your faculty mentor, identify objectives and corresponding learning activities to gain or increase your teaching expertise. Also, determine how your work will be assessed to demonstrate the achievement of your goals or learning objectives. Please keep in mind Teaching Residencies encompass more involvement and commitment to the learning process for yourself as well as the success of each student in the course, than a basic teaching assistantship.

Teaching Residency Objectives:
1. _____
2._____
3. _____
4. _____

Specific Activities to Meet each Objective:
1._____ 5._____
2._____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

To Advisor/FOR Mentor(s): My prior teaching experience includes (be specific about prior experience in course planning, student assessment, tutoring, facilitation, dealing with difficult or complex student situations, test construction, developing meaningful course assignments, use of simulation, rubric development, grading, content delivery methods, and other experiences in teaching):

Qualifying Examination Expectations and Criteria

The following are the expectations for the qualifying examination. Before taking the qualifying examination, students must have completed foundational course work and should have completed two research residencies of at least 3 units each. The three focusing papers will reflect the three areas specified by the student on the graduate division qualifying examination form. Faculty committee members should receive the final draft of the focusing papers a minimum of two weeks prior to the scheduled examination.

The following are **essential** qualities that should be exhibited in the focusing papers:

- Comprehensive knowledge of the literature for each area.
- Critical approach to empirical evidence.
- Integration and synthesis of ideas within each area.

Well-written, acceptable focusing papers are prerequisite to taking the oral qualifying examination. After two unsuccessful attempts at submitting final versions of the focusing papers, the student may be asked to leave the program. Students should receive feedback from committee members about the focusing papers prior to the examination.

Primary responsibility for the following activities should be as follows:

a. Student:
   - Selecting content areas for examination.
   - Negotiating dates and times for faculty and student availability to schedule the examination: (*Note:* The chair of the committee schedules the room and officially notifies the committee and student).
   - Arranging for faculty feedback to student on the focusing papers before the examination.
b. Student and adviser:
   - Recommending faculty members for the examination (considering qualifications and appropriateness).
c. Student, adviser, and chair of the committee in consultation with the committee:
   - Determining student readiness to take the examination.
d. Chair of the committee in consultation with the committee:
   - Answering questions about the nature of the examination (e.g., use of focusing papers by the student in the examination).
e. Chair of the committee:
   - Discussing the outcome of the examination with the student.

The following are **essential** criteria for passing the qualifying examination:

- Effective verbal articulation of knowledge and its application.
- Knowledge of research methodology.
- Comprehensive knowledge of general literature in the selected areas for study.
- A critical, analytic approach to the areas for study.
- Knowledge of the relationship of relevant basic and social sciences to the selected examination topics.
- Ability to synthesize theory and research.
- Identification of areas of needed investigation and appropriate research methodology

to address these questions.

The student is expected to apply to the Graduate Division for advancement to candidacy upon successful completion of the qualifying examination.

Competencies Measured through the Written Papers*

- A comprehensive knowledge of the literature related to her/his area of study or research question
- The ability to critique empirical evidence, theoretical reasoning, and other sources of knowledge that inform her/his area of study or research question
- The ability to integrate, synthesize and interpret ideas and findings from pertinent literature
- The ability to think and write in an organized and clear manner

Competencies Measured at the Oral Examination*

- A comprehensive knowledge of general literature in the selected area of study
- A critical and analytical approach to ideas and related literature in the area of study
- A knowledge of relevant biological, behavioral, and/or social sciences that inform the selected area of study
- The ability to synthesize/integrate theory and related research findings
- Knowledge of research methodology (measurement, data collection, data analysis)
- The ability to identify areas of needed investigation and appropriate research methodology to address research questions in the selected area of study
- The ability to articulate knowledge and its application in a meaningful and logical way

*These competencies reflect expectations approved previously by faculty

Recommended Guidelines for Qualifying Examination Papers

Prior to the initiation of writing the papers for the qualifying exam, it is important for the student and advisor to identify the concepts of interest for an area of study and/or the possible question to be examined through the dissertation research. These concepts and their relationships will serve as the basis for identifying appropriate theories, methods and research literature to be addressed in the papers.

THEORY PAPER

- Purpose of the paper – To describe, analyze, critique and compare 2 or 3 theories, models or conceptual frameworks that inform the area of study or research question. Ultimately, the paper will help the student to adopt an appropriate existing theory or develop a conceptual framework to support the dissertation research.
- Elements of the paper–
  o Identify two or three theories or conceptual frameworks and the rationale for their selection.
  o Describe the key concepts and relationships within each theory.
  o Identify the criteria or evaluation framework that will be used to critique the theories.
  o Analyze and compare the selected theories using the identified criteria or evaluation framework; a primary focus should be on their relevance to the area of study or research question.
  o Identify the theory or framework that is most appropriate for the area of study or research question. A student may decide, in this component of the paper, to develop a conceptual framework or model that draws from existing theories in a novel way that is most relevant to the area of study or research question.
  o Provide a rationale for the selected theory or framework as well as describing its limitations for supporting the area of study or research question.

REVIEW OF THE LITERATURE

- Purpose of the paper - To describe and critique relevant studies in the field that inform the area of study or research question. This paper is not intended to be, but does not exclude the possibility of, a formal systematic review or a meta-analysis.
- Elements of the paper -
  o Explicate an area of study or a research question that the review of literature will address.
  o Describe the individual studies, their key findings, and their strengths and weaknesses.
  o Critique the body of literature as a whole to identify methodological and substantive strengths, limitations, and gaps in knowledge within the field.
  o Identify recommendations for future research based on the strengths, limitations, and gaps in the literature.

  o Include a table as an appendix that summarizes the individual studies in a concise way

METHODS PAPER

- Purpose of the paper - To identify and critique measures/approaches that are appropriate for collecting and/or analyzing data related to the area of study or research question. Students may focus the paper on methods of data collection, methods of data analysis, or both.
- Elements of the paper –
  - Clarify whether the paper will focus on methods of data collection, methods of data analysis, or an integration of the two (which is often relevant when using qualitative approaches)
  - Describe the key concept for data collection or the general research question for data analysis.
  - Identify and describe two or three measures/approaches that are appropriate for collecting data on the concept and/or analyzing data regarding the research question.
  - Critique each of the measures/approaches for its general strengths and limitations and its relevance to the area of study or research question.
  - Choose the most appropriate measure/approach for the area of study or research question and justify the decision.

Sample Worksheet for the Qualifying Examination Committee

Criteria Measured through the Written Papers*

- Demonstrates a comprehensive knowledge of the literature related to her/his area of study or research question

Outstanding_____Good_____Acceptable_____Unacceptable

- Critiques empirical evidence, theoretical reasoning, and other sources of knowledge that inform her/his area of study or research question

Outstanding_____Good_____Acceptable_____Unacceptable

- Integrates, synthesizes and interprets ideas and findings from pertinent literature

Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates the ability to think and write in an organized and clear manner

Outstanding_____Good_____Acceptable_____Unacceptable

Criteria Measured at the Oral Examination*

- Demonstrates a comprehensive knowledge of general literature in the area of study

Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates a critical and analytical approach to ideas and related literature in the area of study

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Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates a knowledge of relevant biological, behavioral, and/or social sciences that inform the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates the ability to synthesize/integrate theory and related research findings
  Outstanding_____Good_____Acceptable_____Unacceptable

- Demonstrates knowledge of research methodology
  Outstanding_____Good_____Acceptable_____Unacceptable

- Identifies areas of needed investigation and appropriate research methodology to address research questions in the area of study
  Outstanding_____Good_____Acceptable_____Unacceptable

- Articulates knowledge and its application in a meaningful and logical way
  Outstanding_____Good_____Acceptable_____Unacceptable

*These competencies reflect expectations approved previously by faculty.
Examples of Behaviors that Reflect Different Scale Values[1]

Outstanding: Addresses the most highly relevant or state-of- the-art theories, methods or literature; Demonstrates a complete, detailed and very cogent presentation of ideas; Is very analytical or creative in presenting ideas; Provides new, original insights regarding theory or research; Synthesizes the literature or relevant ideas with great insight, depth and sophistication; Makes detailed connections of the literature to the research question for study; Identifies problems and limitations in the field of study that go far beyond the obvious; Is very logically consistent and internally coherent in discussion of ideas; Integrates a broad base of ideas from multiple fields; Applies theory or research in ways that no one has applied it previously; Proposes new methods for solving complicated problems; Documents statements in a careful and comprehensive manner; Justifies personal judgments about various methods or theories; Proposes innovative and significant theoretical or methodological approaches; Understands the field of study "inside and out"; Identifies and critiques competing ideas in the field; Presents ideas in a convincing and compelling fashion.

Good: Shows a nuanced understanding of existing theories, methods and literature in the field; Is thoughtful and accurate in critique of various theories, methods and literature; Uses existing methods or models well; Presents ideas coherently; Supports conclusions with evidence and a discussion of their consistency or inconsistency with prevailing views; Recognizes how different views can be integrated or mutually understood; Shows an appreciation of the shortcomings or limitations of the field; Focuses on the key issues in a logical way; Describes interrelationships among findings or theories that are not necessarily obvious; Provides rich illustrations of how theories or findings apply to the selected area for research; Makes points that are well-articulated, interesting and important.

Acceptable**: Provides a general and basic discussion of the theories, methods or literature but may be insufficiently specific, distracted by irrelevant content, or not attentive to key or recent work; Discusses key content but may have difficulty pulling aspects of the content together in an effective or innovative way; Shows evidence of basic knowledge but is not well organized or compelling in how it is discussed; Describes existing theory or methods adequately but may be vague or limited in her/his understanding, accept them at face value (cannot identify shortcomings or problems), or "oversell" the ideas or approach; Builds on less sophisticated, inferior, or less challenging theories or literature; Has little breadth in her/his understanding of research

methods, depending on a limited knowledge of specific modalities; Derives evaluation of ideas in the literature from other scholars, with little original analysis and critique; Gives little consideration to diverse or varied theories or methods; Articulates views and interpretations in a fashion that summarizes existing knowledge rather than analyzing and extending it.

Unacceptable: Shows a fundamental lack of understanding of the theories, methods and/or literature in the selected area of study; Cannot explain theory or methods, including basic knowledge regarding their development or evaluation; Cannot discern or describe important elements of the literature; Identifies theory, methods, or research literature that is inappropriate for the research question to be studied; Has multiple errors in description and interpretation of the literature; Neglects or ignores key or recent literature in the field; Consistently overstates personal views and opinions to the exclusion of other important considerations; Cannot explain her/his ideas or opinions in an understandable, logical way; Includes tangential material; Does not document statements or provide evidence to support them; Presents content that lacks any careful thought; Shows no evidence of critical or analytic thinking.

_____

**Examinations that are found only "Acceptable" will typically result in specific recommendations by the committee. Recommendations may include expectations for certain coursework or directed work with the advisor or another mentor prior to the student proceeding with development of a dissertation proposal.

[1]These behavioral examples are adapted from "Developing Quality Dissertations in the Social Sciences" (B. Lovitts and E. Wert, 2009)
Draft – Doctoral Program Council 3-16-12

Master of Science Thesis Guidelines

Definition and Considerations

The Thesis is a written scholarly work that reflects original investigation and analysis of a problem. It is one option that fulfills the requirement for the Masters of Science (MS) degree conferral. The systematic process of investigation and writing the thesis is similar to scholarly work on a larger scale, such as the doctoral dissertation. This process includes identification of the problem or area of interest, review of relevant literature, proposal of thesis research topic, determination of research design, analysis strategies, presentation of results and discussion/conclusions.

The thesis investigation and writing process is an excellent opportunity to conduct an independent study/analysis while under the supervision of a faculty mentor and thesis committee members.   Thesis work promotes analytic thinking and encourages collegial interaction with faculty and peers. For some students, the thesis stimulates a focus for research that can be further explored in doctoral study or serve as a basis for publication. Therefore, the decision to write a thesis should include careful consideration of short and long-term career goals.

The decision to write a thesis should be made early in the masters student's academic program and must involve a discussion with the academic adviser. It is highly recommended this discussion occur in the first or second quarter of enrollment. The Program Director should also be involved in this discussion, as he/she can help identify resources such as a faculty mentor and committee members.

Constitution of the Thesis Committee

The Thesis Committee and Qualifications

The faculty adviser should be the primary resource in the student's determination to write a thesis and should guide the selection of a proposed Thesis Committee. A research focus and identification of the problem to be explored should be determined during the student's first year in the Master's Program. Agreement on the plan of the thesis and selection of a proposed Thesis Committee should be completed in collaboration with the faculty adviser.

The Thesis Committee is comprised of three persons: one (1) Thesis Committee Chair and two (2) Thesis Committee Members.

> The **Thesis Chair** is the lead faculty mentor for the thesis research and writing process and may be from within or outside of the student's department. The Thesis Chair must be a member of the University of California San Francisco Division of the Academic Senate and hold a doctoral degree. The Thesis Chair must also have substantive experience in the research topic area.

> The **Thesis Committee Members** assist in the supervision of thesis research and writing.

> Members of the San Francisco Division of the Academic Senate as well as non-members of the San Francisco Academic Senate are eligible to serve as a Thesis Committee Member. Non-members of the San Francisco Division must be approved by both the School of Nursing Program Director and approved by the Dean of the UCSF Graduate Division. At least one of the Thesis Committee Members must be from the student's department. At least one Thesis Committee member should be knowledgeable in substantive areas of the proposed thesis, including in research.

The Committee is approved by the chair of the student's department and the Dean of the Graduate Division after the student has been advanced to candidacy by the Graduate Division.

In the event it becomes necessary to reconstitute the Thesis Committee, or if there are program changes after the student has advanced to candidacy, recommendations for such changes must be communicated to the Graduate Division by the student through submission of the *General Petition Form,* linked below.

If a Thesis Committee Member leaves the University before the thesis process has been completed, the student must replace the Thesis Committee Member. The process for replacing the Thesis Committee Member is the same as for establishing the original Thesis Committee. The new committee member will be oriented by the Thesis Committee Chair, who will make available to the new member Committee minutes and deliberations regarding the thesis proposal and plan. The student will provide copies of the thesis and/or sections to members of the Committee.

Administrative Aspects of the Thesis

Required Administrative Petitions and Submission Sequence

Request for Non UCSF Academic Senate Member Appointment to Thesis Committee Petition

Use "General Petition" Form: https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/general-petition-2016.pdf

Completion of this form is only necessary if a Thesis Committee member is not a member of the UCSF Academic Senate.

Request for Thesis Plan Approval (Form): *https://courses.ucsf.edu/pluginfile.php/445792/mod_resource/content/10/Request %20for%20Thesis%20Plan%20Approval.pdf*

The Thesis Chair and Committee Members approve the thesis plan, including the focus of the research, the identified problem, methodology, and timeline for completion. Approval of the Thesis Plan must be requested from the Chair of the student's department via the *UCSF School of Nursing Request for Thesis Plan Approval" Petition.* Copies of this completed form should be submitted to the student's Department Chair, School of Nursing Office of Student Affairs (OSA), the students' Academic Adviser, the Thesis Committee Chair, and the Thesis Committee Members. Additionally, for Thesis Committee members who are outside of the student's department, the Chair of the outside department also receives a copy of the completed form.

Approval of Thesis Plan (Form): http://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/MS_Title.pdf

This form is used to formally submit the thesis title and documents the Thesis Committee Chairperson and Members approval. The student is responsible for obtaining

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all signatures and submission to the School of Nursing Office of Student Affairs.

Application for Candidacy for the Degree of Master of Science (School of Nursing) (Form): https://graduate.ucsf.edu/sites/graduate.ucsf.edu/files/wysiwyg/advance-candidacy-ms-nursing-2016.pdf

The student who intends to write a thesis notifies the Graduate Division of this decision via the Advance to Candidacy for the Degree of Master of Science (School of Nursing) Form. The student must have successfully completed at least eighteen (18) academic quarter units before applying for advancement to candidacy. The intent to advance to candidacy via thesis is designated as PLAN I on this form. The thesis title, Thesis Committee Chair and up to three Thesis Committee Member names are entered on the form. The academic standing at the time of submission is recorded by the student on the form. The completed form is signed by the academic adviser and the student. The *Approval of Thesis Plan* document must be attached to the *Application for Candidacy for the Degree of Master of Science (School of Nursing) form at the time of submission.* Both documents are submitted to the Graduate Division. Once advancement to candidacy has been approved by the Graduate Division, the student and Office of Student Affairs will receive notification. A thesis publication of fee of $55 is due at the time of petition submission.

After advancement to candidacy, the student has a maximum of five quarters to complete the thesis. Any leave of absence time is calculated and included as part of this allotted time.

Academic Credit:

Academic credit is not given for the thesis. However, the student may enroll in: N298: Thesis or Comprehensive Exam (0 units): Fall, Winter, Spring

FOR: Staff

Prerequisite(s): Advancement to candidacy and permission of the graduate adviser.

Course Description:

For graduate students engaged in writing the thesis for the master's degree or taking a comprehensive examination required for the master's degree.

The student should consult with the Thesis Committee Chair if enrollment in this no credit course is needed/recommended.

Thesis Research Data Source Options

In addition to the traditional thesis research data collection, there are two (2) accepted alternative methodologies:

Alternative A: A secondary analysis of data already collected. An existing data set may be analyzed in terms of the study problem, literature, and methodology chosen by the student. Use of the existing data set must be negotiated and approved by the owner of the data set.

<u>Alternative B</u>: The conduct of thesis research within a larger study being conducted by faculty. A larger study being conducted by a faculty member may provide the context within which the student identifies a problem, reviews the literature, selects a methodology, joins with that of the larger study, adds some element to the total data set being collected, or analyzes the relevant data.

Committee on Human Research (CHR) Approval

After consultation with the Thesis Committee Chair, the student should consult the UCSF Committee on Human Research (CHR) to determine if the approved thesis proposal must be submitted for institutional protection of human subjects review and approval. The thesis proposal must contain at a minimum the information required by the CHR, as virtually all proposals must be approved by this Committee before data collection begins. If the thesis research is a secondary analysis, the student should discuss the necessity of CHR approval with their Thesis Committee Chair and Committee Members.

Thesis Content and Format

Guidelines for Thesis structure are presented in Appendix A. The submission of the thesis should meet the requirements and conform to the Graduate Division's <u>Guidelines for Formatting the Thesis</u>. Research data not within the body of the manuscript format, but relevant to the study question and useful to further development of the question, may be placed in an appendix for submission. The research findings from a traditional thesis or alternate approach may also be submitted in a manuscript format meeting the requirements of the journal selected for submission for publication.

Thesis Manuscript Section Sequence and Content

I: Introduction

Outline the problem area for the study. Ask what is the broader context in which the problem is found and then narrow the topic to the specific study at hand, demonstrating the relationship between the current study and the larger context. From this analysis, clarify the questions being asked, their importance, and why they are of interest. Sections might include the following: statement of the problem, objectives of the study, and significance.

II: Review of Literature

Review the literature within an organizing framework, with attention given to the most current literature on the specific area of study, as well as to significant variables, etc. The reader is primarily concerned with the study question and needs to understand the state of knowledge in that area. If possible, place the problem in the context of current and past nursing practice. The literature review should provide a critique of relevant studies and identify any gaps in nursing knowledge. Be mindful that the literature review is not an annotated bibliography.

III: Methodology

This section should be organized in a way that is consistent with the study. Sufficient detail should be provided to allow the study to be replicated. Although it is possible to begin by rephrasing the questions asked in the introduction, in this first section of the research design, the research questions usually are conveyed as exploratory questions, null

hypotheses, or directional hypotheses. One section of this section should specifically define the variables to be examined.

Research methodology should be described and rationale should be given for why the methodology is appropriate for the study. Sample characteristics, study design, and inclusion/exclusion criteria used during the selection process also should be described. For instance, if there was a control group, similarities between control and intervention groups can be described in methods section, although such sample characteristics may also be presented in the results section.

Another section should include the instruments used in the study. State how they were constructed, why they were selected, what variables were measured, etc. If the instrument was borrowed from another study, include reliability and validity data. If the instrument was developed by the author, include how the instrument was created, field tested, etc.

How were reliability and validity determined, e.g., what does the instrument purport to measure (a validity concern), can the data gathered by the instrument be trusted (a reliability concern), and what sources of error were present during the administration or collection of the data (a utility as well as a reliability concern)? Outline the protocol or procedures used during data collection.

IV: Results

In this section, the results of the study are clearly presented and their significance indicated through statistical testing (if a quantitative study) or through presentation of key findings from interviews (qualitative study). If specific hypotheses were offered, they should be answered in the same order as originally presented. Tables should be used to summarize data but these data should not be repeated unnecessarily in the text. Implications of the results belong in the discussion section, as do conclusions.

V: Discussion

In this final section of the thesis, the exploratory or experimental questions that were posed in the introduction should be answered. After study, results are compared and contrasted to other studies, discuss strengths and limitations of findings, and outline areas that could be strengthened in future studies. Was anything of statistical or clinical significance discovered from the study? How do study results extend or clarify existing knowledge? What is the significance of results for nursing theory, practice, service, and/or education? If the sample size was too small, it is appropriate to state this fact when attempting to draw inferences from the data.

Standard editorial format should follow that of the American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.).

Washington, DC: Author.

Thesis Presentation:

The Thesis is typically presented orally to the Thesis Committee in a public or private session. Arrangements, such as date, time and location, should be made through the Thesis Chair.

Thesis Formatting and Submission Process

After completion of the Thesis, the guidelines for submitting the final documents are available at the UCSF Graduate Division, Guidelines for Submitting a Thesis. The title page requires ink-handwritten signatures from all committee members. Electronic signatures are not acceptable.

The Publishing Agreement must be attached to the final copy submitted to Graduate Division. It should be the final page of the thesis and numbered accordingly.

Formatting the Thesis, Dissertation, or Manuscript:

The text below has been adapted for this handbook from the original source:

http://graduate.ucsf.edu/document-format

General Formatting

Fonts

Use a font that is easy to read. Times, Times New Roman, or Arial (11 or 12 point) are safe choices.

Margins

Every page of your thesis, dissertation, or manuscript must have a one-inch margin on all sides, top, bottom, left, and right. The only element that may be placed outside of the one-inch margin is the page number, which should print no closer than one-half inch from the edge of the paper.

Spacing

Double spacing should be used except in those places where conventional usage calls for single spacing such as footnotes, indented quotations, and tables. This includes the abstract and dedication pages.

Pagination

- All pages must be numbered except the title page.
- Page numbers may be placed at the top or bottom of the page, and may be center or right justified, but must be *consistently* placed throughout the document.
- Preliminary pages must be numbered sequentially using lower case Roman numerals (i, ii, iii, iv, etc.).
- The title page counts as page "i," but the number should not be printed on the page.
- For numbering the remainder of the manuscript, including the main body text, illustrations, bibliography, appendices, and library release form, use Arabic numerals (1, 2, 3, 4, etc.).
- Do not use letter suffixes, such as 21a, 21b.

Orientation and Page Size

- All pages in your final document must be in the portrait orientation, and all pages must be 8.5" X 11" (standard US letter size).
- If you must use landscape orientation for certain elements of the document (such as a wide, horizontal chart or graph) to fit on the page, rotate the image 90 degrees counter-clockwise, so that the bottom of the element is on the right side of the

page. Text should be oriented in the same way as the graphic. However, note that the page number must still be in the same location, and have the same orientation, as on all other pages. (See a picture of what we mean.)

Charts, Figures, Illustrations

All images and illustrations must appear within the required one-inch page margins. When scanning or saving images, be sure to set the resolution for at least 300 dpi.

Using Previously Published Materials

With the approval of your committee and graduate program, material that you have previously published may be accepted as part of a thesis or dissertation. The published material must meet all formatting requirements, which may necessitate reduction of the published material. (See more information on using previously published materials.)

Assembling the Document Elements

Preliminary Pages

Organize the preliminary elements in the following order:

1. **Thesis Cover Page**: Download the appropriate cover page form from the forms section of this website. Fill in your name, thesis title and graduate program on the cover page. Your name must match the name on all official UCSF documents. Your committee members should sign the Cover Page in black or blue ink. The Cover Page is counted as page i, but the page number should not appear at the bottom. Once this page has been signed by your committee you will need to scan it and add it to your thesis as the first page.

1. **Copyright Page**: Insert a blank, *numbered* page, for page number ii, *if* you are not filing a copyright. If you *are* planning to register a copyright, a statement of copyright must be included on this page. Further information regarding copyright guidelines can be found here: http://media2.proquest.com/documents/copyright_dissthesis_ownership.pdf

   The format should be:

   Copyright 2017
   by

   Albert Einstein

2. **Dedication and Acknowledgments**: You may wish to acknowledge the help and support from particular people during the course of your work. If you are using published material, you may need to include a reference to the publication in which the material originally appeared, including co-authors, multiple published papers, or copyrighted material.

3. **Abstract**: The abstract should not be longer than 350 words. The "abstract" field in the ProQuest interface will truncate the abstract if it exceeds this word limit. However, your actual abstract (i.e. the abstract you upload as a PDF within your document) may be as long as you need it to be. The title of your thesis and your name should appear at the top center of the page. The abstract should include a brief statement of the problem, a description of the methods and procedures used to gather data or study the problem, and a condensed summary of the findings.
4. **Table of Contents**: The table of contents should consist of the chapter titles and page numbers (this page should be double spaced).
5. **List of Tables**: The list of tables, if applicable, should be in the same format as the table of contents, i.e. the names/numbers of the tables, and corresponding page numbers (this page should be double-spaced).
6. **List of figures and/or Illustrations**: The list of illustrations, if applicable, should also be in the same format as the table of contents, giving the figure or illustration names/numbers and corresponding page numbers (this page should be double-s p a c e d).

Main Body

Place the following elements, which make up the main body of your document, in the following order after the preliminary pages listed above:

Text

The first page of the main body of the manuscript should be numbered with Arabic numeral "1" and *all* subsequent pages (including those with charts, graphs, illustrations, photographs, the bibliography, appendices, and library release form) should be numbered with consecutive Arabic numerals (2, 3, 4, 5 and so on).

Notes

Footnotes, citations, and bibliographic references may vary by graduate program. Consult your committee for the footnote style used by your program.

Appendices

This section will contain supporting material. You may need to reduce the size of some material to fit within the margins. Appendices must be numbered in consecutive order as part of the main body of the manuscript. For example, if the last page of your text is 101, then the appendix should begin on page 102.

UCSF Library Release

Download the Library Release form, print it out, and sign it. Then, scan it and add this as the last page of your document (include a page number on this page). **OR** you may copy and paste the text below and use it to create the last page of your document:

Publishing Agreement

It is the policy of the University to encourage the distribution of all theses, dissertations, and manuscripts. Copies of all UCSF theses, dissertations, and manuscripts will be routed to the library via the Graduate Division. The library will make all theses, dissertations, and manuscripts accessible to the public and will preserve these to the best of their abilities, in perpetuity.

I hereby grant permission to the Graduate Division of the University of California, San Francisco to release copies of my thesis, dissertation, or manuscript to the Campus Library to provide access and preservation, in whole or in part, in perpetuity.

Author Signature _____

Date _____

(This final page must be signed and dated and should be numbered.)

Guidelines for Submitting a Thesis (or Manuscript):

Text below is adapted for this handbook. Source: http://graduate.ucsf.edu/submitting-thesis-or-dissertation#http://graduate.ucsf.edu/submitting-thesis-or-dissertation

The submission of your thesis or manuscript is the final step in the awarding of your degree. The finished document is a scholarly work, and something to be proud of — the result of a long period of preparation and research. Follow these guidelines carefully to ensure the process goes smoothly.

General Guidelines

Allowing enough time for all the required steps, paying attention to deadlines, and adhering to the required format guidelines are crucial. The electronic copy of your thesis, dissertation, or manuscript, which you submit to the Graduate Division through Proquest, is deposited in the UCSF Library and becomes an official and permanent record available for use by other scholars and the public. Your committee will guide you in the content of your manuscript, and your graduate program may specify certain elements of style in addition to the prescribed format for all programs.

How much time will the submission process take?

It can be difficult to estimate the time it will take for your thesis, dissertation, or manuscript to be read, revised, and approved. Leave plenty of time to submit work and be aware that faculty may be unavailable during the summer and holidays at the end of the fall quarter. Also, any formatting problems that require revision after you upload documents may delay the approval process, so you would be wise to allow extra time for this too.

What are the deadlines?

The deadline for submitting the thesis or dissertation is the last working day of the quarter. Please refer to the UCSF academic calendar for this date. If you are unable to submit the thesis or dissertation by the deadline, you must either register or go on filing fee status for the next quarter. In order to be on the degree list, you must either be registered or on filing fee status for the quarter. (Read more about filing fee status.)

How do I submit the final documents?

Theses, dissertations, and manuscripts must be submitted online through Proquest. Note

that the options you choose when submitting your document to Proquest, e.g. publishing options, copyright services, etc., will affect costs. UCSF covers the cost of the traditional publishing option for all students. If you choose open access publishing, then *you* are responsible for the difference between the traditional publishing fee and the open access fee. Likewise, if you choose to have Proquest apply for a copyright on your behalf or if you desire any other service (e.g. binding or printing), then *you* are responsible for additional fees. See the Proquest website for more information on pricing and the various options available.

Once you submit your documents to Proquest, the Graduate Division will review them to make sure you have included the following:

1. Full copy of your thesis, dissertation, or manuscript with correct pagination (as a pdf file). See format specifications.
2. First page of the document (as a pdf file): a scanned copy of the Cover Page with the written signatures of each committee member. Download the required Cover Page forms section of this site.
3. Last page of the document (as a PDF file): the signed library release form.

Additional steps required:

1. Please deliver the original signed cover page only to us at Herbst Learning Commons and Student Center, on the 1st floor of the Mission Hall Building (Room 1300, 550 16th Street San Francisco) - on the Mission Bay campus. Or you can send it to us via campus mail box 1227.
2. Alternatively, you may mail this document to:
   UC San Francisco, Graduate Division

   Attn: Ellen Levitan
   Campus Box 1227

   550 16th St, Room 1300
   San Francisco, CA 94143

   Note: If using a courier service e.g. FedEx, use the zip code 94158. If sending the signed title page via campus mail, please send to campus box 1227, attention of Ellen Levitan.

   Download the required title page in the forms section of this site.

Questions about content, citation style, and specific program requirements may be addressed to your thesis, dissertation, or manuscript committee or graduate program.

Questions regarding format, deadlines, and online submission may be directed to:

Ellen Levitan, Student Services Officer, tel. 415 476-8280, email: ellen.levitan@ucsf.edu

Appendix A

Graduate Division Guidelines for Thesis Structure

Table of Contents (The author should develop logical subcategories under each section heading.)

Title of Thesis

Introduction/Background

- The Study Problem
- Introduction to problem and sub-problems (what led to the problem being chosen?)
- Statement of the problem
- Purpose(s) of the study (list only)
- Need for the study (significance)
- Assumptions (if relevant)
- Hypothesis (if relevant) or questions
- Definition of terms
- Review of Relevant Literature (the following components may be reversed)
- Conceptual or theoretical framework (discussion of theoretical framework underlying study and operational description of concepts)
- Overview of relevant research reports directly related to the problem

Methodology

- Research design (survey, experimental, field studies, case studies, etc.)
- Description of research setting (if relevant)
- Sample
- Sample size
- Criteria for sample selection
- Instruments
- Description
- Scoring
- Validity and reliability
- Procedures: how, when, etc., instruments are to be used
- Instruments: interview guide (structured or non-structured), participant observation, chart audit, etc.
- Procedure for data collection
- Statistical/data analysis plan
- Human subjects assurance

Results

- Findings
- Discussion
- Limitations
- Implications for nursing
- Future research

Request for Thesis Plan Approval - Form

| UCSF School of Nursing | Nursing Student Affairs
University of California, San Francisco
2 Koret Way, Room N319X
San Francisco, CA 94143-0602 |

Request for Thesis Plan Approval

Student's Name

Department

Tentative Title of Proposed Thesis

Substantive Area

Projected Start Date   Quarter & Year

Projected End Date   Quarter & Year

Proposed Committee Chair

Proposed Committee Members

_____

Faculty Advisor Approval (signature)   Date

_____   _____

Department Chairperson Approval (signature)   Date

Copies to:
1. Department Chairperson
2. Student
3. Office of Student Affairs
4. Advisor
5. Thesis Committee Chairperson
6. Thesis Committee Members
7. Department Chairperson, Thesis Committee Members (if not same as 1)

Return to the Office of Student Affairs. Please keep a copy of this form for your own files.

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UCSF SCHOOL OF NURSING

Faculty Request for Training Affiliation Agreement (TAA)
Overview (Revised Oct 2015)

From:Lynne Palazzolo, Clinical Placement Coordinator (415-502-3525).
Tony Lau, Clinical Affiliation Analyst (415-476-9708)

- Purpose of Form: To request a Training Affiliation Agreement (TAA) to be established with an agency for student clinical placement. The form must be submitted by requesting faculty.

- Responsibility of Requesting Faculty: Screen agency for suitability for student placement; identify preceptor(s). Obtain preliminary concurrence of agency that they are open to accepting students. Assure agency that having a TAA in place does not obligate them to accept students, and that their pre-approval is sought prior to each placement. Ensure preceptor information is submitted to E*value analyst for entry into E*value prior to first use.

- Form Submission: **Complete this form in MS Word format and send via email** to Tony Lau [mailto:tony.lau@ucsf.edu], with cc to Lynne Palazzolo [mailto:lynne.palazzolo@ucsf.edu]. **Please do NOT use any other means of submission**, as we need this to be in a trackable data format. **No handwriting or pdf please**.

- If you have any questions please feel free to contact either one of us. Thank you.

PROCESS FOR REQUESTING TRAINING AFFILIATION AGREEMENT (TAA)

Detailed description of process:

1) Faculty identifies a (clinical) site, but needs to first secure concurrence from site to accept SON student(s).

2) Faculty checks in with the SON Clinical Affiliation Specialist (CAS) to see if a Training Affiliation Agreement (TAA) is already in place with site.

3) If not, Faculty fills out a Faculty Request Form (attached) and submits completed form electronically (must be by email, for tracking purposes; no hand-written form, no pdf, no fax) to Clinical Affiliation Analyst (Tony Lau: tony.lau@ucsf.edu).

4) Using info provided in the Faculty Request Form Tony prepares a TAA Request in Salesforce. This Request goes to Associate Dean, Academic Programs for approval, who then sends it on to GBC (Government and Business Contracts) in the campus C&G Office.

5) GBC assigns a contracts specialist to establish contact with the contact person identified at the site. A UCSF template is sent to that contact person for their review or editing. Further negotiation, if required, is conducted between the UCSF Contracts Specialist and the site's contact, via phone conversation, or redlining the TAA,

6) Upon finalization of a TAA acceptable to both parties, the document is converted from Word to pdf for signatures. Usually the site signs first, then UCSF (Associate Dean, Academic Programs as signatory for SON).

7) Clinical Affiliation Analyst informs Faculty that the TAA is fully executed. Faculty contacts E*value Analyst (Peter Weber) for an entry to be made in E*Value.

8) Faculty makes on-boarding entry in E*Value prior to actual placement.

9) Standard time-line from time of submission of Faculty Request to Clinical Affiliation Analyst to full execution of TAA is three months, but extreme variables are possible from three weeks to two years.

10) GBC expects the SON Clinical Affiliation Analyst to be the only point-of-contact between the School and the GBC, unless he needs assistance of direct involvement from Faculty or Dean's Office leadership.

For Non-clinical (e.g., research only):

TAA is also required for non-clinical activities. Process for request is same as above. A different UCSF template is used.

For International student placements:

A different template is used. Process for request is same as above. However, SON Center for Global Health (rep Sharon Rose) gets involved in all international placements.

UCSF SCHOOL OF NURSING
Faculty Request for Training Affiliation Agreement (TAA)
(Revised Oct 2015)
* * * * * * * * * * * * *

Date of this request:	Name of Faculty requesting Agreement:	Department:
Name of Student (if applicable):	Specialty Program:	Course Number the Agreement is requested for:
Anticipated duration of placement	Start Date:	End Date:

Brief description of this placement, including main objective for student to accomplish:
Special justification for out-of-state placement:
MEPN Pre-Licensure Clinical Site? ☐ Yes ☐ No (If possible MEPN site MEPN Director / Assistant Director approval required)

Full legal name of Agency: (include website if known)	Street Address:	Mailing Address (if different):
Affiliated sites covered by TAA	Street Address / Phone Number (if known)	
This agency is (check one):	[ ] Acute care agency [ ] Group practice [ ] Single practice [ ] Community agency	
Name and title of person signing contract on agency's behalf (if known):	Phone No./Fax No. (if known)	E-mail address (if available):
[**IMPORTANT**] Name and title of person authorized to discuss contract terms (may or may not be signor): **NAME:** **TITLE:**	Phone No./Fax No. (**important**) **PHONE:** **FAX:**	E-mail address (**very important**):
Name/title of Preceptor:	Phone No./Fax No. (if known)	E-mail address (if available):

Procedure for Student Dismissal: In-Depth Review and Dismissal Decisions

Rules & Procedures:

A. Procedure for Student Dismissal: In-Depth Review and Dismissal Decisions

B. The chief academic officer (Vice Dean, Associate Dean or Graduate Program Director) shall appoint an in-depth review committee. This committee shall consist of faculty members within the school who are knowledgeable about the academic program and student performance standards, and may include academic officers of the school as long as they number in the minority of those committee members present at the review hearing. A quorum must be present to conduct the academic review.

C. The chief academic officer will establish and communicate to the student the meeting date for the in-depth review, to occur no sooner than 15 working days after the student is notified of the action. The term "working days" is based on UCSF's academic and administrative calendar.

D. The student will receive a copy of his/her record of academic performance within five working days following notification of eligibility for dismissal.

E. The in-depth review committee shall undertake a comprehensive review of the entire academic performance of the student.

F. The student may submit additional written information, including information from other individuals, and may address any aspect of his or her academic performance in writing to the review committee. The student will submit any such additional information at least five working days before the committee meeting.

G. The School or Graduate Program will provide the student and the review committee with any additional information provided by the student and the school five working days before the committee meeting.

H. If further relevant material, such as course, clinical or clerkship evaluations, becomes available within five working days of the meeting, it shall be provided by the school to both the review committee and the student.

I. The student will be invited to attend a portion of the committee meeting in order to make a statement and answer questions from the committee. The student may bring another person to the meeting for personal support but this person may not be an attorney representing the student and may not speak unless requested to do so by the committee.

J. The committee will carefully deliberate and review the student's entire academic record and professional performance. Based on their review, the in- depth review committee shall make one of the following determinations:

   1. Allow the student to continue in the program with specific conditions and a timeline for remediation, and established dates for review of compliance with those conditions and timeline.

   2. Offer or mandate a leave of absence with specific conditions and a timeline for return, and established dates to review compliance with the conditions and timeline.

    3. Confirm dismissal.

K. All decisions require a majority vote of the members present.

L. The committee will prepare a letter that includes an explanation of its findings and decision to the chief academic officer.

M. The chief academic officer will notify the student of the decision and its basis in writing, electronically or in person. A dismissal becomes effective as of the date of notification and a dismissed student is immediately dis-enrolled, even if pursuing an appeal.

Notice Regarding Appeals of In-Depth Review Committee Decisions

There is no appeal of an in-depth review committee decision to continue the student in the program or mandate a leave of absence, or any conditions or timelines associated with those decisions.

There are only two grounds for a student to appeal a dismissal decision:
1. Factual errors in the record that were not identified at the in-depth review committee meeting, if such failure would have changed the committee's decision.
2. Failure of the committee to follow the procedure set forth in this section, if such failure would have changed the committee's decision.

An appeal must be made in writing to the Dean within 10 working days of the student being notified of dismissal. The appeal must specify which of the above two grounds for appeal applies and must set forth specific facts to explain why, and must include materials to support the assertion(s).

The Dean will determine if there are grounds to reconsider the in-depth review committee dismissal decision. If there are grounds for reconsideration, the Dean may modify the in-depth review committee's decision; and will provide the in- depth review committee members with a report of his/her actions.

The Dean will notify the student in writing of his/her decision. The Dean's decision will be final and will conclude the dismissal review process and appeal procedure.