



University of California  
San Francisco

School of Nursing

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**Doctor of Nursing Practice  
(DNP) Program  
Student Handbook  
2018 - 2019**

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University of California  
San Francisco

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Dear Student:

Welcome to the UCSF School of Nursing! I hope that you will find this Student Handbook helpful as a new or returning School of Nursing student.

At the School of Nursing, you are part of a community with a long tradition of nursing excellence, dedicated to preparing the world's finest advanced practice nurses, public health leaders, health policy specialists, faculty, and researchers. This excellence is demonstrated most notably by our outstanding students and our esteemed faculty members who have received national recognition.

Although the future of health care is uncertain today, the UCSF School of Nursing is strategically positioned to prepare nurse leaders who will guide us through these uncertain times – in the US and across the globe. The UCSF School of Nursing is uniquely poised to address the challenges of today and tomorrow.

The motto of the UCSF campus is “Advancing Health Worldwide” and you will find many opportunities as a student to broaden your experience internationally with colleagues from nursing, medicine, dentistry and pharmacy. Our Center for Global Health offers opportunities for you to share in our extensive international collaborative nursing efforts, and we hope that you will take advantage of them while you are at UCSF.

Public service is a central tenet of our mission and, in countless new and exciting ways we are serving the needs of the people of this state in inner-city and rural clinics, health care facilities, and community organizations. Through every facet of the School, we live our commitment to promote and nurture diversity at UCSF among faculty, staff, and students. Additionally, you may engage in local public service through participation in our student government association (ASSN) and through the various school-based committees for which we seek student participate. Become involved.

Throughout the year, I will host Town Hall meetings and small gatherings to discuss your experience at UCSF and to learn about you and your career plans. I look forward to meeting each of you and being a part of planning for your future career in nursing.

Welcome to UCSF and to the 2018-2019 academic year!

Sincerely,

**Catherine L. Gilliss, PhD, RN, FAAN**  
Dean and Styles Professor of Nursing  
Associate Vice-Chancellor for Nursing Affairs

## 2. Nondiscrimination/Affirmative Action

The University of California, San Francisco, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy<sup>1</sup>, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services<sup>2</sup>. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to: Director, Office of Affirmative Action, Equal Opportunity and Diversity, UC San Francisco, 3333 California Street, Suite 101, San Francisco, CA 94143-0988, 415/476-4752. A staff member of the Department of Affirmative Action, Equal Opportunity and Diversity is designated student contact. Please feel free to call or visit Affirmative Action/Equal opportunity/Diversity at 3333 California Street.

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<sup>1</sup> *Pregnancy* includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth

<sup>2</sup> *Service in the uniformed services* includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services.

## 3. UCSF School of Nursing

### 3.1 Faculty and Departments

The School of Nursing is comprised of four departments and one organized research unit. For information on department activities or extensive assistance with curriculum/program issues, department faculty members are often the best resource. However, you can also contact the vice chair or chairperson of the department directly.

Get to know the departmental staff; they're helpful and informative, and they'll often have the most current information.

Faculty members actively encourage students to consult with them outside of the classroom, but it's always best to make an appointment when trying to see a particular faculty member. Faculty members of the School of Nursing consist of both salaried and non-salaried instructors, and the latter contribute significantly to clinical nursing instruction in the graduate programs.

#### 3.1.1 Family Health Care Nursing

#N-411Y, x6-4668. The Department of Family Health Care Nursing (FHCN) is located on the fourth floor of the School of Nursing. The research, teaching, and practice foci of the Department are within the areas of pediatric, women's health, midwifery, and family nursing. At the Master's level, the curriculum for advanced practice nursing in most specialties includes preparation for certification as a nurse practitioner (pediatric, acute pediatric, neonatal, women's health, or family) or nurse-midwife. There is also a neonatal clinical nurse specialist certification program.

#### 3.1.2 Community Health Systems

#N-505Y, x6-1504. The Department of Community Health Systems (CHS) is concentrated on the fifth floor. Departmental specialties are organized around the following major areas: psychiatric mental health nursing, adult primary care, occupational health, administration and community health and international nursing. Faculty have expertise in such areas as mental health, nursing informatics, painful musculoskeletal disorders, asthma, HIV and other infectious diseases, primary care, home care, community systems, international health, and transitions.

#### 3.1.3 Physiological Nursing

#N-611Y, x6-2191. The sixth floor houses the Department of Physiological Nursing (PN). Areas of specialization and instruction/teaching include: cardiovascular, critical care/trauma, gerontology, acute care, oncology nursing, and the genomics specialties. Faculty research and expertise spans all phases of the health/illness trajectory including people who are healthy, critically ill, living with a chronic illness, and those at the end of life. Opportunities abound for students to work with faculty members to conduct significant research studies that will improve the scientific basis of nursing practice and improve the care of patients with acute and chronic conditions in whatever setting patients receive their care.

#### 3.1.4 Social and Behavioral Sciences

Laurel Heights Building, 3333 California St., Suite # 455, x6-3047

The Department of Social and Behavioral Sciences (SBS) is located at the Laurel Heights campus. This Department consists of two programs: Medical Sociology and Health Policy.

The Health Policy program is open to nursing graduate students. The Master's degree and the PhD degree programs in Health Policy focus on preparing students to provide policy leadership in a variety of settings. Graduates are prepared to identify and critically analyze laws, regulations and policies at the institutional, local, state and national levels and to use in-depth knowledge of the history, structure, theory and process of health policy-making in the United States to plan, implement, and evaluate policies. Those students in the Master's Program will receive a Master's of Science with a specialty in Health Policy.

SBS offers a variety of courses in sociology research and methodology (qualitative and quantitative methods) and health policy to both sociology and nursing graduate students. Areas of emphasis include: global health and global health policy; race, class, gender and health disparities; science, technology, and medicine studies; aging and chronic



illness, genomics, economics, and violence as a health issue. Courses are also offered in AIDS/HIV research and science and biotechnology.

### **3.1.5 Institute for Health and Aging**

Laurel Heights Building, 3333 California St., Suite # 340, x2-5200

The Institute for Health and Aging is an organized research unit established by the School of Nursing in 1979. The goal of the Institute is to foster multidisciplinary collaborative research, in addition to also fostering education and public service in the fields of aging and health. Funding for the Institute comes from University and State funds, the Federal Government, private foundations, corporations, and private individuals.

## **3.2 School of Nursing Building**

The UCSF School of Nursing began after the San Francisco earthquake when most of the city's hospitals were destroyed, giving rise to a serious shortage in medical facilities. The San Francisco campus, which survived the calamity, rose to the occasion by making room in the Medical School Building for the first University Hospital and the Training School for Nurses in 1907. The Regents established the School of Nursing in 1939, the first autonomous School of Nursing in any state university system.

The six-story building currently housing the School of Nursing was completed in 1972. It connects directly with Clinical Sciences (the old Clinics Building) which in turn makes up a maze of other interconnected buildings on Parnassus Avenue. The floors of buildings which are at the same level/elevation maintain the same numbering as those with which they are connected. For example, the ground floor of the School of Nursing is at the second-floor level, so room numbers are in the 200s; the ground floor of the Health Sciences West (HSW) building is at third floor level, so room numbers are in the 300s.

The letter listed before a room number refers to the building on campus; for example, N is the School of Nursing Building, C is the Clinical Sciences Building, S is the Medical Sciences Building, and U is UC Hall. (*An aside:* to avoid getting wet on a rainy day, you can walk in the hallways on the third-floor level from Moffitt Hospital through the Health Sciences Buildings without having to go outdoors. A first-floor hallway connects the buildings facing Parnassus: the Hospital, Medical Sciences, Clinical Sciences, and UC Hall buildings. The Clinical Sciences building has a stairway and elevators connecting it to the School of Nursing.)

### **3.2.1 Navigating the “N” Building**

In the School of Nursing Building, the ground floor (second floor) houses two large lecture halls as well as the Ladle & Leaf Café. The third-floor mezzanine-level overlooks the atrium and houses the offices of the Dean and Associate Deans as well as the following offices: Academic Affairs, Academic Programs, Research, and Student Affairs.

As mentioned above, the fourth, fifth and sixth floors house the various departments. The seventh floor houses the following: Skills Lab, Bioinstrumentation Lab, Family Lab, Research Labs, and Computer Resources. Because of the steeply-sloping terrain, the “back” entrances to the west side of the building are on the third and fifth floors.

Additionally, the School contains several rooms designed for relaxation and/or study. These rooms are for the use of nursing students only. It is the responsibility of the students to maintain the upkeep of these study lounges, including keeping the microwave ovens and refrigerators clean. Your student identification (“ID”) card, with bar-codes, is required to activate the locks on these doors. Exterior entrance doors to the building may be locked during night and weekend/holiday hours, ID cards must be used to activate the locks.

The PhD lounge is located in Room #N-623 and is for the use of students in the PhD programs. It contains couches and chairs for relaxation, a meeting area, and several study carrels. For added convenience, a microwave and a refrigerator are located here. The Master's lounge is in Room #N-427. This is similar to the PhD lounge in that it contains couches and chairs for relaxation, a meeting area, microwave oven, and refrigerator.

### 3.3 Degree Programs

There are four degree programs offered by the School of Nursing. These programs are the Master of Science in Nursing (MS), the Doctor of Philosophy in Nursing (PhD), the Doctor of Philosophy in Sociology (PhD) and the Doctor of Nursing Practice (DNP).

Approximately 350 students make up the MS Program, the largest of the degree programs. Inaugurated in 1949, this program prepares students for advanced nursing practice as well as leadership roles in specialized areas. Students choose among 13 specialty areas of study within the Masters curriculum, which have in common research, theory, scientific concepts, health care economics and policy, leadership, and advanced practice role content. The majority of Master of Science students come to the program with a Bachelor of Science in Nursing degree and prior professional work experience. A portion of the masters students come with degrees in another field to which they add one calendar year of intensive study to qualify for nursing licensure, through the accelerated Master's Entry Program in Nursing (MEPN). 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.

The PhD Program in Nursing, begun in 1984, has an average enrollment of 120 students, and prepares the student for academic work including research and teaching. 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 PhD Program in Sociology with approximately thirty students focuses on the sociology and social psychology of health and illness. Basic knowledge of qualitative research and analysis and quantitative methods is emphasized.

The DNP program is the newest program, starting in 2018 with an initial class of 15 students. The program is a professional practice-focused doctorate designed to develop competencies for advanced clinical and leadership roles in nursing practice.

### 3.4 Resources and Services

#### 3.4.1 Office of Academic Programs

#N-331B, x6-2595. Office of Academic Programs (OAP) primarily attends to curriculum planning and course scheduling. They also support the School of Nursing recruitment and retention programs. The staff can assist you with course information, class schedules and room assignments, and answer questions about faculty and/or curricular policies and procedures. International Academic Services, a unit within OAP, is where arrangements are made for foreign nurse visitors and for Special Studies Scholars.

#### 3.4.2 Computer Proficiency/Requirements

Computer ownership and proficiency play a crucial role in graduate health science studies. From using email to enhance communications with faculty and other students, to conducting academic research, computers allow students to accomplish a broad range of educational activities. Every entering student will thus be expected to own a computer that meets certain minimum performance standards and has connectivity to the Internet.

Recommendations and requirements for computer hardware and software configuration are listed at <https://nursing.ucsf.edu/for-students/admitted-students-resources>

To facilitate proficiency and learning, UCSF and the School of Nursing have a variety of learning opportunities available to students. Many of these are free of charge, and those that are integral to coursework, such as library reference searching and WebCT, are included in general orientation with opportunities for more information if it is needed.

There is wireless Internet connection available through the library. Fee-based seminars (PowerPoint, Endnote, etc.), free seminars (Intro to PubMed@UCSF, Database Spotlight: Social Sciences) are available through the library. Class times are posted at: <https://www.library.ucsf.edu/>

#### 3.4.3 Computer Resource Lab

#N-735, x6-4745; The Robert E. Slaughter Computer Resources Lab is equipped with fifteen Windows 7 Dell personal computer systems, each with a 24" flat panel monitor, USB ports, CD-RW drive and network access to

laser printers. All of the computers are connected to the School of Nursing's local area network which is, in turn, attached to the Internet via a high-speed fiber optic backbone. The Computer Resources Lab is accessible to School of Nursing students 24 hours a day with valid student ID. The computers have a variety of software applications, including Microsoft Word, PowerPoint, Access, Excel, IBM SPSS Inc.'s Statistical Package for the Social Sciences, STATA, as well as Internet Explorer and Firefox (for web browsing). There is no charge for using the computers which are available on a first-come, first-served basis. Laser printing is priced at 14 cents per printed side and requires a Library Printing Account. NB: The lab is often reserved during the week for academic courses and workshops. The lab schedule is posted weekly for the subsequent two-week period.

### **3.4.4 Counseling and Pastoral Services**

Please see *Counseling and Support Services* in the *Campus Services* section for more details about the various counseling choices available to students. In brief, mental health services are available at Student Health Services, the Langley Porter Psychiatric Institute, and the Department of Psychiatry at UCSF/Mount Zion.

A Catholic priest is available at the Newman Center at St. John of God at Fifth Avenue and Irving Streets, telephone 415-665-1600. A campus Protestant chaplain is available by calling 415-476-2961. A Rabbi is available through UCSF/Mt. Zion Hospital (on Divisadero Street); telephone 415-567-6600, x5948. These counseling services are available free of charge.

Students who are also career UC employees can also consult the Faculty and Staff Assistance Program located at the Laurel Heights Building, 3333 California St., and Suite #LHts-293, telephone 415-476-8279.

A meditation/prayer room is located at 505 Parnassus, just to the right of the information desk. The room is available for all who need a quiet space. For Muslim students and staff who would like to make use of this room for daily prayers, it is supplied with Korans in the glass cabinet and prayer rugs in the storage cupboards.

### **3.4.5 Office of Research**

#N-337, x6-9713. The Office of Research, located on the third floor of the School of Nursing, provides resources for faculty and students in the development of proposals and conduct of nursing research. These materials include references to aid in proposal preparation, federal and private funding information, a peer review process, statistical consulting to assist in research design and analysis, and computer equipment and software. The Office of Research also houses an instrument file that contains detailed information and examples of commonly used research instruments and questionnaires. This unit sponsors research classes/seminars and maintains a bulletin board (across from OSA) of announcements, calls for abstracts, and upcoming conferences.

### **3.4.6 Sigma Theta Tau, Alpha Eta Chapter**

The international nursing honor society is Sigma Theta Tau. UCSF School of Nursing's chapter is Alpha Eta. Graduate candidates must demonstrate superior scholastic achievement by maintaining a grade-point average of 3.5, and show evidence of professional leadership potential, and/or marked achievement in the field of nursing.

Those qualified to apply are:

1. MEPN: GPA 3.0 after completing ½ of the curriculum
2. Graduate Students: GPA 3.5 after completing 9 units

Applications are available online at <http://alphaeta-ucsf.org>

For more information, please see the web site.

### **3.4.7 Office of Student Affairs**

#N-319X, x6-1435, <https://nursing.ucsf.edu/admissions/engage/contact-student-affairs>

Got a problem? Having trouble filing your study list? Don't know which petition you need? Welcome to the Office of Student Affairs!

A student-oriented staff awaits you and no appointment is necessary. Located in Room #N-319X, the office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. If your particular problem lies outside the realm of this

particular office, you will be directed to the person or office that will give you the assistance you need. Sometimes a call or note from this office is exactly what is necessary to cut the red tape involved in the everyday business of an institution. Some services such as Registrar, Housing, etc., maintain their own offices, and in such cases, you should contact a particular office rather than Student Affairs. However, if you do not know where to turn for help, stop by Student Affairs. It is this office that receives your application, maintains all your current records, and sends you off in a cap and gown at graduation. Take advantage of the staff's expertise while you are here!

### **3.4.8 Tutoring**

If a student finds they need additional help or resources, they should first discuss their needs with their instructor (Faculty of Record). If you need additional assistance or would like to serve as a paid or volunteer tutor, please contact the Assistant Dean of Student Affairs, Michael Treviño at [michael.trevino@ucsf.edu](mailto:michael.trevino@ucsf.edu) or 415-476-0600. The ability to arrange tutoring is subject to availability of student tutors. Learning Resource Services are also available through campus (<https://success.ucsf.edu/academics>), including a Learning Resource Specialist (Contact Peggy Ryan at (415) 502-1484 or [peggy.ryan@ucsf.edu](mailto:peggy.ryan@ucsf.edu)).

### **3.4.9 UCSF Nursing Alumni Association**

From its beginning in 1915, the Alumni Association of the School of Nursing has grown with each successive class, enabling the School's network to link members across the country and internationally. The UCSF Nursing Alumni Association promotes and supports the School of Nursing through services, gifts, and recognition of distinguished alumni. The Association maintains student loan funds and scholarships, and supports fellowship among its members through its sponsorship of the annual Alumni Day celebration as well as events to recognize current students.

The Association is affiliated with the campus wide Alumni Association of the University of California. The Association maintains address files of graduates to facilitate networking, meetings, and special reunions. Membership is open to all graduates of the School of Nursing, and associate memberships are available to current faculty members who have come from other schools. The Alumni Association welcomes 2-3 student representatives for their board each year. <https://alumni.ucsf.edu/school-nursing-alumni-association>

## **3.5 Quick Guide for New Students**

Moving to San Francisco and entering the UCSF School of Nursing may seem overwhelming at first. There are so many things to do that are often confusing to new students. The information below is designed to ease your transition to UCSF.

### **3.5.1 Registration**

"Registration" refers only to paying the necessary fees. It is easiest to do this online through the Student Portal. There is a fee for paying by credit card, so it is recommended to use the portal to set up a no-fee "virtual check" transfer from your bank. "Class sign-ups" are done by filing a study list on-line. Both are done through the Student Portal, accessed going to <https://registrar.ucsf.edu/> and clicking on the Student Portal link or going to <https://saa.ucsf.edu/studentportal/>. Financial aid information is also available through the Student Portal by clicking on the upper right-hand link Financial Aid.

### **3.5.2 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 2 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**. For details, please refer to the **School of Nursing Admission and Clinical Placement Requirements Manual** sent to you after you are admitted.

Pursuant to California Health and Safety Code Section 1288.7, in accordance with the Center for Disease Control guidelines, annually during fall quarter MEPN students will be required to receive the influenza vaccination or declare in writing if he or she has declined the vaccination. If you received your vaccination at UCSF or submitted your immunization record to UCSF, they can be viewed through the MyHealthRecord Student Portal <https://studenthealth.ucsf.edu/> by clicking on the MyHealthRecord link at the top right section of the page.

### **3.5.3 Other Requirements**

All students are also 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.

### **3.5.4 Study List and Early Course Enrollment**

To enroll in courses each quarter, you need to file a study list. The study list is the mechanism by which you sign up for courses and specify the number of units, the instructor, and letter grade or S/U grading. Filing your study list is required to complete your registration each quarter.

Students at UCSF are asked to file a study list approximately 7 weeks prior to the start of the quarter. Please check the “Summary” tab in the Student Portal each quarter for any specific enrollment deadlines that apply to you.

The specific dates of the early enrollment period will change each year and will be communicated to you by the Registrar’s Office. A \$50 late fee will be automatically assessed if you do not file a study list by the last day of the enrollment period. You will be able to make changes to your study list online after the early enrollment period for approximately six weeks (specific end date varies by year) after which the online study list closes. To change your study list after the online filing period closes, you must file a Study List Change Petition (available at the Registrar’s website) and pay a \$5 fee.

The schedule of classes will be available on the School of Nursing Website in the section titled “Student Information.”

First year students will receive a communication advising them which courses to choose for their first quarter. Otherwise, when choosing classes, note which classes are only offered once a year, or every other year, so you can plan your studies -- including minor(s) -- accordingly. Second-year students are also an invaluable source of information about what classes they found helpful, interesting, or just plain fun. Students have also arranged their own independent study courses and practica; talk about this with your adviser if you’re interested in arranging one for yourself.

### **3.5.5 Classes**

- Check your required classes for availability, time and prerequisite requirements
- Attend the first day of each class to verify that it will meet your needs.
- Purchase textbooks after the first class to know required vs. recommended reading.
- Make an appointment with your adviser to discuss your study list.
- File your study list by the filing deadline; take special note of the last day to add and drop classes each quarter.

### **3.5.6 Library**

- Take your student identification card (“ID”) to the circulation desk to activate your library privileges.

- Your student ID is needed to access the computer labs in the library and to use the printers.
- Sign up for one or more library classes. The library offers dozens of classes on how to use the various medical databases, how to navigate the World Wide Web, etc.
- Purchase a library photocopying card at the Cashier's Office on the library's second floor. Show your student identification card, this allows you to get a substantial discount over getting a photocopying card from the vending machine. Checks should be made payable to UC Regents.
- Take a library tour – the schedule of tours is at the third-floor information desk.
- Get copies of library handouts from the wall across from the reference desk. More library information is at the <https://www.library.ucsf.edu> website.

### 3.5.7 ID and Access

You will need to have your photograph taken for your student identification card (“student ID”). Photos are taken at the UCSF Police Office, 500 Parnassus Ave., Millberry Union, Room P-7. Drop in hours are M-F: 8 am to noon; appointments only: M-F: 1 pm to 4:30 pm.

In order to obtain your student ID, you will need: 1) proof of registration/payment of fees, 2) your driver's license or passport, and 3) your RN license. Nursing students' IDs will display their working title (e.g. “Master's Student”), department (“School of Nursing”), and credential (“RN”). The School of Nursing will only verify credentials that are required for admission to the student's Nursing program. The School of Nursing has arranged to pay for the cost of your first issue student ID.

Appointments can be made online at <https://police.ucsf.edu>.

If you plan to use Fitness Center exercise and weight equipment, show your student ID to sign up for an orientation session at the front desk of the Fitness Center in the lower level of Millberry Union. This is an introduction to the equipment and a chance to receive advice about which options are appropriate for your fitness requirements.

Locate the 24-hour computer lab past the entrance to Cole Hall auditorium in the Medical Sciences Building. Your ID badge is required to access this lab. Your badge is also needed to access the computer labs in the library.

When you arrive at UCSF as a new student, a number of information technology services will have been set up for you. These include an email account, a CLE account, and a Virtual Private Network (VPN) account.

**Email** – Your campus e-mail account is accessible on the web using the following address: <http://mail.ucsf.edu>

**CLE** – Collaborative Learning Environment is the system that UCSF uses to manage course information and resources. Your faculty will use CLE to house syllabi, assignments, exams, etc. You will find the UCSF CLE at: <http://cle.ucsf.edu> Note: You might hear CLE referred to as “Moodle,” which is the software platform on which the CLE is built.

**VPN** – UCSF's Virtual Private Network allows you to have a secure connection to the campus network from your own Internet Service Provider. This is important because many resources in the library are only available from the campus network. If you attempt to use these “UCSF Only” resources from home without having the VPN, you will be denied access. You can find more information about the VPN at: <https://it.ucsf.edu/services/vpn> Remember: you must have your own Internet Provider (e.g., Comcast, AT&T, etc.) in order to use the VPN from your home.

### 3.5.8 Establishing California Residency

To be classified a California resident for tuition purposes; you must be a financially independent, adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term. You are not eligible to establish residence if you are an adult alien present in the U.S. with a nonimmigrant status that precludes you from establishing a domicile in the U.S. (including, but not limited to, B, F, H2, H3, J, M, O, P, Q, S, TN, and TD visas) or an alien without a legal immigration status. To establish residence, you must be physically present in California with the intent to make California your permanent home, and you must demonstrate by your actions that you have given up your former residence to establish a residence in California. Once you have established your residence in California, you must

reside in California for more than one year (366 days) before you will be eligible to be classified as a resident for tuition purposes. If you are in California solely for educational purposes, you will not be considered to have established a residence for tuition purposes, regardless of the length of your stay. Your residence cannot be derived from your spouse or from your parents unless you are a minor. For more detailed information, including necessary forms, please see California Residency information at: <https://registrar.ucsf.edu/registration/residency>

## 3.6 Educational Context

### 3.6.1 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; 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.

### 3.6.2 Institutional

The teaching and learning of nursing at UCSF occur within a School that has enjoyed the status of a separate entity 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 PhD 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 in the 1950's moved to structure its graduate programs to take this into account. 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.

## 3.7 Human Factors

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 designed to be 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, health care, and academic arenas.

### 3.7.1 Students

The majority of the approximately 550 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 is 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.

PhD students resemble master's students demographically except for being 5 years older. In addition to clinical experience, some PhD 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 a quarter of PhD 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.

### **3.7.2 Faculty**

The faculty is organized into departmental groups which focus research and teaching on (1) care of adults, including the aged, (2) care of women, children, and families, (3) occupational health, care of communities, the mentally ill, and nursing administration, and (4) 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.

### **3.7.3 Teaching and Learning**

We believe that 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 encourages learners, as does the teacher's direct encouragement 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 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 ask 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.



## 3.8 Graduate Education in Nursing

(This document is intended to supplement, not supplant, the *Bulletin* of the Graduate Division, University of California, San Francisco, and the *Bulletin* of the UCSF School of Nursing; thus, it should be used in conjunction with them.)

### 3.8.1 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 provides 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 (DNP) 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 (PhD) 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 through research.

### 3.8.2 Conceptual Model for Curriculum Development

The conceptual framework of the University of California, San Francisco, 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.

### 3.8.3 Domains of Nursing

#### 3.8.3.1 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).

#### 3.8.3.2 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.

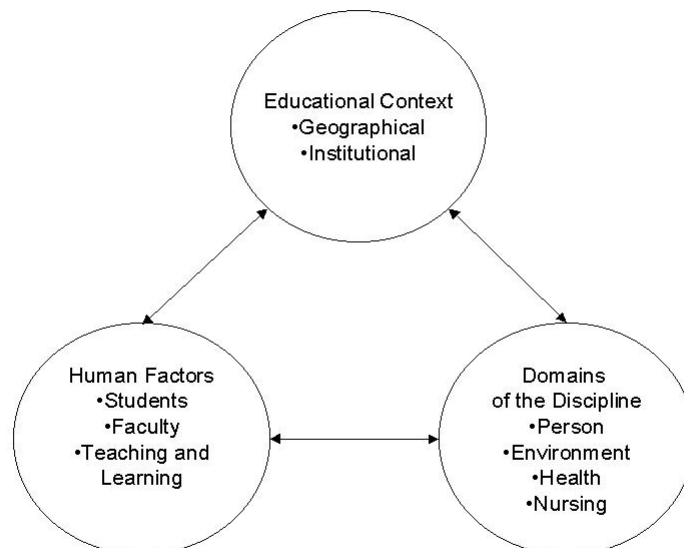
Health is a biopsychosocial continuum defined by objective and subjective dimensions. The objective dimension is defined by the health care provider and reflects the presence or absence of disease and level of function. The subjective dimension is the perception experienced by the client of wellness 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 sociocultural variables, a holistic view of mind-body relations, and temporal continuity of concern.

#### Conceptual Framework for Curriculum Development



#### 3.8.3.4 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.

## **4. Philosophy and Progression Guidelines for Doctor of Nursing Practice (DNP) Degree Program**

### **4.1 Goals, Curriculum, and Progression for the DNP Program in Nursing**

#### **4.1.1 Goals of the DNP Program**

Upon completion of the UCSF DNP Degree Program curriculum, and as consistent with AACN expectations \*, the DNP graduate will be able to:

1. Integrate nursing science, science-based theory and systems knowledge into the development and evaluation of new practice approaches to care.
2. Apply analytic methods to the critical appraisal of literature and other evidence to develop and support best practice.
3. Convene and lead inter-professional, collaborative stakeholder teams to create change and advance positive health outcomes.
4. Generate, evaluate and articulate innovative solutions to complex care issues.
5. Analyze the impact of local, national and global health policy on determinants of care decisions.
6. Support cost and resource efficiency, quality and accessibility of healthcare for diverse client groups.
7. Advocate for nursing and socially and ethically relevant policy in healthcare design and delivery.
8. Support and effectively lead quality improvement initiatives that enhance safe, quality and evidence driven care.
9. Demonstrate leadership skill in developing approaches to care that address population needs based on science and evidence.

\* American Association of Colleges of Nursing (AACN, 2006). The Essentials of Doctoral Education for Advanced Practice Nurses. Retrieved from: <http://www.aacn.nche.edu/dnp/Essentials.pdf>

#### **4.1.2 Terminal Objectives for DNP Graduates (“DNP Essentials”\*)**

Upon completion of the DNP program, students will show evidence of having achieved the following competencies:

- I. Scientific underpinnings for practice
- II. Organizational and systems leadership for quality improvement and systems thinking
- III. Clinical scholarship and analytical methods for evidence-based practice
- IV. Information systems/technology and patient care technology for the improvement and transformation of health care
- V. Health care policy for advocacy in health care
- VI. Interprofessional collaboration for improving patient and population health outcomes
- VII. Clinical prevention and population health for improving the nation’s health
- VIII. Advanced nursing practice

\*American Association of Colleges of Nursing (AACN, 2006). The Essentials of Doctoral Education for Advanced Practice Nurses. Retrieved from: <http://www.aacn.nche.edu/dnp/Essentials.pdf>

**4.1.3 Table 1: DNP Course Mapping to DNP Essentials\***

Essentials	Competencies	Courses (subject to change)
Essential 1: Scientific Underpinnings for Practice	<ul style="list-style-type: none"> <li>• Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</li> <li>• Use science-based theories and concepts to:               <ul style="list-style-type: none"> <li>○ determine the nature and significance of health and health care delivery phenomena;</li> <li>○ describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.</li> </ul> </li> <li>• Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</li> </ul>	<p><b>(N263.11) Concepts and Contemporary Issues for the DNP</b></p> <p><b>(N263.13) Methods &amp; Measurement for Translational Practice Inquiry</b></p>
Essential 2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking	<ul style="list-style-type: none"> <li>• Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</li> <li>• Ensure accountability for quality of health care and patient safety for populations with whom they work.               <ul style="list-style-type: none"> <li>○ Use advanced communication skills/processes to lead quality improvement, and patient safety initiatives in health care systems.</li> <li>○ Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</li> <li>○ Develop and/or monitor budgets for practice initiatives.</li> <li>○ Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</li> <li>○ Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</li> </ul> </li> <li>• Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</li> </ul>	<p><b>(N263.13) Methods and Measurement for Translational Practice Inquiry</b></p> <p><b>(N263.14) Improving Health Outcomes Through Quality Improvement &amp; Safety</b></p> <p><b>(N263.16) Organizational Systems and Healthcare Economics</b></p> <p><b>(N263.17) Transforming Healthcare Through Interprofessional Collaboration</b></p>
	<ul style="list-style-type: none"> <li>•</li> </ul>	

<p>Essential 3: Clinical Scholarship and Analytical Methods for Evidence- Based Practice</p>	<ul style="list-style-type: none"> <li>• Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</li> <li>• Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</li> <li>• Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</li> <li>• Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li> <li>• Use information technology and research methods appropriately to: <ul style="list-style-type: none"> <li>○ collect appropriate and accurate data to generate evidence for nursing practice</li> <li>○ inform and guide the design of databases that generate meaningful evidence for nursing practice</li> <li>○ analyze data from practice</li> <li>○ design evidence-based interventions</li> <li>○ predict and analyze outcomes</li> <li>○ examine patterns of behavior and outcomes</li> <li>○ identify gaps in evidence for practice</li> </ul> </li> <li>• Function as a practice specialist/consultant in collaborative knowledge-generating research.</li> <li>• Disseminate findings from evidence-based practice and research to improve healthcare outcomes</li> </ul>	<p><b>(N263.12) Critical Appraisal of Evidence-Based Practice</b></p> <p><b>(N263.13) Methods and Measurement for Translational Practice Inquiry</b></p> <p><b>(N263A-D) DNP Project Series I-IV</b></p>
<p>Essential 4: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p>	<ul style="list-style-type: none"> <li>• Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</li> <li>• Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</li> <li>• Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</li> <li>• Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology communication networks, and patient care technology.</li> <li>• Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.</li> </ul>	<p><b>(N263.11) Concepts and Contemporary Issues for the DNP</b></p> <p><b>(N263.13) Methods and Measurement for Translational Practice Inquiry</b></p>

<p>Essential 5: Health Care Policy for Advocacy in Health Care</p>	<ul style="list-style-type: none"> <li>• Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</li> <li>• Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>• Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</li> <li>• Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>• Advocate for the nursing profession within the policy and healthcare communities.</li> <li>• Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</li> <li>• Advocate for social justice, equity, and ethical policies within all healthcare arenas.</li> </ul>	<p><b>(N263.15) Advanced Health Policy &amp; Advocacy</b></p>
<p>Essential 6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<ul style="list-style-type: none"> <li>• Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</li> <li>• Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>• Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ul>	<p><b>(N263.17) Transforming Healthcare Through Interprofessional Collaboration</b></p>
<p>Essential 7: Clinical Prevention and Population Health for Improving the Nation's Health</p>	<ul style="list-style-type: none"> <li>• Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</li> <li>• Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</li> <li>• Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</li> </ul>	<p><b>(N263.15) Advanced Health Policy &amp; Advocacy</b></p> <p><b>(N263.18) Advanced Concepts in Clinical Prevention &amp; Population Health</b></p>

Essential 8: Advanced Nursing Practice	<ul style="list-style-type: none"> <li>• Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>• Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>• Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</li> <li>• Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</li> <li>• Guide, mentor, and support other nurses to achieve excellence in nursing practice.</li> <li>• Educate and guide individuals and groups through complex health and situational transitions.</li> <li>• Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.</li> </ul>	<p><b>(N463) DNP Residency</b></p> <p><b>(N263A-D) DNP Project I-IV</b></p> <p><b>(N263.16) Organizational Systems and Health Economics</b></p> <p><b>(N263.18) Advanced Concepts in Clinical Prevention and Population Health</b></p>
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\* American Association of Colleges of Nursing (AACN, 2006). The Essentials of Doctoral Education for Advanced Practice Nurses. Retrieved from: <http://www.aacn.nche.edu/dnp/Essentials.pdf>

## 4.2 DNP Curriculum

**4.2.1 Table 2: DNP Curriculum Grid (subject to change)**

Quarter 1	Quarter 2	Quarter 3	Quarter 4
DNP Prologue (2 units)  Concepts & Contemporary Issues for the DNP (3 units)  Critical Appraisal of Evidence-Based Practice (3 units)	Methods & Measurements for Translational Practice Inquiry (3 units)  Improving Health Outcomes Through Quality Improvements & Patient Safety (3 units)  *Optional Elective (1-2 units)	Adv. Health Policy & Advocacy (3 units)  Organizational Systems & Health Economics (3 units)  Transforming Healthcare Through Inter-professional Collaboration (3 units)	Adv. Concepts in Clinical Prevention & Population Health (3 units)  DNP Project 1: Conceptualization & Planning (2 units)  DNP Residency (3-5 units)
<b>8 units</b>	<b>6-8 units*</b>	<b>9 units</b>	<b>8-10 units</b>
Quarter 5	Quarter 6	Quarter 7	
DNP Intersession (2 units)  DNP Project II: Project Proposal (1 unit)  DNP Residency (3-5 units)	DNP Project III: Project Implementation (2 units)  DNP Residency (3-5 units)	DNP Epilogue (2 units)  DNP Project IV: Project Evaluation (1 unit)  DNP Residency (3-5 units)	



	*Optional Elective (1-2 units)		
<b>6-8 units</b>	<b>6-9 units*</b>	<b>6-8 units</b>	<b>Total: 53-57 units*</b>

\*Optional elective courses can additionally contribute 1-2 units per year

### 4.2.2 DNP Course Descriptions

(See UCSF Course Catalog for current course descriptions: <https://coursecatalog.ucsf.edu/nursing> )

See DNP Course Mapping to DNP Essentials (Table 1)

### 4.3 Alternate Points of Entry

The Doctor of Nursing Practice program is open to graduates of an accredited college or university with a Master’s degree in nursing documented by an official transcript. Graduates who hold a BSN and Master’s degree in another health-related field will be evaluated on a case-by-case basis. All applicants must demonstrate completion of a minimum of 500 practice hours (demonstrated on an official transcript) prior to entry.

### 4.4 Progression through the DNP Program

Successful progression through the DNP Residency and DNP Project series courses is mandatory prior to moving forward to the next course in sequence. Evidence of student performance and eligibility to move forward to the next sequential course will be determined by evaluation of the student’s log of residency experiences, written evaluation from both faculty and the clinical site mentor (as appropriate), and ongoing communication between the student, clinical site mentor and program faculty.

In lieu of a thesis or dissertation, a DNP Project will be required for this professional degree. In preparation for developing this DNP Project students will complete a DNP Project Proposal and present this to their DNP Committee Chair. Once approved the student will begin work on their DNP Project. The DNP Project will require students to demonstrate a synthesis of evidence-based practice in a practice area specific to their specialty or interest. The student will complete a formal presentation of completed work to the DNP Committee. Development of a formal manuscript suitable for publication will also be supported but not required.

The DNP Project requires a synthesis of leadership, policy, quality, management, and practice learning experiences. Each student will collaborate with an agency, ideally their current clinical setting to address a real-world problem or health issue. Strong professional writing and public speaking skills are expected as part of the DNP Project. Institutional Review Board (IRB) approval, from both UCSF (i.e. CHR) and the proposed clinical site of the DNP Project, if indicated by IRB criteria, will be required for the respective students in accordance with policy and requirements at each setting. Copies of all IRB approvals associated with the DNP Project shall be provided to and maintained securely on file with UCSF DNP Degree program materials.

#### DNP Doc 1 Students

The normative time to complete the requirements for this degree is seven quarters (21 months). The Doctor of Nursing Practice (DNP) program abides by a cohort model, and students are considered “Doc 1” until they advance to candidacy. Doc 1 students should meet with their graduate advisors at least once a quarter/term. Satisfactory academic progress in Doc 1 (program quarters/terms 1-6) is marked by timely and successful completion of all courses, with grades of “B” or better in all required courses, and cumulative GPA of 3.0 or above in all coursework. Student progress is assessed on the basis of course grades, documentation of an annual student progress review completed by the student and advisor, an updated CV, individual goals, plus additional comments from course instructors and advisors about students. To maintain satisfactory academic progress, students must receive an evaluation of “excellent” or “good” on this annual review assessment, completed at the end of the fourth quarter/term of study. Those who receive the evaluation “needs improvement” will be placed on academic jeopardy and may be in jeopardy of dismissal. Substandard work or unprofessional conduct (as reported by course instructors

or project supervisors) would constitute unsatisfactory progress as would failing grades in any DNP program courses.

#### **4.4.1 Advancement to Candidacy**

A student may be advanced to candidacy after successful completion of core coursework, and a minimum of three DNP Residency and DNP Project series courses, providing there are no other deficiencies, e.g. incomplete grades. At least one quarter of study in registered student status must elapse between advancement to candidacy and conferral of the degree.

##### **DNP Doc 2 Students**

Students who have advanced to candidacy must complete their DNP Project and all coursework within ten quarters/terms of study from initial enrollment. Students must meet with their DNP Committee Chair at least once per quarter during this time. It is recommended that students communicate their progress to their committee members at minimum on a quarterly basis and confer with individual committee members about specific aspects of their DNP Project or writing as needed. Students are expected to complete all degree requirements within ten quarters/terms following initial enrollment. Candidacy for this doctoral degree is considered “lapsed” when a student has not completed requirements for the degree within ten quarters/terms or four quarters/terms after filing an advancement to candidacy.

#### **4.4.2 Satisfactory Academic Progress (SAP) and Grading**

**Policy Details:** <https://finaid.ucsf.edu/satisfactory-academic-progress-nursing>

##### **Purpose and Accountability:**

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 or designee(s) is/are responsible for implementing this policy. It will be reviewed regularly in collaboration with 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 terms (cumulative GPA);
- Maximum Time Frame: number of terms or years allowed to complete the program of study; and,
- Behavioral Expectations: including the ANA Code of Ethics for Nurses, Essential Professional Behaviors for UCSF School of Nursing (described in this Handbook) and program-specific engagement expectations.

##### **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 received federal financial aid. The following standards apply to all matriculating students, whether they are financial aid recipients or not. Satisfactory academic progress will be reviewed at the end of each term or year as determined by the degree program (see specific program guidelines, below). Students who fail to maintain satisfactory academic progress may be placed on financial aid warning (if applicable), financial aid probation (if applicable) or may be dismissed.

##### **Completion Rate**

School of Nursing faculty advisors or specialty track coordinators, in consultation with the appropriate academic dean/graduate program director or designee, shall evaluate all students’ academic progress by comparing the number

of attempted credit hours with the number of earned credit hours. All students must complete 75% of any credits attempted.

### **Grades**

- Attempted and earned: A, B, C, D, P
- Attempted but not earned: F, W, I, IP
- Not attempted or earned: Audit and transfer credits (transfer credits will not be included in the calculation of GPA or completion rate).

### **Grade Point Average**

Nursing students must maintain at least a 3.0 cumulative GPA. This includes those in the MEPN, Master's, Post-Master's, PhD and DNP programs.

### **Maximum Time Frame (Pace)**

The maximum time frame is defined by the School of Nursing as the maximum number of terms a student may attempt in the pursuit of a degree or certificate. The maximum time frame for completion of any program is **150%** of the usual, expected number of terms of enrollment. The normative time to degree for each program is further defined below. Periods of non-matriculated study, leaves of absence and periods of inactive status are not included in the maximum time frame (pace).

### **Unsatisfactory progress indicators include**

- Falling below a 3.0 GPA
- Grades below a "B" in any course required in the curriculum and/or added to the student's curriculum by the advisor/dissertation chair
- Failure to work with a DNP Committee Chair
- Unsatisfactory progress in developing the DNP Project
- Unprofessional conduct (as reported by the advisor, DNP Committee Chair, course instructor, other faculty, staff or peers)
- Disciplinary concerns and other conduct and professionalism infractions that fall within the scope of the School of Nursing behavioral expectations and/or the UCSF Code of Conduct.

### **Process by which failing students will be notified and remediated**

Students whose progress is unsatisfactory (according to one or more of the criteria listed above) will be notified in writing. The student will meet with the advisor, the Vice Chair/Academic Jeopardy Committee Member, the Program Director/Associate Dean (or designee) and any other relevant faculty to develop an individualized remediation plan to address the deficiencies. Additional comments and information about academic progress and deficiencies will be solicited from course instructors and other faculty where necessary. The meeting results in a learning contract or memorandum of understanding (MOU) that clearly outlines specific steps and associated deadlines that the student must fulfill in order to meet and remain in good academic standing. The contract/MOU is then signed by the following parties: the student, the DNP Committee Chair (or advisor if the chair has not yet been chosen), and the Program Director/Associate Dean or designee. The contract/MOU is filed in the student's academic file and the Assistant Dean for Graduate Programs is notified.

Should the student be unable to fulfill any of the expectations according to the timeline outlined in the contract/MOU, the student will be subject to dismissal from the program. The process for in-depth review of a student's eligibility for dismissal will follow the UCSF Divisional Procedure for Student Grievance in Academic Affairs, <http://senate.ucsf.edu/0-bylaws/stugr.html>

### **Notification of Lack of Satisfactory Academic Progress and Reinstatement**

Following evaluations of completion rate, GPA, pace, and behavior, the appropriate academic dean/graduate program director or designees shall transmit written notification to all students who have not met the standards of satisfactory academic progress. The notification will be copied to the Student Financial Aid office and appropriate faculty advisor or track coordinator.

### **Financial Aid Probation**

Students who are not making SAP may be placed on financial aid probation, suspension or dismissal. Students eligible to receive financial aid may be funded during financial aid probation. Students on academic probation in accordance with this policy may make satisfactory academic progress during the academic probationary period or any subsequent academic probationary period, provided all standards of this policy are met.

### **Appeal of Unsatisfactory Progress Designation**

Students are permitted to dispute a determination of unsatisfactory academic progress by submitting an appeal to the academic dean/graduate program director or designee, with a detailed statement of the facts and circumstances supporting an appeal and why the student believes the determination should be changed. Supporting information and a list of persons with information relevant to the change in designation must accompany the appeal. The academic dean/graduate program director or designee will notify the student of the decision in writing.

### **Dismissal or Withdrawal**

Students who are dismissed or withdraw have not maintained satisfactory academic progress and are not eligible to receive financial aid.

### **Incomplete Grades**

Occasionally, students receive an incomplete grade for one or more classes. Any incomplete grades must be removed within one calendar year, or, if the course is not given yearly, by the end of the quarter in which the course is next offered. Each student must have an evaluation conference with his/her graduate adviser at least once a year. The results will be reported to the School of Nursing Office of Student and Curricular Affairs on the “Annual Report of Academic Review” form, which will be placed in the student’s academic file.

### **Documentation and Dissemination**

Documentation of decisions regarding SAP shall be transmitted to the affected student and maintained in the student academic file in accordance with normal record retention requirements. Student appeal documents will be housed in the student files maintained by the appropriate academic dean/graduate program director or designee.

This policy shall be published in the same manner as other academic policies, will be disseminated to students upon enrollment and annually thereafter or whenever changes to the policy are made.

**Additionally, the following Graduate Division policy, approved April 30, 2018, applies to all PhD and master’s programs at UCSF: <https://graduate.ucsf.edu/policy-student-progress>**

## **4.5 DNP Graduate Advisors**

**DNP Graduate Advisors** are nominated by the School of Nursing/DNP Program Leadership to support matters pertaining to graduate instruction. Students may change advisors per School of Nursing Policy. In most cases the Graduate Advisor will be provisionally assigned as DNP Committee Chair.

Though DNP students are not admitted directly to departments but the School of Nursing, it is within the four departments that all teaching, research, project development and student advising functions are carried out. The **Department Chairperson** is an additional resource concerning learning opportunities with the School of Nursing

and campus. The Department Chairperson also has oversight for program faculty in collaboration with the DNP Program Director/Co-Director.

A rigorous program of coursework and DNP Residencies are jointly planned by the Graduate Advisor and student to support the DNP Project development and lay the foundation for a formalized presentation. In addition to required program coursework students may complete select optional electives during the course of study. The selection of appropriate courses is determined jointly by the student and advisor. During the course of the program the student must: successfully complete required coursework, develop a DNP Project, and prepare and deliver a formal presentation of the project.

At the end of the student's first year of study, faculty will meet as a group with each student's Graduate Advisor to evaluate the student's progress in relation to terminal program goals. The Graduate Advisor will subsequently meet with the student to solicit their own assessment of their progress. The Graduate Advisor and student will complete a summary progress report by the end of the fourth quarter of study that will be included in the student's academic file. By the end of the fourth quarter of study the student and Graduate Advisor will form the DNP Committee.

## **4.6 Change in Advisor**

Advisers are pre-assigned to students on the basis of 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 clarity about faculty advising rather than approval.

## **4.7 DNP Committee**

The DNP Committee will consist of a minimum of three members. A minimum of two approvals from DNP Committee members will be required for the student to proceed toward degree completion. The Chair of the DNP Committee must be a DNP Degree Program faculty member (PhD or DNP prepared) and is typically appointed at the beginning of the program. The DNP Committee Chair may also serve as the DNP Graduate Advisor.

A second DNP Committee member must be either a DNP Degree Program or UCSF School of Nursing faculty member prepared at the doctorate level (PhD or DNP). The third member of the committee may be faculty in the School of Nursing or may be external to the school, and need not have a doctorate. This third member may be a mentor from the site of the DNP Project or another professional colleague with sufficient content expertise and knowledge of the expectations of the DNP Project. Additional clinical colleagues are encouraged to participate as non-voting members of the student's DNP Committee. The DNP Program Director approves nomination and modifications of the DNP Committee.

Successful completion of the DNP Project coursework series will be necessary in order for the student to plan, implement, and evaluate the DNP Project. DNP faculty approval is required to progress to DNP Project implementation. The DNP Program Director (or designee) will confer with the student's DNP Committee members and render the final decision on student ability to move forward.

## **4.8 DNP Residency**

The DNP residency reflects experiences in a combination of practice, leadership, and other scholarly activities that support the evolution of the DNP student's fund of knowledge, skills and abilities that enhance advanced nursing practice. The design of the residency is individualized to support the professional and clinical goals of each DNP student and to provide focused opportunities for synthesis and expansion of knowledge acquired in the DNP curriculum. The residency supports opportunities for the student to engage with experts from nursing and other disciplines and addresses healthcare issues and populations applicable to the student's career trajectory.

## Residency Hours

A minimum of 1,000 post-Baccalaureate hours of practice and/or organizational leadership experience are required to meet the DNP Essentials Competencies (AACN, 2006) and for awarding of a DNP degree. Prior to admission to the DNP program, applicants must complete a minimum of 500 documented practice hours from an advanced practice Master's degree or post-Master's certificate program. These 500 practice hours completed become part of the 1,000 required hours. Completion of the remaining 500 hours will occur while as a student in the DNP Program (510 hours or 17-quarter units; See Table 3, Potential Residency Experiences).

**Table 3: Potential Residency Experiences (subject to change)**

Description of Hours	Maximum* Hours Allocated for Activity	AACN Essentials*
1. Collaboration/Consultation with experts in healthcare or related field.	60	V, VI, VIII
2. Application of new advanced practice skills aligned with doctoral inquiry or area of practice expertise.	90	VI, VII, VIII
3. Participation in practice activities related to the completion of the DNP Project.	150*	I, III, VIII
4. Participation in a mentored teaching experience in the clinical or academic setting.	100	I, VIII
5. Participation in professional committees with active/leadership role.	90	I, VIII
6. Participation in professional practice organizations with active/leadership role.	60	II, V, VI, VIII
7. Participation in development of policy with active/leadership role.	60	II, V, VI, VIII
8. Attendance at practice-related conferences.	60	II, V, VIII
9. Presentation/Posters at practice-related conferences.	30	VII, VIII
10. Application of evidence-based practice guidelines into information technology and healthcare systems.	60	VI, VII, VIII
11. Active participation in global health project in leadership role (e.g. mission)	90	IV, VII, VIII

\* 150 minimum project-focused hours required for this activity

## 4.9 DNP Project

In lieu of a thesis or dissertation, a DNP Project will be required for this professional degree. *Project* is the current preferred titling for the summative work produced by the DNP program student (NONPF, 2013). In preparation for developing this DNP Project, students will complete a DNP Project Proposal and present this to their DNP

Committee Chair. Once approved the student will begin work on their DNP Project. The DNP Project will require students to demonstrate a synthesis of evidence-based practice in a practice area specific to their specialty and interest. The student will present a formal defense of the completed work to the DNP Committee. Development of a formal manuscript suitable for publication will also be supported but not required.

The DNP Project requires a synthesis of leadership, policy, quality, management, and clinical learning experiences. Each student will collaborate with an agency, ideally their current clinical setting to address a real-world problem or health issue. Strong professional writing and public speaking skills are expected as part of the DNP Project. Institutional Review Board (IRB) approval, from both UCSF (i.e. CHR) and the proposed clinical site of the DNP Project, if indicated by IRB criteria, will be required for the respective students, in accordance with policy and requirements at each setting. Copies of all IRB approvals associated with the DNP Project shall be provided to and maintained securely on file with UCSF DNP Degree program materials.

The DNP Proposal will be completed during the DNP Project series and approved by the student’s DNP Committee Chair. Students will submit the final written document of the DNP Project for approval and provide an oral defense presentation. The written document and oral presentation will include the following: background and significance; needs assessment; synthesis of the literature; theoretical framework; project methods; project results and evaluation; project discussion including implications for advanced nursing practice in the areas of practice, policy, research, and education. Preparation and submission of a formal manuscript suitable for publication will be encouraged and supported.

Successful completion of the DNP Project is judged by approval by at least two voting members of the DNP Committee. If there is a lack of agreement the DNP Program Director (or designee) will decide the outcome. If the DNP Program Director is already a member of the student’s DNP Committee, another DNP faculty member will be sought to decide the outcome.

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/dnp/dnpprojectstilingpaperjune2.pdf>

#### **4.9.1 Table 4: DNP Project Timeline (subject to change)**

<b>Quarter of Study</b>	<b>Course</b>	<b>Expectations</b>	<b>Date Completed</b>
Q4	DNP Project I (N263A) DNP Residency (N463)	Finalize DNP project idea; identify collaborating site for implementation; identify collaborator at site, key stakeholders; identify DNP Committee members; begin ROL; draft project proposal	End of Q4
Q5	DNP Project II (N263B) DNP Residency (N463)	Approval of proposal; seek IRB approval if indicated; finalize ROL; formulate implementation plan	End of Q5
Q6	DNP Project III (N263C) DNP Residency (N463)	Implement project; data collection; develop and implement evaluation plan	End of Q6
Q7	DNP Project IV (N263D)	Complete evaluation; complete project paper; formal project presentation	End of Q7

Each student enrolled in the UCSF School of Nursing Doctor of Nursing Practice (DNP) degree program will complete an evidence-based project as a requirement for degree conferral. The DNP Project is a culmination of knowledge and experiences gained through participation in the curriculum, put into use in a practice area. The DNP Project demonstrates the student’s ability to plan, implement and evaluate an evidence-based project that benefits clients or systems of care. The DNP Project may focus on change that impacts health outcomes directly or indirectly and may be implemented at the micro or macro level; it includes a plan for sustainability and provides a foundation for future scholarly work. The DNP Project can take many forms, including but not limited to analysis of policy at the local, state or national level; development of information technologies to improve outcomes; analyzing or

contrasting practice or teaching models for impact on outcomes or designing and evaluating healthcare or health education programs. Table 4 indicates a projected DNP project timeline.

**General Overview of DNP Project Process:** (Additional details will be found in Residency and Project Course Syllabi)

- a. During the first quarter of study, the student will meet with his/her DNP Advisor (who may also be the assigned DNP Committee Chair) to begin to develop ideas for the DNP Project. Over the first three quarters of study, the student will continue to meet with the DNP Advisor at least quarterly to develop a timeline and to assure that foundational coursework is completed in a timely manner. The DNP Advisor will communicate with relevant program faculty to begin alignment of upcoming project work.
- b. In program quarter four, the student will begin the first of four DNP Project Series courses, and finalize a topic of interest that will be developed into a project with a formalized completion plan. The first of four DNP Residency courses will also occur at this time, and will allow the student to begin to develop the project at an approved site. The student and advisor will also begin to recruit the DNP Project Committee, including representation from the practice site when possible.
- c. Over the next three quarters, in conjunction with the remaining DNP Project courses (II, III & IV) and remaining DNP Residency courses (II, III, & IV) the student will refine the project design, and implement and evaluate the work at the approved practice site. During these DNP Project courses the student will draft the DNP Project Proposal, and submit it for review and feedback to the DNP Committee Chair.
- d. Following review and revisions as needed, the student will submit the proposal to the DNP Committee Chair for approval.
- e. If Institution Review Board Review is deemed necessary, the student will submit the proposal for review; this process can take a number of weeks. Project implementation cannot occur until IRB approval or waiver is formally obtained.
- f. Following IRB approval (if necessary) the student will meet with the DNP Committee Chair to review the project timeline and begin implementation and evaluation of the project.
- g. During DNP Project courses II, III, IV the student will continue to develop the formal presentation and develop the written manuscript.
- h. Once the written manuscript is completed, the student will submit to the DNP Committee Chair for review, who will complete and file a DNP Proposal Evaluation form. The student then schedules the final project presentation before the DNP Committee. This can take a number of weeks.
- i. Following successful presentation and review of the written manuscript, the student can submit the final bound copy to the DNP Program Office and the School of Nursing Student Affairs Office.

#### **4.9.2 DNP Project Presentation Criteria**

The DNP Committee Chair, in consultation with DNP Project course faculty will ensure that all academic requirements have been completed before the student progresses to the final presentation and defense; this includes completion of residency hours, satisfactory completion of all required coursework, completion of the DNP project, and agreement that the final paper is ready for committee review.

##### **Preparation Steps for the Final Presentation:**

1. The final draft of the DNP Project paper is prepared in strict adherence with APA 6<sup>th</sup> edition guidelines
2. Submit a first draft of the paper to the DNP Committee Chair in advance to allow for feedback; submit the revised draft of the paper to the remaining DNP Committee members following the Chair's approval in advance to allow for feedback. (See syllabi associated with DNP Residency and Project courses for additional requirements).
3. The final copy of the paper and any slides/poster materials should be submitted to the DNP Committee Chair and all members at least 1-2 weeks before the projected presentation. All members of the committee



are expected to read the paper, forward any clarification questions to the student and committee at least 72 hours in advance of the scheduled presentation to allow time for the student to respond.

4. The DNP Committee Chair organizes, chairs and manages the final oral presentation meeting. The presentation will also include the opportunity for public participation. The DNP Committee Chair is also responsible for recording proceedings of the meeting including any points made during the meeting, the formal committee vote, recommendations for revision, and committee vote outcome discussion with the student.
5. Following the student's presentation, members of the public may question the student. This is followed by private questioning by the DNP Committee members.
6. A passing vote for the presentation requires approval by a minimum of two voting DNP Committee members. In the case of passing with a request for minor revisions, the student will meet with the DNP Committee Chair to establish a timeline for successful resubmission. In the event of failure the committee must make recommendations to the chair regarding next steps. Students are allowed a second opportunity to successfully complete the process; if the student fails the second attempt the student is dismissed from the DNP program.
7. Students who do not complete the DNP Project or who do not pass the DNP Project presentation prior to completion of all other required coursework are required to maintain registered status until the final presentation of the DNP Project is completed and approved. Students must abide by the Satisfactory Academic Progress guidelines for completing all DNP curriculum work to be eligible for conferral of the DNP degree.
8. Once the DNP Committee votes to confer the degree, the DNP Committee Chair will prepare and submit a written evaluation to the DNP Director, who will then obtain the student's signature indicating all program requirements have been met.

#### **Protocol for Communication between Student and the DNP Committee Chair**

Any external communication or reporting about the DNP Project or program reflects on the UCSF School of Nursing, therefore it is important that the candidate keep the Chair informed as follows:

1. Determine primary and secondary authorship of any manuscripts, presentations, grants, funding proposals, or other formal documents that are products of the DNP Project. Standard accepted principles, roles and responsibilities of primary and secondary authorship are applicable to all authors.
2. Communicate with the DNP Committee chair before submitting:
  - a. Any grants to fund all or part of the DNP Project
  - b. Any abstracts for conferences or publications that report on the project or its results/findings
  - c. To the public domain any materials that are an integral component of the DNP Project

### 4.9.3 DNP Project Rubric (subject to change)

Student's Name: \_\_\_\_\_

Title of DNP Project: \_\_\_\_\_

	1: Poor	2: Fair	3: Good	4: Very Good	5: Excellent	
Overall: Student addresses each component						Comments:
Background and Significance						
Problem Statement						
Needs Assessment						
Project Goals and Objectives						
Review of Literature						
Theoretical Framework						
Design and Methodology						
Evaluation Plan						
Plan for Maintenance						
Data Analysis and Outcomes						
Recommendations and Discussion						
References						
Appendices						

\_\_\_ Approve the DNP Project (once approved the student becomes eligible for graduation and granted the degree with the rights and privileges awarded by the degree.

\_\_\_ Conditional approval of the DNP Project (pending minor revisions, the student will file a final/revised proposal within two weeks of the proposal presentation.

\_\_\_ Reject the DNP Project (the student must develop a substantially revised or new proposal, that the DNP Committee will review and all prior steps will be repeated.

DNP Committee Chair Signature \_\_\_\_\_

DNP Committee Member Signature \_\_\_\_\_

DNP Committee Member Signature \_\_\_\_\_

Date \_\_\_\_\_

#### 4.9.4 DNP Project Paper Organization Template (subject to change)

The organization and content of the proposal will vary according to the project and recommendations of the DNP Committee Chair, committee members and Project course faculty. At a minimum the paper should include:

1. Title page: the title page must include the name of the project, student's name and academic credentials, name of academic institution, and the words, "In partial fulfillment of the requirements for the Doctor of Nursing Practice Degree"; copyright.
2. Abstract (250 words or less) inserted as the first page behind the title page. The abstract provides an overview of the project as a single paragraph, and includes an overview of the project's background and significance, review of the literature, purpose, methods, results and conclusion. Apply keywords using APA 6<sup>th</sup> edition format.
3. Table of contents
4. Introduction: this section includes the following elements (note, descriptions of technical equipment, instruments, etc. should be placed in the appendices)
  - a. Background and significance
  - b. Needs assessment
  - c. Problem statement
  - d. Theoretical framework
  - e. Project goals and objectives
  - f. Project design and methodology
  - g. Data analysis
  - h. Outcomes
5. Review of literature: This review is sufficiently comprehensive, current review of research and other evidence supporting the project goals and objectives. In general support should be restricted to the preceding five years unless it includes a landmark study. Describe how the search was conducted and create evidence tables as appendices. This area will build a strong case for the importance of the topic and need for inquiry. Remain objective in presenting the facts, and ensure logical flow of thought from paragraph to paragraph. Conclude this area with a concise summary of the findings.
6. Data analysis and findings: This section describes findings of the project in terms of the objective data generated by the project. Describe how the project data was analyzed, including statistical analysis.
7. Evaluation: Describe the overall plan for evaluation. For each objective, include specific details as to how your project was evaluated. What evidence-based measures and instruments were applied? What method of analysis was used for each objective?
8. Outcomes: These should be written against each objective and expected outcome. To what extent was the objective/expected outcome achieved? Discuss the key facilitators that made the objective achievable or constraints that made the objective unachievable
9. Plan for project/data maintenance and security: Identify the plan that includes how data will be stored, who will have access rights and how subject's privacy and confidentiality will be assured during collection, storage, use or transmission. Include IRB approvals (if indicated) as an appendix.
10. Recommendations: In this section discuss recommendations emerging from the DNP Project as specifically as possible (i.e. toward the site where the project was conducted) and any plans related to policy, practice guidelines or other project development. Is there a plan for ongoing evaluation if this phases of the project are anticipated? What are the next steps?

11. Nursing implication: What are the implications of the findings for nursing practice, nursing education, nursing research or health policy? Evaluate accomplishment of the DNP Essentials.

#### **4.9.5 DNP Program Evaluation**

The DNP program will be subject to both internal and external evaluation processes and is invested in continuous evaluation procedures. As a School of Nursing program, it is subject to faculty governance structures such as the Faculty Council and ongoing program evaluation structures such as the DNP Program Council. Per School of Nursing bylaws, the DNP Program Council is a standing committee charged with reviewing and approving courses; determining the required core and foundational courses; reviewing curricular issues affecting the program, department, school or campus; planning, implementing and evaluating programs; developing guidelines for reviewing, implementing and/or discontinuing specialty areas; and communicating and consulting with the School of Nursing's Education Policy Coordinating Council.

In addition, the DNP program will be subject to several evaluative processes consistent with the standards and practices of the campus. Internal evaluation processes include:

- Administrative, faculty, student, and employer review of the adequacy of program content and processes to appropriately prepare graduates for the expected career trajectory. Data will be collected and analyzed by program administrative staff, in consultation with program leadership.
- Academic Senate evaluation of the UCSF DNP Degree Program that will occur as part of the scheduled evaluation of graduate programs. Because it is a new self-supporting program, the UCSF DNP Degree Program anticipates review according to expected timelines and policies for self-supporting programs.

**External Evaluation.** As a School of Nursing Program, the DNP Program will be included in the School of Nursing national accreditation review from the Commission on Collegiate Nursing Education (CCNE). The commission will provide an ongoing evaluation framework to assure program quality. The process for CCNE accreditation takes approximately two years with accreditation occurring by the time of graduation of the first class. Due to the substantial amount of distance-based instruction in the DNP Program curriculum, additional approval was sought and obtained from the Western Association of Schools and Colleges (WSCUC). The DNP program will abide by interval reevaluation processes set by WSCUC.

## 5. Policies and Procedures

### 5.1 Address Change

See *Petitions*

### 5.2 Financial Aid

Fundamental responsibility for meeting educational costs rests with the student. Students in need of financial aid should contact every available source both on and off campus. On campus, three sources of possible assistance are: The Student Financial Services Office, the Graduate Division, and the Office of Student Affairs. Listings of off-campus scholarships and various loan programs are available in the Student Financial Services Office.

The Student Financial Services Office awards aid to students who demonstrate financial need according to stringent eligibility requirements. Many nursing students do not qualify for University-defined need-based aid because of their earnings, their spouse's earnings, or their assets. Students are often qualified for different loan programs, such as the Federal Stafford student loans.

Applying for financial aid involves completing application forms and submitting a copy of your Federal Income Tax Return. If you are under age 30, your parents are also required to submit financial information, including their tax return(s). A financial aid counselor can be seen on a drop-in basis, or an appointment can be made.

The Graduate Division offers scholarships, fellowships and a limited number of non-resident tuition scholarships to graduate students. Applications are available in the School of Nursing, Office of Student Affairs, #N-319X.

#### 5.2.1 Emergency Loans

Emergency loans are limited to \$1,000 and must be paid in full within ninety days. In extenuating circumstances, loans may be granted beyond the \$1,000 limit. Contact Student Affairs for more information.

### 5.3 Graduation

Before graduation, students need to ensure that several different requirements have been met.

- *Curriculum Requirements.* See the Curriculum section of this handbook. Students should plan carefully with their advisers to meet these requirements.
- *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 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 *Nurse Weekly* will have reminders about graduation related matters – purchasing invitations, cap and gown, etc. – as the deadline comes up.
- Assessment of the DNP student's readiness and desire to participate in the ceremonies is to be made jointly by the DNP committee and the student.

## 5.4 Grievance Procedure

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: <https://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 the Prevention of Harassment and Discrimination** for further information: <https://ophd.ucsf.edu/>

## 5.5 Incomplete Grade

See Satisfactory Academic Progress and Grading

## 5.6 Lapse of Status

Lapse of Status is the enforced withdrawal of the student from the University for failure to: (1) file a registration packet for fall, winter, or spring quarters; (2) settle financial obligations; or (3) respond to official University notices.

## 5.7 Leave of Absence

The university may grant you permission for leave of absence or honorable withdrawal if you are in good standing but do not want to retain your class status. Students are in good standing if they are not subject to academic probation or disqualification, professional disqualification, or disciplinary disqualification. You can petition for honorable withdrawal or leave of absence online in the student portal. However, before starting the online process, please consult with your advisor, Student Health and Counseling Services, and, if applicable, the Student Financial Aid Office and the International Students and Scholars Office to discuss your plans, as withdrawal and leave of absence may have consequences for your academic plans, health insurance, financial aid and loans, and any visa.

For a leave of absence, you can select a readmission term at the time you request the leave of absence. We encourage you to indicate your readmission term because, otherwise, a leave of absence may affect [access to electronic systems](#). If you do not know your readmission term, please apply for [readmission](#) once your quarter of return is certain.

Students who seek a leave of absence and are receiving financial aid must contact the Student Financial Services Office for full information before making the necessary arrangements. <https://registrar.ucsf.edu/registration/withdrawal>

A student's leave of absence is subject to approval by the Graduate Adviser and the Dean of Graduate Studies. Note: students will be asked to surrender their photo identification (ID) card if approved. Any student who wishes to extend a leave beyond this one-year period must petition the Office of the Registrar for an extension. A student on an unapproved leave of absence who does not petition for readmission or extension of leave at the end of one year will be administratively withdrawn from graduate standing.

### 5.7.1 Leaves of Absence (SON Policy)

The official policy of the University of California, San Francisco, is that a leave of absence is subject to the approval of the school and that it may be granted for one, two, or three quarters...**a maximum of one academic year.** The

student is responsible for formally petitioning for a leave of absence and formally petitioning for readmission. Petitions for a leave of absence are available online through the Student Portal:

- ***DNP students who are requesting an LOA must speak with their DNP Graduate adviser.***

In addition, you must check your UCSF email frequently. Also, it is extremely important that you notify the Office of Student Affairs and your adviser of any changes to your contact information.

In rare cases, an extension of the one-year LOA may be sought by a student. Please know that this extension is not automatically granted. Students seeking such an extension must obtain permission from the above-mentioned individuals. These individuals are responsible for deciding whether the request for an extension can be approved or not and for considering a number of important variables.

As a general rule, the approved LOA for up to one year guarantees the student that she/he will be readmitted into the program they were in at the time of the leave. Once a student requests an extension beyond the one year, the faculty **may** require that the student submit a new application and be re-screened new applicants to the program. Readmission, at that point, is not guaranteed.

## 5.7.2 Readmission

All returning students must file a “readmission petition” which is available from the Registrar’s office or on-line at <https://registrar.ucsf.edu/registration/readmission> . Signature must be obtained from Student Health Services and the S/N Office of Student Affairs; the form is then returned to the Registrar’s Office, MU 200W.

## 5.8 Name Change

See Petitions (below)

## 5.9 Petitions

All petitions are obtained from the Office of the 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 before being submitted to the Dean of Graduate Studies.

The following are petitions currently in use at UCSF.

- **Adviser Change.** See Change of Adviser section.
- **Change of Address.** The Registrar’s web site Student Portal is now the primary location for students to update and maintain their address information. <https://registrar.ucsf.edu/new-students/studentportal>
- **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 the 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. <https://registrar.ucsf.edu/student-records/name-change>

**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 the Registrar in MU-200W. When the petition is submitted, the following must be presented:

1. Photo identification (former or new name); and
2. 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 the Registrar by the second week of your final quarter.

- **Notice of Withdrawal.** This same petition is used when a student goes on a leave of absence or when a student plans to petition for an honorable withdrawal. 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 sign the petition. Signatures are required from: Student Loan Office, Student Health Service, Director of Student Affairs, Dean of Graduate Studies, and the Financial Aid Officer. Leaves are permitted to 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 the Registrar. *Note to MEPN Scholarship Students:* Students on the Acute Care Scholarship Nursing Loan Program are expected to petition to withdraw at the end of the 12-month pre-licensure program (i.e., first MEPN year) and to petition to be readmitted prior to returning to the two-year specialty phase of their program.  
<https://registrar.ucsf.edu/registration/withdrawal>
- **Re-admission Petition.** A discussion should take place between the student and her/his adviser before applying for re-admission. The student must submit before the established quarterly deadline a Re-admission Petition obtained from the Office of the 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 the 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 the Registrar for a final decision.  
<https://registrar.ucsf.edu/registration/readmission>
- **Readmission:** Students must submit a letter of intent to seek readmission to 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. In that case, applications for readmission must be on file in the Office of the 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 the Registrar. The student gathers signatures from Student Health, Office of Student Affairs and the Graduate Division before returning it to the Office of the 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. 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 Petition:** This petition is used to convert provisional grades (E, I, Y, or NP) to final grades once the course work has been completed. An E, I, Y, or NP grade may be revised by any term paper, examination, or other exercise required by the instructor. 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 the Registrar and that office will send the instructor a request for the student's final grade in the course.  
<https://registrar.ucsf.edu/student-records/grades/provisional>



- **Student Petition** (blue). This petition is used to facilitate requests for action by the Office of the Registrar on the following matters: (1) extension / reinstatement of candidacy; (2) request to waive Office of Admission and Registrar requirements. Obtain petition from the Office of the 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.
- **Study List Change Petition.** 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 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. Required signatures for change of grading option are the same as above, but no instructor's signature is required. Currently, there is a \$5.00 fee. <https://registrar.ucsf.edu/registration/change-study-list>

## 5.10 Plagiarism

For a fuller treatment of this, please review the School of Nursing Policy on Academic Misconduct in this Handbook, and also CLE.

According to Webster's Dictionary, to plagiarize is:

To steal or pass off as one's own (the ideas or words of another); to use (a created production) without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source.

Students found to be plagiarizing the works of others may be subject to strict disciplinary action. This may include suspension or expulsion.

## 5.11 Problem Resolution

Issues, improvements, or problems should be discussed whenever possible with the persons involved, whether other students or faculty or staff. If the situation seems complex, it may be necessary to seek consultation from someone, e.g., a faculty member or advisor, about how to approach the conversation. The vast majority of issues, improvements-needed, and problems should be handled in this direct way.

Occasionally, usually due to difficulty in resolving problems directly, students wish to formalize a complaint related to the learning process or environment. To do this, the student(s) write(s) a letter including a description of the history of the issue/problem, efforts that have been made to resolve the situation, and the remedy or action desired. The letter should be directed to the Chair of the Department, the Associate Dean for Academic Programs, or the Assistant Dean Office of Student Affairs, depending on the subject of the complaint. The recipient of the letter will contact the student for further information, and then actively work toward resolution of the complaint.

Students wishing to formalize commendations related to the learning process or environment may put such commendations on record by the same mechanism.

## 5.12 Re-Admission

See Petitions.

## 5.13 Records

Student records are available for perusal in the Office of Student Affairs. The records are not to be removed from this office. Students should always keep the Office of Student Affairs and the Office of Admission and Registrar apprised of all name and address changes.

## 5.14 Registrar/Admissions Office

The Office of Admission and Registrar is located on the second floor, west tower, of the Millberry Union building, telephone (415) 476-8280. For more information see the <https://registrar.ucsf.edu/>

This is where students register in person, obtain and file petitions, pick up copies of grades, verify enrollment for loan and/or insurance forms, and order UCSF transcripts and diplomas.

Registration procedures are the responsibility of the Office of Admission and Registrar. The deadlines are published quarterly in the campus calendar. Graduate students whose research or study requires them to remain outside the State of California throughout the quarter may apply to register *in absentia*.

## 5.15 Removal of Provisional Grade

See Petitions.

## 5.16 Scientific Misconduct

The campus adheres to the DHHS definition of Scientific Misconduct as follows:

*“Misconduct in Science means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations of judgments of data.”*

Concerns about possible scientific misconduct should be reported to the responsible Vice/Associate Dean for Academic Affairs or the Vice Chancellor for Academic Affairs.

## 5.17 Standards of Conduct

### 5.17.1 Faculty Code of Conduct

Academic Personnel Manual (APM) Section 015 – The *Faculty Code of Conduct* establishes standards of professional conduct for faculty and includes listings of faculty responsibilities, ethical principles and types of unacceptable behavior. Faculty Misconduct occurs when there is a violation of the Faculty Code of Conduct as defined in APM 015 Part II – Professional Responsibilities, Ethical Principles, and Unacceptable Faculty Conduct. Issues addressed include teaching responsibilities, faculty/student relationships, research misconduct, and professional behavior. Concerns about possible faculty misconduct should be reported to the responsible Vice/Associate Dean for Academic Affairs or the Vice-Chancellor for Academic Affairs.

The Faculty Code of Conduct can be found at <https://www.ucop.edu/academic-personnel-programs/files/apm/apm-015.pdf>

### 5.17.2 Sexual Harassment Policy

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:

<https://sexualviolence.ucsf.edu/policies>

**What is Sexual Harassment?** The **University of California Policy on Sexual Harassment** 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 (<https://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

### 5.17.3 Student Code of Conduct

Information regarding student conduct is available in the publication, "University Policies Applying to Campus Activities, Organizations and Students", which is available at: <https://studentlife.ucsf.edu/policies/campus-activities>. 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.

<https://studentlife.ucsf.edu/policies/campus-activities-orgs-students/10000-policy-on-student-conduct-and-discipline>

## 5.18 Study Lists

The Registrar's study list filing mechanisms, and the early enrollment requirements, do not technically require adviser approval. However, students would be well advised to discuss their planned study list with their advisers prior to final submission. More information can be found at <https://registrar.ucsf.edu/registration/study-list-filing>.

### 5.18.1 Early Course Enrollment

Study list filing normally opens 7 weeks prior to the start of the quarter.

Students in some programs must enroll in a minimum number of courses or units by a deadline approximately 4 weeks before the quarter begins. Please check the "Summary" tab in the Student Portal for the enrollment deadlines that apply to you. A \$50 late fee applies if you do not meet your minimum enrollment requirement by your deadline. You will need to clear your holds before you can complete your minimum enrollment requirements.

If you receive financial aid, you will need to meet your minimum enrollment requirement before we will release financial aid.

### **5.18.2 Change Period**

After study list filing opens, you can add courses, drop courses, and, for some courses, change the instructor, units, or grading option. You can make these changes on-line on the "Study List" tab in the student portal until study list filing closes.

To change your study list after the study list filing period closes, you must file a Study List Change Petition and pay a \$5 fee. Please check the deadline for filing a Study List Change Petition.

If you do not file a study list by the date on which study list filing closes, you will need to file a Late Study List Petition. The fee is \$50.

### **5.19 Study List Change**

See Petitions.

### **5.20 Transcripts and Grade Reports**

Official transcripts can be obtained for a fee from the Office of Admission and Registrar. Grade reports are available at: <https://registrar.ucsf.edu/transcripts/ordering-transcripts>

Verification of enrollment and loan deferments are handled by the Office of Admission and Registrar as well.

### **5.21 Veterans Benefits**

For more information, contact Veterans Affairs at (415) 476-4185, #MU 201W.

### **5.22 SON Academic Jeopardy Committee**

In 2014-2015, 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 clinical 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 (separating MEPN GPA from MS, DNP &/or PhD GPA)
- 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 (not MEPN courses)
- 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 prepare and distribute 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.

## 5.23 Warning and Disqualification

**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 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.

## 5.24 Whistleblower Policy

Under California law and University policy, members of the campus community are encouraged to bring forward any concerns or allegations regarding improper governmental activities within the University (commonly known as "Whistleblower Complaints"). When a person reports allegations of suspected improper governmental activities to an appropriate authority the report is known as a protected disclosure. Individuals making a protected disclosure are protected from retaliation. A protected disclosure may be made to the Campus Whistleblower Coordinator, Clinical Compliance Officer, or any campus administrator, director, manager or supervisor. This policy may be found at the <http://whistleblower.ucsf.edu/> web site.

## 5.25 Withdrawal

See Petitions

## 6. Campus Services

### 6.1 Campus Life Services

From transportation, housing, and business support to child care, entertainment, fitness, and more—for 50 years the businesses of Campus Life Services have touched everyone, at every campus location. In ways great and small, we work hard to help make life better for the people who teach, study, work, and visit UCSF.

#### 6.1.1 Fitness & Recreation Services

Our fitness centers, located at the Parnassus and Mission Bay campuses, serve UCSF students, faculty, and staff with full service facilities and an array of programs for all ages and fitness levels. UC affiliates and the general public are also welcome.

Whether you want to lift weights, take a yoga class, or swim, we have just what you're looking for!

*Millberry Recreation and Fitness Center* offers modern facilities, the latest exercise equipment, an indoor swimming pool and personal service from a knowledgeable staff. Located at 500 Parnassus Avenue, the fitness center provides a convenient and comfortable workout atmosphere for the university community.

- Weight machines and free weights. Tone your muscles with two circuits of Cybex machines and a fully-equipped free weight room with dumbbells, 5-100 pounds.
- Cardiovascular machines. Choose from more than 60 machines, including treadmills, stair climbers, bikes, rowers, and elliptical trainers.
- Lap pool. Take a dip in our heated indoor, 20-yard, four-lane swimming pool. A lifeguard is always on duty.
- Ab Lab. Tone and strengthen your abs and lower back with our free, 20-minute classes.
- Fitness and Wellness Workshops. Knowledge is power! Arm yourself with cutting edge information through lectures and hands-on workshops led by our fitness staff and UCSF faculty.
- Gymnasium. Bring your racquet and catch up with your friends over a game of basketball, volleyball, badminton, or futsal (indoor soccer).
- Squash and racquetball courts. Bring your racquet and master your game on two squash courts and one racquetball court.
- Game room. Take time to play table tennis, pool, Foosball, and video games. There are also two sound proof piano rooms.
- Locker rooms. Refresh after your workout with a shower. Locks and shower towel service available for a nominal fee.
- Dry saunas. Relax and regroup with a rejuvenating sauna.
- Music rooms. Members can reserve time to practice in two sound proof piano rooms at Millberry Union.
- Online reservations. Members can use our online reservation system to book massage services, court time, and the use of sound proof music rooms at Millberry Union or visit the Central Desk.

For further details visit: <https://www.campusliveservices.ucsf.edu/fitnessrecreation/>

Similar fitness/recreation facilities are available at the UCSF Mission Bay complex.

#### 6.1.2 Recreational Sports

There's something for everyone at UCSF Recreational Sports. Recreational Sports offers a wide range of sports and activities, including squash, dodgeball, racquetball, volleyball, basketball, futsal (indoor soccer), tennis, golf, rowing, ultimate frisbee, table tennis, badminton, and flag football. These sports are played as leagues, drop-in sports, clubs, or as clinics. [https://campusliveservices.ucsf.edu/fitnessrecreation/parnassus/recreational\\_sports/](https://campusliveservices.ucsf.edu/fitnessrecreation/parnassus/recreational_sports/)

### **6.1.3 Arts & Events Services**

At UCSF Arts & Events, it's our mission is to strengthen the bonds that make us a strong community, through recognition and celebration for everyone at our university. Arts & Events provides art, social, and discount programs intended to help everyone on campus strike a balance between work or study and play. We invite you to Enjoy the Experience! <http://www.campusliveservices.ucsf.edu/artsevents/>

### **6.1.4 Retail Services (Dining, Personal, Banking)**

A portion of every dollar you spend at a campus vendor helps fund activities, programs, and entertainment at UCSF. Proceeds support Arts & Events, Outdoors Programs, and much more. Patronize a campus vendor today and help make UCSF a better place for you to work and play. <http://campusliveservices.ucsf.edu/retail/>

## **6.2 Office of Career & Professional Development**

The UCSF Office of Career and Professional Development (Career Center), located in Room #S-140, telephone 6-4986, has been established to deliver career related services to meet the needs of students, post-docs, and alumni in all four schools and in all disciplines. From job search strategies to grant writing skills, the OCPD serves the academic, professional and career development needs of UCSF students and graduate trainees. The Center provides career counseling, guidance and planning, and coordinates programs and workshops designed to enhance job searching techniques and strategies. Arrangements can be made for individual appointments, for help with resume writing, interview preparation, or to explore and consider a range of career options. <https://career.ucsf.edu/>

## **6.3 Center for LGBT Health & Equity**

The Center for LGBT Health and Equity provides advocacy, education and support services to both women and men of UCSF and the greater San Francisco community, in the interest of sustaining an inclusive and equitable campus community and addressing persistent inequities in society at large. <http://lgbt.ucsf.edu/>

## **6.4 Child Care**

“Since 1978, UCSF has been a reliable and consistent source of quality child care for staff, faculty and students. Dedicated caregivers, innovative programs and a diverse approach create a nurturing, safe and inspiring environment for your child.”

<http://campusliveservices.ucsf.edu/familyservices>

## **6.5 Student Health & Counseling Services**

Primary care and mental health services are available from both Parnassus Clinic and Mission Bay Clinic. <http://studenthealth.ucsf.edu/>

## **6.6 Student Disability Services**

Please also see Appendix 15: Students with Disabilities

UCSF and the School of Nursing are committed to providing equal access to all of its programs, services, and activities for students with all types of permanent and temporary disabilities, including students with physical, psychological, learning, and sensory disabilities, AD/HD, and chronic health conditions. UCSF Student Disability Services (SDS) facilitates this access by coordinating reasonable accommodations and support services.

Accommodations are adjustments to policies, practices, and procedures that “level the playing field” for students with disabilities while preserving the integrity of academic and technical standards and programmatic requirements. Examples include adjustments to exam administration, services such as note-takers, sign language interpreters, assistive technology, adjustments in the clinical environment, and coordination of accessible housing.

Accommodation plans and services are designed to match the specific disability-related needs of each student and are determined according to documented need and program requirements.

To make a request for accommodations, students must register with Student Disability Services (SDS) (<https://sds.ucsf.edu/register>) and make a formal request for accommodations via the SDS website module (<https://clockwork.ucsf.edu/SDS/custom/misc/home.aspx>). Students are encouraged to send documentation of their disability to Student Disability Services in advance of their intake appointment. Review of requests for accommodation may take SDS up to 2-3 weeks to complete, so students are encouraged to register with SDS at the time of their matriculation. Please note that students are not eligible to receive accommodations until the SDS registration process is complete. While this process can be started at any time, **accommodations may not be implemented retroactively**, so being timely in requesting accommodation is extremely important. The full SDS registration process is outlined on the SDS website – <https://sds.ucsf.edu/register>, and implementation of accommodations is also detailed in Appendix 15: Students with Disabilities.

Students are expected to perform all the essential functions of the program with or without disability accommodations. While the School of Nursing will make every effort to work with our students who have disabilities, and provide reasonable and appropriate accommodations, it is important to note that the School is not required to provide accommodations that would fundamentally alter the essential functions or technical standards of the program (please refer to 8.6 Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing).

For further information, contact:

**Student Disability Services**

University of California, San Francisco

500 Parnassus Ave., MU100

San Francisco, CA 94143

[studentdisability@ucsf.edu](mailto:studentdisability@ucsf.edu)

(SDS): 415-476-6595

(Fax): 415-476-7295

[sds.ucsf.edu](http://sds.ucsf.edu)

<http://sds.ucsf.edu>

## 6.7 Financial Aid – Student Financial Services

A number of financial aid programs are available to UCSF students. Please see the website for information on the various programs, eligibility requirements and financial aid procedures. <http://finaid.ucsf.edu>

## 6.8 Housing

“Housing Services provides quality university housing and related services to students, post-docs, residents/clinical fellows and faculty.” <http://campusliveservices.ucsf.edu/housing/>

## 6.9 UCSF Information Technology Services (ITS)

ITS provides leadership in enterprise-wide state-of-the-art information technology through innovative solutions, cost-effective services, and quality support. Communication and Collaboration, Network and Telephone, Security and IT Policy, Support Services, Web and Application Services. <http://it.ucsf.edu>

## 6.10 International Students & Scholars

This office provides advising and assistance with regard to visa and immigration status for international students, post PhD scholars, and faculty. The office also provides advising and orientation with regard to housing, transportation, employment matters, language problems, and other such living concerns. <http://isso.ucsf.edu>



## 6.11 Library and Center for Knowledge Management

Students at UCSF have access to the extensive collection, databases, and services of the Paul and Lydia Kalmanovitz Library and the Center for Knowledge Management at 530 Parnassus Ave.

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

## 6.12 Transportation Services (Parking, Shuttles, Rideshare)

The UCSF campus is located in an extremely congested area and campus parking facilities are in short supply. For this reason, you should make every attempt to avoid commuting by automobile, unless in a carpool, or you should attempt to utilize public transportation.

Since the UCSF campus has moved some of its facilities and services to locations outside the immediate Parnassus area, shuttle (bus) service is available to a number of these facilities, including San Francisco General Hospital (also known as SFGH or “The General”), Veterans Administration Hospital, Aldea Housing, Laurel Heights Building, Mount Zion Medical Center, the Mission Center Building (MCB), and the Mission Bay Campus. At UCSF, passengers board the shuttle in either one of two places: on Parnassus and Hillway Streets in front of Langley Porter Psychiatric Institute (LPPI) or in front of the main library at 530 Parnassus Avenue.

All of the shuttles are free for UCSF students, faculty and employees. You may be asked to show your student identification card. Information on schedules, passenger stops and fares are listed in the lobby of the Medical Sciences Building.

The public transportation system in San Francisco is called “MUNI.” UCSF is also served by the following bus lines: 6 Parnassus, 66 Quintara, 43 Masonic, and the N-Judah Streetcar. See <http://www.sfmuni.com> for more information. MUNI fares are \$2.00, with a transfer good for 90 minutes after issue. Exact change is required. Monthly “fast passes” are available at the Transportation Services Office in the Millberry Union, and at 1625 Owens Street (Mission Bay).

You can find information on all UCSF Transportation programs at the following link:

<http://www.campusliveservices.ucsf.edu/transportation/>

## 6.13 Police and Security

The women and men of the UCSF Police Department are committed to making our campus a safe place for you to live, work, study and visit. We strongly believe in the principles of community policing and have partnered with agencies throughout San Francisco to enhance the safety and quality of life at UCSF.

We also recognize that all members of the campus community share in the responsibility of maintaining our safe environment. To that end, our website provides relevant and practical information to help you prevent and better respond in the event of a crime or public safety emergency. <http://police.ucsf.edu/>

## 6.14 Mail Services

Stamp Vending machines are available in the MCB lobby, the 2nd Floor at Laurel Heights (near the cafeteria, I-Level of Millberry Union and also near the ATM machines and the breezeway (between the Millberry garage east elevators and ACC building) Note that UCSF (except for residences/housing) has its own zip code, **94143**.

## 6.15 California Residency

To be classified a California resident for tuition purposes; you must be a financially independent, adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term. You are not eligible to establish residence if you are an adult alien present in the U.S. with a nonimmigrant status that precludes you from establishing a domicile in the U.S. (including, but not limited to, B, F, H2, H3, J, M, O, P, Q, S, TN, and TD visas) or an alien without a legal immigration status. To establish residency, you must be physically present in California with the intent to make

California your permanent home, and you must demonstrate by your actions that you have given up your former residence to establish a residence in California. Once you have established your residence in California, you must reside in California for more than one year (366 days) before you will be eligible to be classified as a resident for tuition purposes. If you are in California solely for educational purposes, you will not be considered to have established a residence for tuition purposes, regardless of the length of your stay. Your residence cannot be derived from your spouse or from your parents unless you are a minor. For more detailed information, including necessary forms, please see California Residency information at: <http://registrar.ucsf.edu/registration/residency>

## **6.16 Student Academic Affairs**

The office of Student Academic Affairs (SAA) administers a wide range of vital student service units for student success including the Student Health and Counseling Services, Student Financial Aid, Office of Career & Professional Development, and International Students and Scholars Office. For information, visit:

<https://studentaffairs.ucsf.edu/>

## **6.17 Office of Student Life**

Student Life provides a wide range of student services, programs and resources that foster community and ensure students' academic success and wellbeing. Services under the Student Life umbrella include First Generation Support Services, Learning Resource Services, Student Disability Services, and Veteran Support Services. Student Life also coordinates the activities of student involvement programs including student government organizations; *Synapse*, the student-run newspaper; and registered campus organizations, student-run groups representing a broad range of academic, cultural, ethnic, artistic, and community service interests. More information about the Student Life Office is on their website: [studentlife.ucsf.edu](http://studentlife.ucsf.edu).

## **7. STUDENT ORGANIZATIONS**

### **7.1 Student Government**

#### **7.1.1 Associated Students of the School of Nursing**

The Associated Students of the School of Nursing (ASSN) is the official organization that represents the School of Nursing students at UCSF. The council's mission is to address the concerns of students within all programs in the School of Nursing; serve as a liaison among students, faculty and the campus; and to improve cohesiveness and communication among students in the various departments of the School of Nursing. This organization further acts as a mechanism by which student representation on inter-school and inter-campus committees is facilitated.

<http://nursing.ucsf.edu/student-council>

#### **7.1.2 Graduate & Professional Students' Association**

The Graduate & Professional Student's Association (GPSA) is of the umbrella student government which represents all UCSF students. The GPSA's mission is to improve the quality of graduate student life, to represent diverse student need and to advocate for student rights and interests. All Graduate Students are welcome at our monthly meeting. Come to discuss campus issues or keep up with upcoming GSA events. <https://gpsa.ucsf.edu/>

### **7.2 Registered Campus Organizations**

Registered Campus Organizations are a very important part of campus life. Each year there are more than 130 Registered Campus Organizations (RCOs) at UCSF. These organizations cover a wide range of interests, including educational, social, cultural, artistic, recreational, political and religious. These organizations combine to sponsor over 400 diverse and exciting activities each year.

Any volunteer organization whose membership is comprised primarily of UCSF students, faculty, and/or staff may register with the Office of Student Life and receive all the benefits of an RCO. UCSF encourages the formation of RCOs to promote and provide for special interests of the UCSF community. <http://clubs.ucsf.edu>

### **7.3 Synapse**

Synapse is the UCSF student-run online weekly newspaper, published on Thursdays during the academic year.

Synapse is one of the primary news sources for the rapidly developing UCSF community. All UCSF students and affiliates are welcome to submit an article for publication. Once a piece is received, it is typically published on the website within a few days and will be included in the following weekly newsletter, which is electronically distributed each Tuesday during the academic year. All material submitted, including letters, is subject to editing.

Synapse seeks to serve as a forum for the campus community. Articles and columns represent the views of the authors and not necessarily those of the Board of Publications or the University of California.

<http://synapse.ucsf.edu/>

## 8. APPENDICES

### 8.1 Sexual Harassment

#### *What is Sexual Harassment?*

Sexual harassment is defined by the Equal Employment Opportunity Commission (EEOC) as “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.”

Under federal and state law there are two kinds of sexual harassment:

Quid pro quo or “this for that”: When a faculty member, supervisor, or other person in authority jeopardizes the victim’s academic or career future through job discrimination or demotion, a withheld promotion, or a failing grade unless sexual favors are granted, whether or not action was taken.

Hostile environment: When anyone engages in unwelcome sexual behavior that creates an offensive work or learning environment.

#### *Resolving Sexual Harassment*

Sexual Harassment is not a voluntary sexual relationship, but defined by the elements of coercion, threat, or unwanted attention. If you feel you are being sexually harassed, the following are some options:

- Take action – even if you feel confused or doubt yourself.
- Say no. Make it clear to the offender that the behavior is unacceptable to you. Sometimes a simple confrontation ends the situation.
- Speak directly. Say something like, “I’d like to keep our relationship strictly professional.”
- Write a letter. Identify the offending behavior, explain your feelings, and request change.
- Keep a record. Note dates, places, times, and witnesses, as well as the nature of the harassment. Such records are necessary if you decide to pursue a formal grievance.
- Seek assistance from any of the campus advisers.

UCSF provides the campus with sexual harassment prevention workshops to educate campus administrators, supervisors, faculty members, staff, and all new students in sexual harassment prevention. In addition, a group of advisers, resource persons from each of the dean’s offices, and student affairs representatives have been trained to assist the campus in sexual harassment conflicts. If you feel you are experiencing sexual harassment, or need more information, call 415/476-5186. For more detailed information please refer to: <https://sexualviolence.ucsf.edu/>

Sexual Harassment Prevention & Resolution  
Box 1264  
3333 California Street, Suite 293  
San Francisco, CA 94143-1264  
415/476-5186

### 8.2 Crime Awareness and Campus Security

The University of California, San Francisco’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by The University; and on public property within, or immediately adjacent to and accessible from the campus.

The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the University of California, San Francisco Police Department or by accessing the following website:

<http://police.ucsf.edu/index.php?/Hidden-Menu/clery.html>

## 8.3 Refund and Return of Unearned Aid Policy for Students Who Withdraw

Students who withdraw prior to the first day of instruction will be refunded the full payment minus a \$10 service charge. The Refund and Return of Unearned Aid procedure discussed below does not pertain to these students, since no fees are retained by the University. Only students who withdraw entirely from the University after classes have begun are subject to a refund calculation; employment fee differentials, reduction in course load, fee adjustments or withdrawing from one “school” to enroll in another “school” are not considered in this procedure.

Students who withdraw during any period of instruction may be owed a refund of the fees they paid to UCSF, depending on the final day of class attendance. The refund is based on the percentage of the term that has elapsed, and the calculation differs for continuing versus first-time, first-term students, as shown below.

### 8.3.1 Schedule of Refunds

For schedules for Fall, Winter and Spring, please see: <http://registrar.ucsf.edu/registration/refunds>

## 8.4 Policy on Academic Misconduct

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:**

1. **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.
2. **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.
3. **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.

#### 4. 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.

#### 5. 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.

#### 6. 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 a confidential Discipline Hearing Group comprised of 3-5 individuals identified and convened by the Associate Dean Academic Programs. The group may include Department Chairs (or their designee), Students, Program Council of Faculty Council representatives, other Associate Deans, a Student Affairs Officer, and may include a representative from the campus or another School (outside the School of Nursing).

**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.**

## 8.5 Essential Professional Behaviors for UCSF School of Nursing

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 document, a document specifically developed by MEPN faculty and students for their use (Communication and Relationship Tips) can be found at Section 6.8.

**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://clubs.ucsf.edu/node/401>)

**Cognitive:** Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs/areas of study.

**Behavioral/Emotional:** Students must possess the emotional health/maturity required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations. Students must demonstrate the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning under unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.

**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.

**Motor and Sensory Skills:** Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or relevant activity in their chosen programs/areas of study.

**Reasonable Accommodation for Disabilities:** The School of Nursing is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, and education. Contact: UCSF Student Disability Services, (415) 476-6595, <http://sds.ucsf.edu>

Students who wish to request reasonable accommodations are encouraged to contact the Office of Student Life (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 respective 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.

#### Process for Documenting Behavioral Issues

If and when a student does not meet expectations for these essential behaviors, the following will occur:

1. **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.
2. **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.**
  - a) **Composing contract:** The student and the student's faculty advisor, in consultation with the Associate Dean for Academic Affairs, prepares an individual student contract to accompany a warning letter

identifying behaviors and other related expectations which must be demonstrated in order to come into compliance with the School's essential behaviors standards and thus remain in the program. The appropriate Department Chair and Specialty Coordinator will also be advised/consulted by the faculty advisor. A copy of the contract, signed by student, faculty advisor, and Associate Dean will be placed in the student's academic file.

- b) **Compliance with the contract is monitored quarterly:** The appropriate advisor and Assistant Dean monitor the student's compliance with terms in the contract at least quarterly. If the terms of the contract are not upheld by the student, further consequences will be implemented. If it is deemed necessary to escalate discipline, the matter will be referred to the Associate Dean, who will convene a hearing body consisting of: a Nursing Student Council representative, a Graduate Student Association representative, and two faculty representatives who were not previously involved in the matter. Discipline will be recommended by that body to the Associate Dean for a final decision, which may include dismissal from the School, per the policy on student discipline procedures.

## **8.6 Campus Policies on Activities, Organizations and Students**

Copies of the University Policies Applying to Campus Activities, Organizations and Students, along with the UCSF Campus supplement to those policies, are available in the Office of Student Relations, the student affairs offices in the professional schools and the Graduate Division, and the Registrar's Office. These documents contain campus regulations regarding student conduct, student discipline, student grievance procedures, student governments, campus organizations, information disclosure, nondiscrimination policies, sexual harassment, and use of University properties, non-commercial fund-raising, and student governance participation.



## 9. Campus Maps and Directions

Need driving directions? <http://campuslifeservices.ucsf.edu/transportation/>

This is your one-stop for getting to each of our campus locations:

[Laurel Heights](#)

[Mission Bay](#)

[Mission Center Building](#)

[Mount Zion](#)

[Parnassus](#)

## 10. Forms and Petitions – OAR/GD

The following forms and petitions can be found at: <http://registrar.ucsf.edu/forms>

Credit by Examination

Intercampus Exchange

Late Study List

**Name Changes** (Must be done in person at the Registrar's Office, 200 MU West)

Petition for Substitution of Course

Readmission

Removal of Provisional Grade

S.F. Consortium

Stanford Exchange

Study List Change

Transcript Request

**Withdrawal Notice** (Must be done in person at the Registrar's Office, 200 MU West)

Part Time Enrollment

Reduced Fee

## **11. Common School of Nursing Forms and Petitions**

Enrolled UCSF nursing students may use: <https://nursing.ucsf.edu/common-forms-and-petitions>

To obtain the following commonly-used petitions and forms:

Change of Address

Change of Adviser

Change of Specialty

Course Waiver Form

Credit by Examination

Group/Independent Study Report (N248/N249)

## 12. Caring for Yourself and Your Colleagues

Being in professional or graduate school can present significant challenges, regardless of your prior academic or life success. In addition to the classroom, laboratory and clinical experiences that comprise your program here, you may face stresses in your relationships or finances, or with issues related to becoming a professional in your chosen field. Sometimes the stresses of academics, career and other aspects of your life are hard to manage.

These stresses affect everyone, and every student has different methods of coping. Some methods, of course, are more effective than others. When the stresses become too much for your coping skills to handle, things can start to break down. It may be your physical health that shows the first signs. It may be your memory and concentration that start to lose their edge. You may become more easily irritated with things that are ultimately not that important. You may start to cope in less healthful ways (like drinking too much alcohol). Any student can run into difficulties.

The signs of too much stress can manifest differently in different people. Such signs typically are visible to you early on (if you look for them) and to your colleagues (who might show signs of their own). Early detection of stress-related problems usually allows for an easier, more straightforward solution. Being mindful of your responses to stress and taking steps toward preventing such problems from happening in the first place is even better.

### Steps to Caring

The mission at the University of California, San Francisco entails both educating the nation's most promising students for careers in the health sciences and delivering the best possible health care. To fulfill that mission, members of the campus community must lead by example, demonstrating the ability to care not only for patients, but also for themselves and their colleagues.

Aspects of UCSF complicate achieving that goal, including the "commuter" aspects of campus life, the broad range of student ages and life experiences, and the health sciences' inherent focus on the importance of others' needs, which can reduce attention to the needs of the self.

As such, the campus community has taken significant steps toward creating a culture of caring at UCSF. This guide is part of that effort. The faculty and staff in your school have also received training about assisting students in need and are available to help you with problems you may face while you're here.

This guide will help you care for yourself and your colleagues by providing:

Basic tools for preventing stress-related problems

Ways to recognize early signs of difficulties

Resources available for care

Ideas about how to help others.

Please see the full document at: [\*\*CARING FOR YOURSELF & YOUR COLLEAGUES\*\*](#)

## 13. How to Request and Use Accommodations UCSF School of Nursing

Students seeking accommodations or support services at UCSF are required to register with Student Disability Services (SDS). The general SDS registration process and procedures for accessing accommodations once approved is as follows. For more information, visit <http://sds.ucsf.edu>, or contact 415-476-6595.

### 1. Contact SDS

Students should call (415-476-4318) or email SDS ([studentdisability@ucsf.edu](mailto:studentdisability@ucsf.edu)) to schedule an intake appointment with the SDS Director.

### 2. Provide documentation of your disability

You are encouraged to send your disability documentation to SDS in advance of your intake appointment, but you can also bring documentation with you to the appointment.

Guidance about the type of disability documentation needed by disability type (established by the University of California system), and Verification Forms to assist students to request the necessary information from their treatment providers are available online (<http://sds.ucsf.edu/forms>).

You are encouraged to provide whatever documentation you have for evaluation, even if it does not meet the UC Practices. SDS will provide guidance regarding the extent and type of documentation needed after your intake appointment. Students who do not have documentation of their condition, and/or who believe they have an undiagnosed condition, should contact SDS to discuss their circumstances further.

### 3. Make a formal request for accommodations

Complete the *Request for Accommodations* form (<http://sds.ucsf.edu/forms>) to provide information about your disability, history of accommodations, and make requests for specific accommodations. You are encouraged to submit the completed form to SDS in advance of your intake appointment, but you can bring the completed form to your intake or complete it during or after the meeting.

### 4. Determine eligibility and accommodations

The SDS Director will review your request for accommodations, taking into consideration the information provided during the intake meeting, your disability documentation, and the requirements of your academic program to determine your eligibility for services and, if appropriate, recommend specific accommodations.

### 5. Orientation Session

If you are deemed eligible for accommodations, you are required to meet with the SDS Director for an Orientation Session to review the policies and procedures regarding the provision of accommodations at UCSF, and in your School or program. Both you and the School of Nursing Liaison (Assistant Dean of Student Affairs; 415-476-0600) will be provided with an Accommodation Letter that confirms your registration with SDS, details recommended accommodations, and is used to notify faculty of your eligibility for services.

### 6. For accommodations in a didactic/classroom setting:

- **At the beginning of *each* quarter in which you would like to use recommended accommodations,** contact the Assistant Dean to inform him which faculty you would like notified. The Assistant Dean

will oversee the coordination of support for you, and work in collaboration with you and the Faculty to discuss how the accommodation(s) can best be made in each of your courses.

- **Meet with your advisor** to discuss the recommended accommodations.
- **Discuss with each Faculty of Record (FOR)** the letter and recommended accommodations, after the Assistant Dean has contacted them. It is recommended that you do so in advance of the start of the quarter, or, minimally, two weeks in advance of an exam.
- For **MS/PhD students**, should you ever change advisors, you will need to provide the accommodation letter to your new advisor and discuss/request accommodations.
- For **MEPN students**, at the time you begin the MS specialty portion of the program, you will need to meet with your new advisor to provide a copy of your accommodation letter and to discuss/request accommodations; the Assistant Dean can assist with this process.

**7. For accommodations in the clinical setting:**

- Meet with the SDS Director, the Assistant Dean, the Faculty of Record (FOR) and, in MEPN, the program Director to discuss your accommodation needs. An updated Accommodation Letter will be provided to include those accommodations, specific to the clinical setting, that are approved by Student Disability Services and that do not fundamentally alter any essential program requirements.
- For students in the MS program, meet with SDS Director, the Assistant Dean, the FOR and the Specialty Coordinator to discuss your accommodation needs. An updated Accommodation Letter will be provided to include those accommodations, specific to the clinical setting, that are approved by Student Disability Services and that do not fundamentally alter any essential program requirements.

**Acknowledgement of Responsibility**

I understand and acknowledge that if I need accommodations for a disability or feel that I need assessment for a potential disability, I should contact Student Disability Services to initiate the registration process. If I am deemed eligible for accommodations, I must follow the above process to notify my faculty of the approved accommodations in a timely manner. I can contact the Director of Student Disability Services, by phone or email (415-476-6595 or [StudentDisability@ucsf.edu](mailto:StudentDisability@ucsf.edu)).

**I have read, understand, and acknowledge all of the above outlined process for requesting and using accommodations and the Acknowledgement of Responsibility:**

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Signature

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Date

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Print Name

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Specialty program

## **14. Overview of UC Policies on Recording and Use of Course Materials for Students**

Information on these policies is available at: <https://nursing.ucsf.edu/uc-policies-recording-and-use-course-materials-students>

## 15. Acknowledgement of Responsibility

I understand and acknowledge that:

- I have access to the Student Handbook, Policy Guidelines on the School of Nursing website at <http://nursing.ucsf.edu/documents-library>
- I am responsible for understanding and subscribing to the principles of academic integrity and will bear individual responsibility for my work.
- I will participate in the Nursing graduate program in an honorable, ethical, and professional manner.
- I will not:
  - Use another student's work
  - Exchange information with another student or students about the writing exercise
  - Allow someone else to do my work for me
  - Complete work for another member of the class
  - Plagiarize
- I will:
  - Engage in dialogue with others in a respectful and collegial manner
  - Complete all tasks in a timely manner
  - Provide proper attribution for any pre-existing content
  - Ask questions if I am unsure of expectations

**I have read, understand, and acknowledge all of the above POLICY ON ACADEMIC MISCONDUCT and the Acknowledgement of Responsibility:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Program