



University of California
San Francisco

School of Nursing

Graduate Student Handbook

2020 – 2022

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1. DEAN'S WELCOME



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,

A handwritten signature in black ink, appearing to read 'C. Gilliss', written over a light blue horizontal line.

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, pregnancy¹, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services². 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.

¹ *Pregnancy* includes pregnancy, childbirth, and medical conditions related to pregnancy or childbirth

² *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 DEGREE PROGRAMS

There are four degree programs offered by the School of Nursing (SON). 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 Degree Program and Post-Masters Certificate Program, the largest of the programs. Inaugurated in 1949, this program prepares students for advanced nursing practice as well as leadership roles in specialized areas. Students choose among 14 specialty areas of study within the Master's curriculum, which have in common research, theory, scientific concepts, , leadership, and advanced nursing roles 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 Master's 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 Post-Master's Certificate Program enables nurses with a master's degree in nursing to pursue state certification in an additional specialty area, or seek a program of study that may lead to a change in role (e.g., a CNL or CNS seeking an NP specialization certificate).

The PhD Program in Nursing, begun in 1984, has an average enrollment of 50 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 30 students, focuses on the sociology and social psychology of health and illness. Basic knowledge of qualitative research and analysis and quantitative methods is emphasized. Although the PhD of Sociology is part of the SON degree programs, the program provides a separate Student orientation manual with additional resources specific to the program found here: <https://sociology.ucsf.edu/>.

The DNP program is the newest program, starting in 2018 with an initial class of 13 students. The program is a professional practice-focused doctorate designed for students to develop implementation scientists knowledge and skills, and achieve competencies for advanced clinical and leadership roles in nursing practice.

3.1.1 GRADUATE DIVISION

While the MEPN, MS, Post-MS, PhD and DNP in Nursing are programs under the School of Nursing, they also fall under the umbrella of the UCSF Graduate Division. Therefore, all prescribed Graduate Division Policies are also School of Nursing Policies.

For more information about the UCSF Graduate Division on their policies please see: <https://graduate.ucsf.edu/uc-san-francisco-graduate-division>

For more information about the MEPN program see: <https://graduate.ucsf.edu/nursing-mepn>

For more information about the MS program see: <https://graduate.ucsf.edu/nursing-ms>

For more information about the Post-MS program see: <https://nursing.ucsf.edu/admissions/welcome-ucsf-nursing/post-masters-and-postdoctoral-studies/post-masters-certificate>

For more information about the PhD Nursing program see: <https://graduate.ucsf.edu/nursing-phd>

For more information about the PhD Sociology program see: <https://graduate.ucsf.edu/sociology>

For more information about the DNP program see: <https://graduate.ucsf.edu/dnp>

3.2 FIRST STEPS FOR NEW STUDENTS

Moving to San Francisco and entering the UCSF School of Nursing may seem overwhelming at first. There are many things to do that are often confusing to new students. The information below is designed to ease your transition to UCSF. More information and tips are available in the Peer Guide provided at: <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/UCSF%20SON%20Peer%20Guide.pdf>

3.2.1 REGISTRATION

“Registration” refers only to paying the necessary fees and registering for classes. Both are done through the Student Portal, accessed at <https://registrar.ucsf.edu/> and clicking on the Student Portal link or going to <https://saa.ucsf.edu/studentportal/>.

Information for new students is provided at: <https://registrar.ucsf.edu/new-students>

3.2.2 IMMUNIZATIONS

All nursing students are required to show documentation of immunity (positive blood titers required) and immunizations if possible, for Measles, Mumps, Rubella (MMR), Hepatitis B, TDAP, and Varicella (chickenpox). In addition to a negative TB screen required at enrollment, an annual TB surveillance is also required of students while enrolled in school.

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

Students must 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 more detailed information about immunization requirements refer to <https://registrar.ucsf.edu/new-students/studenthealth>.

Some annual requirements may need to be repeated during the twelve-month school year and all requirements must be current, or students cannot be assigned to clinical facilities.

3.2.3 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 completed 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.

Questions about Castlebranch, Campus, and/or clinical placement requirements should be directed to the Clinical Placement Office at SON_ClinicalPlacements@ucsf.edu.

3.2.4 STUDY LIST AND EARLY COURSE ENROLLMENT

Study List: To enroll in courses each quarter, you need to file a study list 7 weeks prior to the start of each quarter. 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. First year students will receive a communication advising them which courses to choose for their first quarter. 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>.

For a list of current nursing courses and descriptions see: <https://coursecatalog.ucsf.edu/nursing>

For more information about course list, how to enroll, and scheduled of classes access the Registrar's Office Website here: <https://registrar.ucsf.edu/>

Early Course Enrollment: 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.

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 via the Student Portal.

3.2.5 ID AND ACCESS

Students must carry their UCSF ID cards at all times while on campus. Your ID will grant you access to the Millberry Union Gym and the 24-hour computer lab (located past the entrance to Cole Hall auditorium in the Medical Sciences Building).

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 (if applicable). Take these items to your ID Appointment made online at <https://police.ucsf.edu>. Your photo will be taken during the appointment or may be uploaded prior to your WeID account.

Please note, the School of Nursing will only endorse the titles and credentials required for your current program or course of study.

More info about ID requirements can be found here: <https://registrar.ucsf.edu/new-students/weid>

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 Collaborative Learning Environment (CLE) account, and a Virtual Private Network (VPN) account.

Email	Student email accounts are set up by the Registrar's Office. Students should contact the Registrar's Office for inquiries about their initial email username and password. Your campus e-mail account is accessible on the web using the following address: http://mail.ucsf.edu . Your UCSF email account is the official form of communication between you and the School, so be sure to check your UCSF email regularly.
CLE	Collaborative Learning Environment (CLE) 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 also find Program specific CLE sites made with various resources that will be essential to your academic progression. The CLE website will soon become one of your most important tools of communication at UCSF. It will be used in nearly all of your courses and also as a means to communicate a great deal of general information to students at UCSF. To log on, you will need your MyAccess username and password. To begin: a. Go to courses.ucsf.edu and click on Log in (upper right corner) b. Enter your MyAccess Username and Password Here you will see a list of CLE courses you have been enrolled in. 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 (VPN) 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.
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3.2.6 ESTABLISHING CALIFORNIA RESIDENCY

To be classified a California resident for tuition purposes; you must be a financially independent, an adult resident of California for more than one year or a minor whose parents are California residents, a U.S. citizen or permanent resident, or you must have a an immigration status that allows you to establish California residence. 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.

For more detailed information, including necessary forms, please see California Residency information at: <https://registrar.ucsf.edu/registration/residency> or contact The Registrar's office at (415-476-8850 or jina.shamim@ucsf.edu) if you have questions about residence requirements.

Consult the following resources to understand all the relevant requirements for requesting reclassification as a California resident for tuition purposes:

<https://www.ucop.edu/general-counsel/files/ed-affairs/10-things-grad.pdf>

<https://www.ucop.edu/general-counsel/files/ed-affairs/uc-residence-policy.pdf>

4. POLICIES AND PROCEDURES

For a full list of UCSF Campus-Wide Policies and Procedures visit <https://hipaa.ucsf.edu/ucsf-campus-policies-and-procedures>

4.1 ADVISERS

There are two types of advisers: **faculty advisers** and **graduate advisers** (often, these two advisers are the same individual.)

All students will be assigned a faculty adviser prior to enrollment. Departments initially assign students to faculty advisers based upon the student's nursing specialty and interests. Faculty advisers counsel students on their course of study and other educational issues throughout the academic program. Ultimately, however, it is the responsibility of the student to fulfill admission contracts, file study lists, petition for course changes, remove incomplete ("I") grades, and meet graduation requirements as defined by the School and Graduate Division.

Faculty advisers will post office hours each quarter on their office doors to facilitate student contact. If the adviser is unavailable, students should have access to the department chair or designated alternate faculty adviser.

Advisers of graduate students are automatically appointed official Graduate Advisers if they are a member of the Academic Senate. Official Graduate Advisers may chair qualifying exams and be

members of a dissertation committee, for example. Graduate Advisers are the official deputies appointed by the Dean of the Graduate Division and nominated by the School of Nursing, in all matters pertaining to graduate instruction. Only the signatures of graduate advisers are accepted on the official forms pertaining to graduate study, such as study lists and advancement to candidacy forms. Signature indicates approval of the listed action and certification that requirements, if any, have been met. Advisors assignments are emailed to students before the beginning on their program and may be found on the student's program CLE Student Resource Page.

Occasionally, at an initial meeting with the adviser, a student's educational goals may be re-clarified, resulting in a *change of adviser*. Students or faculty may request such a change by submitting a completed Change of Adviser form found here:

<https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/chg-adviser.pdf>

If it is more a question of productive working relationship than of academic "fit," it might be advisable to have a conversation with the current adviser, clarifying what support you need from her/him, and assessing whether that is possible. You might conclude that a change would not be necessary.

Role of advisors may slightly differ for each program. See below for more specifics for your program:

MEPN	MEPN students are assigned faculty advisors for their first year and then assigned new advisors the following year during the Master's years. Your advisor is a major support for you as you progress through the MEPN Pre-Licensure year. Reach out to your advisor with questions, when you need resources, and when you need support to succeed in your academic program at UCSF.
MS and Post-MS	MS students' advisors play a key role in approving study lists and collaborating with students to provide focused academic support. Students should meet with their advisors once a quarter. Student progress is assessed at the end of each quarter on the basis of course grades and performance in the program.
PhD	Although PhD students are not admitted directly to departments rather they are admitted to the School of Nursing, it is within the four departments that all teaching, research, program planning, and student advising functions are carried out. Consequently, the department chair has the responsibility for linking students' program needs with faculty resources. Additionally, if you are considering changing advisers please note: <ul style="list-style-type: none"> • Until a dissertation sponsor is selected, the student and/or faculty adviser may initiate a request for change in faculty adviser. • It is far better to change during the first year than to wait until later when decisions about the composition of the qualifying examination and dissertation committees need to be made, and when the same commitment to joint work and planning has become even stronger. • If you are sponsored for <i>extramural funding</i> by your current adviser, you will need to explore the implications of the change which may or may not disrupt funding.
DNP	DNP advisors will assist students to develop and complete their DNP project. DNP Graduate Advisors are nominated by the School of Nursing/DNP Program Leadership to support matters pertaining to graduate instruction. In most cases the Graduate Advisor will be provisionally assigned as DNP Committee Chair.

	<p>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.</p>
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4.1.1 APPROVAL OF COURSES FROM SCHOOLS OUTSIDE OF NURSING

Advisers may approve courses from outside of the School of Nursing to meet curricular requirements. The foregoing Purpose, Focus, and Objectives should be used as a guide in making the decision. The advisor notifies the Office of Student Affairs in the School of Nursing in writing (email or memo) of the number, name and sponsoring unit of the approved course and provides a copy to the student.

4.2 CONTINUING EDUCATION UNITS (CEU) / RE-LICENSURE

Students who enter school with their registered nurse (RN) license may use course units to meet the continuing education requirements for RN re-licensure. A three (3) unit non-clinical course (each unit equals 10 hours), one that began and ended within your re-licensure period, should be listed.

4.3 REGISTERED NURSE LICENSURE FOR INTERNATIONAL AND OUT OF STATE STUDENTS

New international students should meet with their advisers early in their first quarter to review their goals. At that time, the students and advisers will determine whether or not a California RN license is necessary. If licensure is not necessary, the adviser will write a memo (which is cosigned by the department chairperson) to the Associate Dean for Academic Programs for review and final decision. International students are still required to meet the minimum TOEFL requirements for California Board of Registered Nursing (BRN) licensure. The California BRN website is <http://www.rn.ca.gov> and the telephone number is (916) 322-3350.

New students who are RNs outside of California and cannot produce a California RN license are placed under contract before being permitted to register for the upcoming quarter. Contracts must be completed by the deadline stated on the contract.

If a student wishes to fulfill the contract by successfully completing UCSF School of Nursing coursework, the student must complete a Special Studies Application for Admission through the Office of Academic Programs, including approval of the study list by their faculty advisor. The coursework cannot appear on the student's transcript, course units cannot be applied towards a degree, and the grade earned cannot be calculated into the student's GPA. The School of Nursing will notify California BRN upon successful completion of the coursework.

4.4 POLICY ON STUDENT PROGRESS: REQUIREMENTS, NOTIFICATION, REMEDIATION, AND REVIEW

4.4.1 SATISFACTORY ACADEMIC PROGRESS (SAP) AND GRADING

Program-Specific Policies on Academic Progress: <https://finaid.ucsf.edu/satisfactory-academic-progress-nursing>

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

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

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.

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

Certain work of students may be reported as Satisfactory/Unsatisfactory (S/U). This is also referred to as "optional grading." More information about grading can be found at: <https://graduate.ucsf.edu/courses-and-grading>

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

- More than one Incomplete grade assigned
- Unsatisfactory research or project work (as reported by advisor)
- Unprofessional conduct (as reported by the advisor, 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 Student 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 and will meet with the advisor and the program director to develop an individualized remediation plan to address the deficiencies. The meeting results in a learning agreement (see below) that clearly outlines specific steps and associated deadlines that the student must fulfill in order to receive a satisfactory report, and the consequences should a student not receive a satisfactory report (e.g., student cannot progress in the specialty track or program). The report is then signed by the following parties: the student, the primary advisor, and the program director or specialty coordinator (as appropriate). At this point, the report is filed in the student's academic file within the program, and a copy is sent to the Associate Dean for Academic Programs.

As noted above, should the student be unable to fulfill the expectations according to the timeline outlined in the letter, the student will not be able to progress in the program and may be subject to dismissal from the program. Depending on the student's standing in the program, PhD candidates may be allowed to leave with a terminal master's degree. Depending on the MS or Post-MS standing, students in a professional advanced practice nursing track that cannot progress in the specialty track may be allowed to continue to pursue graduate studies as a general MS student and complete the work required to receive an atypical (i.e. generic) MS degree.

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, section 4.0](#), and will be conducted by the program's in-depth review committee.

Composition of the School of Nursing in-depth review committee, should one be necessary, shall consist of at least three members. In most instances, it consists of the Department Vice Chairs, Associate Dean of Academic Programs, and Director of Student Affairs. Often the Academic Jeopardy Committee serves as the In Depth Review Committee; any member of an In Depth Review Committee that may have or has a conflict of interest regarding the student being reviewed, must recuse themselves and be replaced by another qualified faculty member.

Areas to be Addressed in a Learning Agreement: The information below provides an overview of areas to be addressed in a Student Learning Agreement when student problems are sufficiently severe or longstanding to require a written plan. Format of the Learning Agreement does not need to include content areas in this order, but should address each area.

1. Summary of the performance problem: This may include problems in academic standing, clinical performance or professional behavior. Description of the problem should be stated in specific behavioral terms that are as objective as possible. Here are some examples:
 - a. [Student] has received two Ds and has a current GPA of 2.45.

- b. [Student] is rated as “unsatisfactory” in 3 areas on her clinical evaluation. Preceptor notes that she has been late to clinical 5 times this quarter and has repeatedly argued with the preceptor when given feedback about her clinical performance.
- 2. Potential or actual consequences of the behavior:
 - a. If [student] does not obtain the required 3.0 GPA this quarter, he will not be able to progress in the program.
 - b. Due to [student]’s frequent tardiness and resistance to feedback, the clinical site has stated that [student] may no longer be placed at this agency.
- 3. Additional supports that are recommended or will be provided:
 - a. To help [student] organize clinical observations in a complete and logical manner, she will be offered the choice of 2 templates that can be used to guide her interview and documentation.
 - b. [Student] was encouraged to take the Scientific Writing course to improve her writing of academic papers.
 - c. [Student] was informed of counseling services available on campus.
- 4. Expectations for the student (for example):
 - a. [Student]’s will avoid wearing clothing that shows cleavage to clinical sites.
 - b. [Student] will remove Incomplete grades in courses by the end of Fall Quarter.
- 5. Consequences if the expectations for the student are not met (for example):
 - a. (Student) is unable to progress in the program or specialty track
 - b. (Student) in this specialty track may be allowed to pursue graduate studies to complete an atypical (i.e., generic) MS degree
 - c. (Student) may be referred to the Academic Jeopardy Committee for review and possible dismissed from the program

Notification of Lack of Satisfactory Academic Progress and Reinstatement: Following evaluations of completion rate, grades, 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 Satisfactory Academic Progress (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 SAP 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. Incomplete grades will be converted by the Office of the Registrar to an F or U grade after either one academic year has passed or, if there has been an approved leave of absence, after four terms with a registered status have elapsed. Provisional grades not cleared prior to graduation convert to U or F not more than one year after graduation per the criteria provided above.

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.

4.5 SON ACADEMIC JEOPARDY COMMITTEE

In 2014-2015, the School of Nursing instituted a committee consisting of the Associate Dean for Academic Programs, the Director of Student Affairs, and the Vice Chairs of the four departments. The committee convenes once each quarter to review the records of students who either meet formal SON definitions of being in academic jeopardy or who, for other reasons, are having difficulty progressing through the program. For purposes of this review, “academic jeopardy” is defined as:

- Having a cumulative GPA that is below 3.0 (separating MEPN GPA from MS &/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 (MS courses only, 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.

The Director of Student Affairs prepares and distributes a table of these students to the department Vice Chairs; Vice Chairs review and consult with graduate advisors of the students in their respective departments as needed. All of the students on the list are discussed at quarterly meetings with the goal of finding appropriate supports and developing plans to support student progression. The department Vice Chairs and advisors of the students are responsible for providing a written and verbal summary of the plan to the students based on the Academic Jeopardy Committee’s recommendations.

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

4.6 WARNING, DISQUALIFICATION, AND DISMISSAL

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 of Academic Program's recommendation. A copy of the warning letter is forwarded to the student's graduate adviser and specialty coordinator.

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 for Academic Programs 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 in the program or specialty track.

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.

Procedure for Student Dismissal: Students who have been issued at least one warning letter due to unsatisfactory academic progress and who have failed to improve within the allotted time will be referred to the Academic Jeopardy Committee and lead to commencement of UCSF Student Dismissal Procedures.

The Procedure is as follows:

1. The chief academic officer (Vice Dean, Associate Dean or Graduate Program Director) shall appoint an in-depth review committee. This committee shall consist of faculty members within the school who are knowledgeable about the academic program and student performance standards, and may include academic officers of the school as long as they number in the minority of those committee members present at the review hearing. A quorum must be present to conduct the academic review.
2. The chief academic officer will establish and communicate to the student the meeting date for the in-depth review, to occur no sooner than 15 working days after the student is notified of the action. The term "working days" is based on UCSF's academic and administrative calendar.
3. The student will receive a copy of his/her record of academic performance within five working days following notification of eligibility for dismissal.
4. The in-depth review committee shall undertake a comprehensive review of the entire academic performance of the student.
5. The student may submit additional written information, including information from other individuals, and may address any aspect of his or her academic performance in writing to the review committee. The student will submit any such additional information at least five working days before the committee meeting.

6. The School or Graduate Program will provide the student and the review committee with any additional information provided by the student and the school five working days before the committee meeting.
7. If further relevant material, such as course, clinical or clerkship evaluations, becomes available within five working days of the meeting, it shall be provided by the school to both the review committee and the student.
8. The student will be invited to attend a portion of the committee meeting in order to make a statement and answer questions from the committee. At all stages of this process, the student has the right to an Advisor and/or a Support Person of their choosing. The Advisor and/or the Support Person may be any person (including an advocate, attorney, friend, or parent) who is not otherwise a party or a witness involved in this process. The Advisor's primary role is to provide the student guidance through the process. The Support Person's primary role is to provide the student emotional support. The Advisor and the Support Person may not speak on behalf of a student or otherwise disrupt any meetings or proceedings in any manner. The University reserves the right to exclude an Advisor or Support Person who does not abide by these procedures. Any fees and any costs associated with the presence of an Advisor and/or Support Person shall be the responsibility of the student. The student must submit at least five (5) days prior to the meeting, if applicable, the name(s) of their one (1) Advisor and/or one (1) Support Person who will be present at meetings throughout this process.
9. The committee will carefully deliberate and review the student's entire academic record and professional performance. Based on their review, the in-depth review committee shall make one of the following determinations:
 - a. Allow the student to continue in the program with specific conditions and a timeline for remediation, and established dates for review of compliance with those conditions and timeline.
 - b. Offer or mandate a leave of absence with specific conditions and a timeline for return, and established dates to review compliance with the conditions and timeline.
 - c. Confirm dismissal.
10. All decisions require a majority vote of the members present.
11. The committee will prepare a letter that includes an explanation of its findings and decision to the chief academic officer.
12. The chief academic officer will notify the student of the decision and its basis in writing, electronically or in person. A dismissal becomes effective as of the date of notification and a dismissed student is immediately dis-enrolled, even if pursuing an appeal.

Notice Regarding Appeals of In-Depth Review Committee Decisions

There is no appeal of an in-depth review committee decision to continue the student in the program or mandate a leave of absence, or any conditions or timelines associated with those decisions. Per the UCSF Office of XXXXX (Appendix VII), there are only two grounds for a student to appeal a dismissal decision:

1. Factual errors in the record that were not identified at the in-depth review committee meeting, if such failure would have changed the committee's decision.
2. Failure of the committee to follow the procedure set forth in this section, if such failure would have changed the committee's decision.

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

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

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

4.7 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, spring, or summer quarters (if required by the program); (2) settle financial obligations; or (3) respond to official University notices.

4.8 LEAVE OF ABSENCE (LOA) & WITHDRAWAL

The University may grant you permission for leave of absence (LOA) 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 LOA 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, the Student Funding Department and the International Students and Scholars Office to discuss your plans, as withdrawal and LOA may have consequences for your academic plans, health insurance, financial aid and loans, and any visa.

For a LOA, 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 LOA 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 LOA 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 LOA is subject to approval by the Graduate Adviser, Program Director and the Dean of Graduate Studies. Note: Students requesting an LOA 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. An extension may be granted for up to one additional year; however the maximum amount of time on LOA cannot exceed 2 years. A student who does not petition for readmission or for an extension of leave at the end of one year will be administratively withdrawn from graduate standing.

4.8.1 LEAVE OF ABSENCE AND WITHDRAWAL (SON POLICY)

The official policy of the University of California, San Francisco, is that LOA is subject to the approval of the School and that it may be granted for a **maximum of one academic year**. The student is responsible for formally petitioning for a LOA and formally petitioning for readmission. Petitions for a LOA are available online through the Student Portal.

In addition, you must check your UCSF email frequently. Also, it is extremely important that you notify the Office of Student Affairs, your adviser, specialty coordinator and program director 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 along with new applicants to the program. Readmission, at that point, is not guaranteed.

MEPN students who are requesting a LOA must speak with the MEPN Director.

Students who do not intend to return to their program, or are not sure when they will be able to return, may petition for an honorable withdrawal via the Student Portal. Should a withdrawn student wish to return to their program, s/he will need to receive approval from the program director or specialty coordinator and Associate Dean for Academic Programs, and may be asked to reapply depending on how long the student has been away.

4.8.2 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> . Signatures 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.

Prior to filing the readmit petition, MEPN students who are beginning the MS portion of the program after “stepping out” should contact the MS specialty coordinator to confirm your return. MS students who have taken an LOA should reconnect with your adviser and discuss which courses you will be taking to ensure that no required courses are missed.

4.8.3 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.

4.9 PLAGIARISM & SCIENTIFIC MISCONDUCT

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.

Additionally, UCSF 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.

For more information about UCSF's policy and procedures regarding plagiarism or scientific misconduct or how to report research misconduct refer to: <https://compliance.ucsf.edu/research-misconduct>

4.10 POLICY ON ACADEMIC MISCONDUCT AND PROFESSIONALISM STANDARDS

For the complete Policy on UCSF Student Conduct and Discipline, please visit <https://studentlife.ucsf.edu/student-conduct-and-discipline>

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 assumes 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).
 - a. Copying or attempting to copy from others during an exam or on an assignment.
 - b. Communicating answers with another person during an exam.
 - c. Preprogramming an electronic medium to contain answers or other unauthorized information for exams.
 - d. Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.

- e. Allowing others to do an assignment or portion of an assignment for you (paid or unpaid).
 - f. Submission of the same assignment for more than one course without prior approval of all the instructors involved.
 - g. Collaborating on an exam or assignment with any other person without prior approval from the instructor.
 - h. Taking an exam for another person or having someone take an exam for you.
- 2. 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.
- a. 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.
 - b. Use of the views, opinions, or insights of another without acknowledgment.
 - c. 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**
- a. Furnishing false information in the context of an academic assignment.
 - b. Failing to identify yourself honestly in the context of an academic obligation.
 - c. Fabricating or altering information or data and presenting it as legitimate.
 - d. Providing false or misleading information to an instructor or any other University official.
- 4. Theft of Damage of Intellectual property**
- a. Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hard- or soft-ware.
 - b. Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
 - c. Obtaining a copy of an exam or assignment prior to its approved release by the instructor.
- 5. Alteration of University Documents**
- a. Forgery of an instructor's signature on a letter of recommendation or any other documents.
 - b. Submitting an altered transcript of grades to or from another institution or employer.
 - c. Putting your name on another person's exam or assignment.
 - d. 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.**
- a. 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 track), 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 for 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.

Review and dismissal from the degree program and the School of Nursing must follow the [UCSF Academic Senate Procedures for Student Dismissal](#)

4.11 STANDARDS OF CONDUCT

4.11.1 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>

4.11.2 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/code-of-conduct>.

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.

Academic Professionalism Standards

Academic professionalism standards, including but not limited to matters related to PACAOS Grounds for Discipline 102.01 (Academic Misconduct) are subject to the Bylaws, Regulations and Appendices of the University of California, San Francisco Division of the Academic Senate (<https://senate.ucsf.edu/san-francisco-division-bylaws>), Appendix VII Divisional Procedure for Student Grievance in Academic Affairs (<https://senate.ucsf.edu/appendix-VII>) and all applicable School or Graduate Division academic policies and professionalism standards.

Student Conduct and Professionalism

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

Issues of Academic Professionalism

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

Essential Professional Behaviors for Admission, Continuation and Graduation

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

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).

Professional Conduct:

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

Process for Documenting Behavioral Issues:

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

- Problematic behavior is documented: Problematic behavior will be discussed with the student by faculty, advisor, and/or School Administrator, and documented by faculty in the student's file.
- Problematic behavior results in a formal warning and a contract with the student: If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised of a warning, indicating that the student's continuation in the program is in jeopardy. Note: In some situations, at the discretion of the School or Campus leadership, immediate disciplinary action may be deemed necessary.

UCSF School of Nursing Professionalism Guidelines and Procedures

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

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

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

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

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

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

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

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

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

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

Please direct questions about the professionalism policy to the Associate Dean of Academic Programs or Director of Student Affairs or refer to: <https://diversity.ucsf.edu>.

4.11.3 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>

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.

For more information on what sexual harassment is click here:

<http://sexualviolence.universityofcalifornia.edu/>

Additionally, the UCSF The Sexual Violence Prevention & Response team work to maintain a community that is free of all forms of intimidation, exploitation, violence and harassment. To report a complaint or see more information around UCSF policies, click here: <https://shpr.ucsf.edu/>

4.12 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 Director 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.

4.13 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. If an issue arises, the following steps are recommended:

- If you are comfortable doing so, reach out to the faculty member/instructor to discuss concerns and resolution.
- If it is an issue of **bias or discrimination**, reach out to the **Office for the Prevention of Harassment and Discrimination** at: <https://ophd.ucsf.edu/ucsf-resources>

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. The procedure for student grievance in Academic Affairs is outlined on the UCSF Academic Senate website: <https://senate.ucsf.edu/appendix-VII>

For those seeking information on filling a complaint and the proper procedures visit:

<https://ophd.ucsf.edu/complaint-resolution>

4.14 REGISTRAR/ADMISSIONS OFFICE

The UCSF 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 (refer to <https://registrar.ucsf.edu/academic-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*.

4.14.1 RECORDS

Student educational 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.

4.14.2 TRANSCRIPTS

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

4.15 FORMS & PETITIONS

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.

4.15.1. UCSF REGISTRAR FORMS & PETITIONS

The campus calendar should be consulted for deadlines each quarter. Any fees for filing petitions are paid at the Registrar's Office. For a full list of the Registrar's forms see: <https://registrar.ucsf.edu/forms/>

The following are commonly used petitions and forms currently in use at the UCSF Registrar's Office:

- **Name Change Request:** <https://registrar.ucsf.edu/student-records/name-change>
- **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 Director of Student Affairs can sign the petition. Signatures are required from: Student Loan Office, Student Health Services, 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.

<https://registrar.ucsf.edu/registration/withdrawal>

- **Readmission 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>
- **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 and can be submitted via the Student Portal. An E, I, Y, or NP grade may be revised by any term paper, examination, or other exercise required by the instructor. It is the student's responsibility to initiate the Removal of Provisional Grade process.
- **Summer Session:** Before enrolling in summer courses during Summer Session completed the following form on the Registrar's website: <https://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/migrate/SummerAppl.pdf>
- **Part Time Enrollment:** For graduate student seeing part time enrollment please see the Registrar's form here: <https://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/migrate/Parttime.pdf>
- **Reduced Fee:** For graduate Students who are also UCSF employees and are seeking a reduced fee for their school tuition, fill out the Registrar's form here: <https://registrar.ucsf.edu/sites/registrar.ucsf.edu/files/migrate/ReducedFee.pdf>

4.15.2 SON PETITIONS AND FORMS

For a more extensive list of current SON forms and petitions see: <https://nursing.ucsf.edu/for-students/current-student-resources#School-of-Nursing-Forms>

Commonly used SON forms and petitions are listed below:

- **Change in Specialty Area** In rare instances, matriculated students request a change in specialties after realizing that their career goals have altered or can be better met by a different specialty. However, if a student who wishes to change specialties and wants to transfer into an impacted specialty – i.e., one that usually receives many more applications than there are spaces available – there may not be room in that specialty to allow the student to transfer. Transferring into a non-impacted specialty – i.e., one where the number of applicants does not far exceed the spaces – is usually less problematic. In either case, the approval of **both** specialty program coordinators is needed. The student should begin the process by:

1. Discussing the new specialty area with the program coordinator of that specialty. As part of the petition process, the coordinator will require the student to submit a new goal statement and update their specialty appropriate experiences in their CV or Resume.
 2. Discuss the change with their current adviser.
 3. Pick up a "Petition to Change Specialty" from the Office of Student Affairs (or download from <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/chg-specialty.pdf>)
 4. Obtain signatures of approval from both the current adviser and the new adviser. The petition (including a new goal statement, if needed) is submitted to the Office of Student Affairs.
 5. For students petitioning to enter a non-impacted specialty, signatures on the forms can constitute final approval of the change. However, for impacted areas, signatures on the petition only signify that the specialty change is officially under consideration.
 6. Coordinators of impacted areas can hold requests until all new admissions applications for the academic year have been reviewed. When a final decision is made, documentation must be shared with the Office of Student Affairs.
- MEPN students, who are concerned about their choice of MS Specialty, should discuss their concerns with their MEPN Advisor. Students considering changing their MS specialty track must be prepared to relinquish their MS matriculate seat and to step out for a minimum of one academic year post-RN licensure. Students changing specialties must have comparable experiences to MEPNs or RNs applying for admission to the specialty track that they are seeking to enter. See Associate Dean for Academic Programs for more information on counseling MEPN students wishing to change their choice of specialty.
 - **SON Readmission:** Students must submit a letter of intent to seek readmission to Office of Student Affairs by June 1 preceding 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, or as determined by the program director or specialty coordinator. The readmission 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.
 - **Report of Individual Study:** (N248, N249) Petition. Available in the Office of Student Affairs, this petition is used to record the student's and faculty member's mutual agreement for the student to undertake a course of individual study or group study and describes the content of the work. This petition provides the only record of the content of an individual study course (i.e., there will not be information in the transcript about the content of these courses); students should bring the signed original form to OSA to be placed in their student files but should also keep a copy of this form for their personal records for future reference. Refer to: <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/study-list-report.pdf>

- **Credit by Examination:** Students may fulfill some course requirements through credit by examination. The SON form for this option is available at: <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/credit-by-exam.pdf>
- **Request for Thesis Plan Approval:** Students seeking to complete a thesis must submit an approval form available at: <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/RequestThesisPlanApproval.pdf>

4.15.3 GRADUATE DIVISION PETITIONS & FORMS

For a full and updates list of forms from the UCSF Graduate Division refer to: <https://graduate.ucsf.edu/forms>

Most commonly used Graduate Division forms are listed below:

- **Advancement to Candidacy (doctoral students only):** For PhD in Nursing, PhD in Sociology, and DNP students, Advancement to Candidacy is completed via the Student Portal.
- **Change in Committee members:** To request a change in Committee Members refer to: <https://graduate.ucsf.edu/sites/g/files/tksra286/f/wysiwyg/pdf/change-of-committee-members-5.2018b.pdf>
- **Filing Fee:** For more information about requirements for filling fee and the appropriate form to fill out refer to: <https://graduate.ucsf.edu/sites/g/files/tksra286/f/wysiwyg/pdf/filing-fee6.14.19.pdf>

4.16 INTERNATIONAL TRAVEL GUIDELINES, STUDENTS AND TRAINEES

UCSF Schools of Dentistry, Medicine, Nursing and Pharmacy, and the Graduate Division recognize the benefit to students and trainees of international travel for educational and research purposes. The Schools and Graduate Division’s objective is to facilitate travel for these reasons. Travel not specifically authorized under a Training Affiliation Agreement or Memorandum of Understanding for UCSF-sponsored research, clinical care, or educational programs is not considered UCSF travel and students and trainees are not considered to be in the course and scope of their program when traveling.

Training Affiliation Agreements and Memoranda of Understanding

Please refer to UCSF Administrative Policy 100-10: Affiliation Agreements for guidelines and responsibilities for entering into Training Affiliation Agreements between UCSF and foreign or international entities. <https://policies.ucsf.edu/policy/100-10>

For the purpose of this policy, Memoranda of Understanding (MOU) include formal MOUs, IRB-approved projects and Letters of Invitation. Such agreements must articulate applicable responsibilities and expectations for supervision, safety, and intellectual property in educational, clinical and research settings.

Coverage

Students/trainees traveling on UCSF business are covered by UC professional liability/malpractice coverage and general liability coverage, which should be delineated in the affiliation agreement

between UCSF and the foreign or international entity. Provision of clinical care must be supervised in accordance with the student/trainee's credentials and privileges as granted by UCSF to assure that care is provided within the student/trainee's current competence, experience, and training, and in compliance with UCSF policies and procedures.

Students/trainees are eligible for UC Student Off-Campus Travel coverage including medical emergency/security evacuation services at no cost. To assure coverage, students must register all off-campus travel.

Students enrolled in the Student Health Insurance Plan (SHIP) have travel coverage for both personal and academic travel.

Students/Trainees Traveling Outside of the Course and Scope of Their Program

Students/trainees who travel on non-UCSF business are not eligible for UC professional liability/malpractice coverage, general liability coverage, or student travel insurance. However, students/trainees who travel for non-UCSF reasons but remain enrolled in the University of California Student Health Insurance Plan (UC SHIP) are covered for approved medical expenses incurred while abroad through Anthem Blue Cross.

UCSF trainees have access to additional country-specific information about important issues like ground transportation safety, immunizations, and travel medications through the iJET UC Trip Planner or through insurance-linked travel medicine appointments. Trainees should use these resources.

Responsibilities of the Schools and Graduate Division

UCSF has a responsibility to minimize risk to students/trainees participating in academic programs. For this reason, in most circumstances, students/trainees will not be approved to undertake international UCSF approved activities in a location for which a US Department of State Travel Warning is currently in place and/or an iJET Overall Security Warning Level 5 Very High warning has been assigned. If a student/trainee wishes to participate in international UCSF approved activities in a location for which a US Department of State Travel Warning is currently in place and/or an iJET Overall Security Warning Level 5 Very High warning has been assigned, approval by the Dean of the School or Graduate Division (or his or her designee) is required.

It is the responsibility of the Schools and Graduate Division to provide comprehensive information about risk and measures that can be taken to mitigate risk to students/trainees, including but not limited to:

- State Department travel warnings
- iJET ratings & trip safety planning
- UC travel insurance/emergency medical/evacuation
- Personal travel insurance

4.17 INDEPENDENT STUDY: INDIVIDUAL AND/OR GROUP STUDY

The purpose of individual studies is to give students an opportunity to pursue and enhance their specialized areas of interest. Independent studies may be taken any quarter.

Students must locate a faculty sponsor since all independent studies must be supervised by faculty. It is essential to find a sponsor who has similar interests to those of the student. Individual study should be

discussed with the sponsor prior to the quarter. The student must have a *focus* for the study. In addition, most faculty sponsors require a *set of objectives* and the *method of evaluation*. Faculty members have assigned responsibilities which limit the number of independent studies they can supervise.

If a course is being taken at another UC campus, the following must be checked: 1) the course must be an upper division course (100 numbered); and 2) the course must be identified on the study list with initials of appropriate campus (e.g., B, LA) preceding department.

If the student is enrolled in a course through the Consortium (see also “Intercampus Exchange” section), the following must be checked: 1) the course must be upper division (or can be a graduate course); 2) the course must be identified on study list with initials of appropriate campus (e.g., SFSU = San Francisco State University); 3) the student must be enrolled full time at their home campus; and 4) student must be enrolled in only one course at one Consortium member institution per term.

Eight to twelve units of course work per quarter is considered a reasonable full-time study load for students. The maximum number of units is twelve. International students must maintain a minimum of eight units for full-time study in order to meet visa requirements. In the second to last quarter or last quarter, students may drop to five units while they are writing the comprehensive exam or finishing the thesis. Also, students must be aware of residency requirements for the degree (see “Residency Requirement” section) and eligibility requirements for traineeships.

Two to four units is considered a reasonable full-time study load for the two summer sessions. Two units for each summer session or a total of four units for both summer sessions. Six units may be taken with Graduate Adviser’s approval. A maximum of *five units* is permitted for each **independent study** (numbered N 249), or *six units* of **group study** (numbered N 248) per quarter. N298 (Comprehensive Examination and Thesis) carries zero (0) units and is used when taking the comprehensive exam or finishing the thesis.

An independent study form must be obtained from the Office of Student Affairs (link to form in SON Forms & Petitions section above). This form is a contract between student and sponsor and is completed according to directions on the Report of Individual or Group Study. It is important that you keep a copy of the completed form: this is your only record of the course contents, which you may need as proof of your expertise in an area (e.g., to prove expertise for a job interview).

4.18 INTERCAMPUS EXCHANGE AND SAN FRANCISCO CONSORTIUM

The UC Intercampus Enrollment Exchange is an option for students who wish to take coursework on any other University of California campus while remaining registered at UCSF. It enables students to study with certain scholars, to work in special fields, or to use facilities and collections not available on their campus. The program is available during the regular quarters (Fall Qtr., Winter Qtr., Spring Qtr.) but not during summer sessions.

The student obtains an Intercampus Exchange Application from <https://registrar.ucsf.edu/registration/intercampus-exchange> This application should be obtained and processed at least four weeks before the beginning of enrollment in the selected course.

San Francisco Consortium

UCSF students may take advantage of a cross-registration system among member colleges and universities that make up the San Francisco Consortium:

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

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

- Cross-registration is limited to one course per quarter/semester at only one other institution except where special arrangements are made between participating institutions.
- Cross-registration is not accepted until the first day of late registration at the host institution.
- If the student falls below full-time status during the quarter/semester of the cross-registration, that enrollment will be canceled automatically.
- If the student drops the course before completion, it is the responsibility of the student to notify both the host and home registrars and to fill out appropriate forms to avoid the recording of a "failure".
- Students from consortium member institutions who enroll in the University of San Francisco (USF) will be charged the USF per-unit tuition rate published in the USF class schedule for that term and will be expected to make payment at the time of registration.
- Students from consortium member institutions who enroll in the Golden Gate University will be charged the fee for the class per their charge schedule.
- Grades are reported directly from the host institution to the student's home institution registrar. Grades are available only from the home institution.

Intercampus Exchange (UC)

All instructions and necessary forms can be found at <https://registrar.ucsf.edu/forms>

4.19 TEACHING ASSISTANT

A Teaching Assistant (TA) is a graduate student chosen because of excellent scholarship and promise as a teacher, and someone who is an apprentice under the active tutelage and supervision of a faculty member.

A TA is not responsible for the instructional content of a course, for selection of student assignments, for planning of examinations, or for determining the term grade for students. Neither is the TA to be assigned responsibility for instructing the entire enrollment of a course or for providing the entire instruction to a group of students enrolled in a course. The TA is responsible only for the conduct of recitation, laboratory, or quiz sections under the active direction of a regular faculty member who is responsible for the entire course.

TAs employed at 25% time or more for a full academic term are eligible for partial fee remission. For MS students, partial fee remission does not affect the Professional School Fee, which must be paid in full. For further information, contact your graduate program administrator (see also Financial Assistance for Nursing Students, available in OSA).

Under Internal Revenue Service regulations, a graduate student's earnings as Teaching Assistant will be included in earned income.

4.20 RESEARCH ASSISTANT

A Research Assistant (RA) is a graduate student who performs research related to the student's degree program in an academic department or research unit under the direction of a faculty member or authorized investigator. A Research Assistant does research under the direction of a faculty member and collaborates in the research publication at the discretion of the faculty member directing the work.

Appointments are part-time (up to 50%), except during the summer or other school breaks, when they may be higher. RAs and Post Graduate Researchers employed at 25% time or more for a full academic term, whose fees are not paid by a training grant or fellowship, are eligible for full fee remission. For Master's students, full fee remission will not cover the cost of the Professional School Fee. For further information, contact your graduate program instructor.

Under Internal Revenue Service regulations, a graduate student's earnings as a Research Assistant will be included in earned income.

Please note that if an RA appointment rises above 50%, through automatic deductions to their salaries, RAs will become active participants in the University's retirement plan. These automatic contributions to the University plan may affect the amount Research Assistants (and their spouses) can contribute to their personal individual Retirement Accounts (IRAs).

4.21 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 fundraising, and student governance participation. <https://studentlife.ucsf.edu/policies/campus-activities>

4.22 VETERANS BENEFITS

Students must be registered for both Summer Sessions I and II in order to receive VA benefits for Summer Study. For more information, contact Veterans Affairs at (415) 476-4185, #MU 201W, or visit the website at <https://veterans.ucsf.edu/>.

4.23 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:

<https://hr.ucsf.edu/hr.php?&A=889&org=c>

4.24 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>

5. STUDENT SUCCESS SERVICES

The UCSF campus and the School of Nursing have a broad range of resources from wellness, academics, career, basic needs, and community to support your success and well-being.

The new UCSF Student Success Center (SSC) brings together under one roof a wide range of key student services. You will find a great deal of very useful information about available learning resources, support for first-generation and international students, and other campus organizations and resources that that may be of interest to you: at <https://success.ucsf.edu/home>

5.1 ACADEMIC SUCCESS SERVICES

There are a broad range of resources available at UCSF to support you in your academic success. We encourage you to check out the range of academic success resources at:

<https://success.ucsf.edu/academics>

5.1.1 LEARNING RESOURCE SERVICES

If you are encountering more rigorous academic demands or just want to improve your overall approach to academic success, there are numerous strategies that can help enhance your study skills, test performance, and mastery of material. Please visit the Learning Resource Services website to learn more about workshops, study spaces, and how to schedule an individual consultation with a learning specialist for guidance and advice geared to your specific needs and interests, available: <https://learn.ucsf.edu/> If a student finds they need help or resources, they should discuss their needs with their advisor and instructor (Faculty of Record). If you need additional assistance such as a tutor or would like to serve as a paid or volunteer tutor, please contact the Office of Student Affairs, at info@nursing.ucsf.edu or 415-476-1435. The ability to arrange tutoring is subject to availability of student tutors.

5.1.2 LIBRARY AND CENTER FOR KNOWLEDGE MANAGEMENT

Students at UCSF have access to the extensive collection, databases, a space to study, and the services of the Paul and Lydia Kalmanovitz Library and the Center for Knowledge Management at 530 Parnassus Avenue – refer to: <https://www.library.ucsf.edu/>

5.1.3 STUDENT DISABILITY SERVICES

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 examination 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 student needs and program requirements.

To make a request for accommodations, students must register with Student Disability Services (SDS) (<https://sds.ucsf.edu/register>) and schedule an intake appointment. **It is strongly recommended that this intake occur prior to the start of classes, or as soon as a student perceives the need for an accommodation.** Students are encouraged to send documentation of their disability to SDS 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>. Once accommodations are approved, SDS will send the student and the Director of Student Affairs an accommodations letter. The student will email the Director of Student Affairs a list of their instructors and courses that can receive information about their accommodation so didactic and clinical faculty can plan to facilitate these.

5.1.3.1 SDS QUARTERLY STEPS

For MS, Post-MS, & PhD Students: Before each quarter in which you would like to use approved accommodations, contact Meredith Miner, Director of Student Affairs, at Meredith.Miner@ucsf.edu to give her permission to contact the faculty and clinical instructors that you would like notified of your approved accommodations. Please give the faculty and course name(s), as well as their email addresses in your email. Meredith Miner will confidentially email your request to the appropriate faculty in a

timely manner. She will work in collaboration with you, faculty, and clinical instructors to discuss how the accommodation(s) can best be made in each of your courses.

Students are expected to initiate contact to discuss their accommodation letter with each of their faculty and clinical instructors after Meredith Miner has contacted them. It is highly recommended that you do so in advance of the start of the quarter; this is essential to ensure that your accommodations are effective and beneficial to you.

For MEPN students, every quarter you will be following steps 1 & 2, but your contact that SDS provides a copy of your accommodation letter to, and for whom you discuss accommodation implementation is MEPN Interim Director, Dr. Mary Foley at mary.foley2@ucsf.edu.

For DNP students, please contact the current Director of the DNP Program.

IF YOU HAVE CLINICAL PLACEMENT ACCOMMODATIONS: This needs to be communicated to [Meredith Miner](#) or Dr. [Mary Foley](#) 2 MONTHS in advance

Accommodations in the clinical setting may differ from those for the didactic/classroom setting. SDS will work with Meredith Miner or Dr. Mary Foley, the Faculty of Record (FOR), and clinical instructors to determine if the requested accommodations are reasonable and do not alter essential outcomes of the program requirements or technical standards.

If there are any questions or concerns, please contact SDS and/or Ms. Miner immediately, and we will engage in the interactive process to resolve the concern.

5.1.4 STUDENT FINANCIAL AID OFFICE

The Student Financial Aid Office offers various financial assistance options for your education ranging from grants and scholarships to loans and work-study opportunities for students who demonstrate financial need according to eligibility requirements.

Applying for financial aid involves completing application forms and providing your financial information. Use the **Free Application for Federal Student Aid (FAFSA®)** form to apply for financial aid (grants, work-study, and loans) found here: <https://studentaid.ed.gov/sa/fafsa>

Additionally, emergency loans are available (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.

Visit the UCSF Financial Aid website at for more information: <https://finaid.ucsf.edu/>

A schedule of Loan Refunds can be found here: <https://registrar.ucsf.edu/registration/refunds>

5.1.5 SCHOOL OF NURSING STUDENT FUNDING DEPARTMENT

The School of Nursing Office of Student Affairs Student Funding Department is located in the School of Nursing, Student Affairs Office, Room N319X, and serves to assist students with

scholarships/grants to support their graduate education. Financial assistance to nursing students is available in the form of scholarships, grants, traineeships, Academic Appointments, Nursing Faculty Loan Programs, and Nursing Loan Repayment programs to eligible U.S. citizens and permanent residents. Please visit the Student Funding website <https://nursing.ucsf.edu/for-students/student-funding> for more information, or email SONStudentFunding@ucsf.edu

If you are interested in applying, details are available at: <https://nursing.ucsf.edu/for-students/student-funding/scholarship-information>

5.1.6 GRADUATE DIVISION FINANCIAL SUPPORT

The Graduate Division also offers a variety of funding opportunities for eligible students including merit fellowships, childcare grants, and travel awards. Extramural fellowships and grants are also available and details are listed here. The Graduate Division has offices in two locations: on the Parnassus campus in Millberry Union, Room 200 West (MU200W), and at Mission Bay in the William J. Rutter Center, Suite 310 (CC310). For more information visit: <https://graduate.ucsf.edu/financial-support>

5.2 SON RESOURCES

Many links to various SON Resources and Forms are located here: <https://nursing.ucsf.edu/for-students/current-student-resources>

5.2.1 OFFICE OF STUDENT AFFAIRS

The Office of Student Affairs provides services in three main areas, admissions for prospective students, progressions for matriculated students, and licensure and degree verification for graduates. For more information about how the Office of Student of Affairs can support you, visit the office at N319 or see the website here: <https://nursing.ucsf.edu/admissions/engage/contact-student-affairs>

5.2.2 COMPUTER PROFICIENCY/REQUIREMENTS

Recommendations and requirements for computer hardware and software configuration are listed at <https://it.ucsf.edu/students/reqs>

5.2.3 COMPUTER RESOURCE LAB

The Robert E. Slaughter Computer Resources Lab, located on the seventh floor of the School of Nursing (room N735, phone number 476-4745), 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. The Computer Resources Lab is accessible to School of Nursing students 24 hours a day with valid student ID. 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.

5.2.4 OFFICE OF RESEARCH

The Office of Research, located on the third floor of the School of Nursing (room N337, phone number 476-9713), provides resources for faculty and students in the development of proposals and conduct of nursing research. More information can be found at: <https://nursing.ucsf.edu/research/office-research>

5.2.5 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. <https://alumni.ucsf.edu/school-nursing-alumni-association>

5.2.6 H*E*A*L*S

HEALS was created in 2007 by School of Nursing faculty, for faculty to effectively address situations of bias, stereotyping, and exclusionary behavior in classroom and clinical educational settings. HEALS was developed with the goal of cultivating and nurturing a respectful and inclusive learning environment.

The HEALS Model is intended to help faculty members identify and guide *emergent classroom discussions* that may cause discomfort to a member or members of the learning community. By *emergent*, we mean when a comment or action raises an assumption about another person or group of people that could alter how care (or education) is provided or received. Students believe it is faculty’s responsibility to take leadership in managing these sensitive discussions and HEALS has been shown to be an effective strategy.

Implementing H*E*A*L*S	
<u>H</u>ALT – the discussion.	<u>Pause</u> to consider the comment, image, message... You might ask the person to clarify to help you understand it. <u>Use “I” language</u> – e.g., “I’m uncomfortable/disturbed/offended with what was just said” <u>Focus on the idea</u> - deconstructing the comment, without placing the individual who made the comment on the defensive.
<u>E</u>NGAGE – with the issue.	Who is/could be affected? "What assumptions are embedded in this [comment, image, case study, etc.]" <u>Self-check your own response.</u> <u>Check the room</u> - look for body language, other reactions of the students/trainees. <u>Go there.</u> Discuss the issue.
<u>A</u>LLOW – Trade opinions/stories/perspectives/reactions.	Let people express their thoughts, beliefs, feelings and experiences
<u>L</u>EARN – Listen to one another.	What can we learn from one another’s experiences or observations?
<u>S</u>YNTHESIS – Why does this discussion	Relation to health equity and quality of health care

matter?	How did this process of discussion work? Allow for opportunity to talk more later
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School of Nursing faculty are introduced to and receive training in HEALS in the faculty diversity training modules. All new School of Nursing faculty and faculty who teach in the MEPN, MS, DNP or PhD core curricula are expected to participate so that they may more effectively represent and implement the School's commitment to creating and fostering an inclusive and respectful learning community. All faculty receive a HEALS card with steps and sample text (introducing HEALS to the class and facilitating discussion for each step). HEALS is reinforced in all School of Nursing syllabi and through HEALS Case Studies for faculty.

5.3 CRIME AWARENESS AND CAMPUS SECURITY

UCSF strives to create a safe environment for all students and visitors. For information about reporting a crime, campus security, and crime prevention visit: <https://police.ucsf.edu/>

6. APPENDICES: PROGRAM INFORMATION & PROGRAM SPECIFIC POLICIES

6.1 GRADUATE EDUCATION IN NURSING

For information on the School of Nursing's mission, vision, and values, visit <https://nursing.ucsf.edu/about/our-organization/mission-goals>

For information on each SON academic program visit: <https://nursing.ucsf.edu/academics/programs>

6.1.1 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.

6.1.2 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.

6.1.3 DOMAINS OF NURSING

6.1.3.1 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).

6.1.3.2 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.

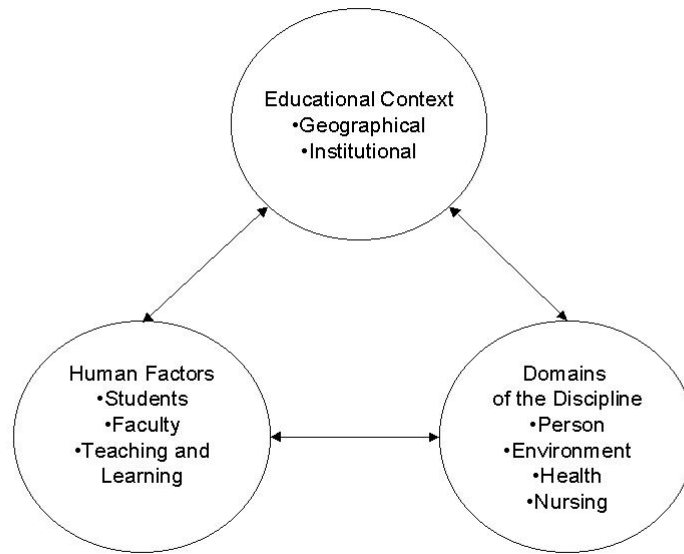
Health is a biopsychosocial continuum defined by objective and subjective dimensions. The objective dimension is defined by the health care provider and reflects the presence or absence of disease and level of function. The subjective dimension is the perception experienced by the client of wellness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



6.1.3.3 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.

6.2 MASTER'S ENTRY PROGRAM IN NURSING (MEPN)

In June of 1991, the School launched the Master's Entry Program in Nursing (MEPN), a three-year program in nursing designed for persons with baccalaureate degrees in other disciplines, who are ready to make a career commitment to health care through nursing. This program provides a nursing generalist foundation in an academically intense first year, followed by two years of specialization towards the MS degree. More information about MEPN Prelicensure Goals and Objectives can be found [here](#).

Your cohort's CLE page will contain all updated MEPN Student Resources including orientation information, advisor assignments, course resources and schedules, a list of textbooks and supplies, etc. To access the MEPN Student Resources CLE, log on to your CLE account and select "MEPN Student Resources" in your course list. If you are unable to find the course on your Course List, type "MEPN Student Resources" in the "Search Courses" bar, and it should appear.

6.2.1 CORE- PRE-LICENSURE SEGMENT OF PROGRAM (CURRICULUM & CLINICAL)

The first year of study in MEPN includes all the didactic and clinical nursing study usually distributed over one year. It entails 30-37 clock hours of class and clinical work per week in addition to study time

Curriculum

For details on MEPN Curriculum and a list of classes required, visit: <https://nursing.ucsf.edu/academics/programs/accelerated-program>

Clinical

Clinical assignments are assigned at random to various medical centers throughout the greater San Francisco Bay Area and your clinical coordinators may ask for your preferences and be able to accommodate.

Students are responsible for providing their own transportation to all clinical sites locations.

6.2.1.1 CLOTHING FOR CLINICAL PRACTICE

All UCSF MEPN students are required to follow the UCSF Medical Center Employee Dress Policy (04.03.04), which reflects the professional standards to service excellence, as well as a safe and secure environment for all patients, visitors and staff. The UCSF School of Nursing honors and respects all nursing students and their individualism, culture, gender expression, diversity, and the differences in people's physical appearances. We believe our students represent the communities we serve and we are dedicated to creating a culture of inclusiveness and safety.

When not at UCSF Medical Center students will follow specific dress code policies congruent with their clinical site employee dress code policies. The UCSF MEPN dress code policy should never be more restrictive than the individual clinical sites' dress code policy. Safety and hygiene are the primary considerations for the MEPN clinical dress code. Any questions regarding acceptable attire and appearance within a clinical site should be directed to the Clinical Instructor and Faculty of Record for the rotation.

Dress and Personal Appearance Requirements for all Students:

1. All clothing must be neat, clean and appropriate to work assignments. Clinical instructors will address any questions regarding appropriateness of attire.
2. Uniform: A khaki scrub pant and an emerald green scrub top with the UCSF patch sewn on the left shoulder are to be worn on clinical days. Closed-toe shoes are required. Pre-lab attire includes a lab coat, or MEPN scrubs, along with UCSF ID badge. Students are not allowed in the clinical setting without proper uniform attire. Please consult with your clinical instructor if you plan to wear long sleeves or a warm layer over your scrubs as each clinical site has different policies for what is considered safe and acceptable. There may be exceptions to this uniform depending on your clinical rotation and site.
3. Identification: Students must wear an identification badge with full name and title when at clinical. ID badges must be worn above the waist so that they are visible. Failure to wear the appropriate identification or uniform may lead to dismissal from the clinical site.
4. Examples of unacceptable attire include, but are not limited to: sheer garments, halter or tank tops, items designed to be worn as undergarments—such as visible lingerie, oversized or baggy garments or garments such as leggings and spandex pants designed to be worn as athletic wear. Soiled, torn or frayed garments are also unacceptable. Blue jeans, patient or isolation gowns, and apparel accessories containing phrases or pictures unrelated to the professional environment of the Medical Center are unacceptable.
5. Students are expected to maintain good personal hygiene such that body odor, smoke and other odors are not detectable. Out of consideration for patients and staff who are environmentally sensitive, the use of scented personal products is strongly discouraged.
6. The natural nails of healthcare workers are to be kept neatly manicured and short i.e. should not extend past the tip of the finger. Artificial nail enhancements are not to be worn by anyone who has direct patient contact. Nail polish is permitted, provided it is not chipped. Anything else applied to natural nails other than polish is considered an enhancement. This includes, but is not limited to artificial nails, tips, wraps, appliqués, acrylics, gels, and any additional items applied to the nail surface. Specific non-direct patient care delivery departments may choose to implement this policy if the work product of the department involves an item that will be used by a patient.
7. Shoes must be safe, clean, in good repair, and appropriate for the work to be performed. Safety shoes may be required. Sandals, thongs, and bare feet are unacceptable.
8. Hair and facial hair must be clean and dry, controlled and trimmed so as not to interfere with job duties.
9. Jewelry, cosmetics, and other accessories shall be appropriate to work assignments and may not be worn where safety or health standards would be compromised. Moderation is encouraged.
10. Students may be asked to cover tattoos at specific clinical placement sites depending on that site's clinical dress code policies.

6.2.2 REQUIREMENTS- REGISTERED NURSE LICENSURE FOR MEPN STUDENTS

MEPN students are required to take the licensure examination in the summer following the successful completion of their first year of study in the MEPN program in order to advance in the program.

6.2.2.1 MEPN STUDENTS MUST PASS NCLEX EXAM BY AUGUST 14

Each student must be licensed as a Registered Nurse in order to enroll in courses associated with the

Master of Science Program. There can be no exceptions to this rule. To take advantage of the MS program slot held for them, MEPN students MUST pass the NCLEX exam and MUST show evidence of such to the Office of Student Affairs (OSA) on or PRIOR to August 15th. After this date, MS Specialty Coordinators may admit to their specialty to fill the opening from the MS application pool. Students who pass the NCLEX exam after August 15th are encouraged to notify their specialty Director.

6.2.2.2 NCLEX REGISTRATION

The Board for Registered Nursing (BRN) has been making significant changes to the application process and timelines. It is recommended then that each student review the latest on-line instructions and deadlines for registering for the NCLEX exam. The following links will help you access information on the NCLEX exam overall, the CA Board for Registered Nursing, Pearson Vue (test administrator) and instructions on how and when to register on the CA BreEZe system for licensure by examination (first time test takers).

The following links contain more information on requirements and registration for the NCLEX:
NCSBN Application and Registration: <https://www.ncsbn.org/nclex-application-and-registration.htm>
California Board of Registered Nursing: <http://www.rn.ca.gov/>
CA BRN BreEZe link: http://www.rn.ca.gov/online/breeze_online.shtml
Person VUE (portal): <https://portal.ncsbn.org/>

The BRN has developed clear instructions for the application process (completed online) and this will be updated as any changes are made.

Students are encouraged to create an account with Pearson Vue early, but it is now recommended by the BRN that students NOT submit their online applications until about 2-3 weeks prior to their June program completion date. It is no longer necessary for California graduates to submit their applications months in advance, and in fact, can delay the testing process.

Processing times may vary, depending on when the Board receives documents from schools, agencies, and other states or countries. The time to process an application indicating a prior conviction(s) may take longer than other applications. Delays may also occur with the fingerprint processing by the Department of Justice (DOJ) and/or the Federal Bureau of Investigation (FBI).

Requests for accommodations must be honored but can also delay processing and scheduling time. Presumably, the accommodations listed on the BRN/NCLEX application forms are those prescribed by Disability Services on the basis of your individual need. Please work closely with your UCSF Student Disability adviser when you apply. More information about the process to request accommodation for the NCLEX exam can be found at the CA BRN site California Board of Registered Nursing: <http://www.rn.ca.gov/>, in the section **REQUEST FOR ACCOMMODATION OF DISABILITIES**.

If you change your name and/or address after applying for licensure, you must notify the Board immediately in order to receive current information. Applicants are required to submit legal documentation of a name change to the Board. Examples of acceptable forms of legal documentation are a birth certificate, marriage certificate, divorce decree, and/or court documents, social security card or passport. A copy of a driver's license is not acceptable.

The MEPN Program Director will provide an annual update during the third quarter of each year, but the online resources are the best way to stay up to date on deadlines, forms, and requirements. Students are also **STRONGLY ADVISED** not to plan travel outside of northern California in the Summer Term between the end of the first (MEPN) year of their program and matriculation into the second year (MS Program). Students are advised to stay within driving distance of Sacramento, CA in the event issues arise with their application to the BRN for NCLEX testing.

More specifics around NCLEX registration see your MEPN Student Resources CLE site.

6.2.3 RETENTION

Any student resigning from the program will have an exit interview both with his/her advisor and with the Director of Student Affairs

6.3 MASTER OF SCIENCE DEGREE & POST-MS CERTIFICATE PROGRAMS

The Master of Science program prepares leaders in the advanced practice roles of nurse practitioner, clinical nurse specialist, nurse-midwife, health policy expert, administrator, teacher, and consultant. SON MS students consist of those who have completed their first-year requirements for the MEPN program and RN's who have been working in the field and have decided to move forward to advanced practice nursing. For more information about the different specialties, curriculum, objective and goals of the program, visit:

<https://nursing.ucsf.edu/academics/programs/master-science-advanced-practice-programs#>

For more MS specific resources such as orientation materials, resources on scientific writing, core curricula, thesis and comprehensive exam resources, and course schedules visit the Nursing MS Student Resource CLE page: <https://courses.ucsf.edu/course/view.php?id=213>

6.3.1 CORE CURRICULUM & CLINICAL

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

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

Within the units of academic and graduate professional course work, a student must complete the *graduate core* and the *clinical core* (except for Health Policy and Advanced Public health Nursing students), and work in one specialty.

Should a student have mastered understandings entailed in a core course, waiver of that course may be approved. Course waivers exempt the student from a specific course, but do not reduce the requirements for 30 (or 36) academic units (see 6.2.1.2 below).

For more information about Graduate and Clinical Core Courses visit:

<https://nursing.ucsf.edu/academics/programs/master-science-advanced-practice-programs>

Or check your Nursing MS Student Resources CLE page for more details at:

<https://courses.ucsf.edu/course/view.php?id=213>

6.3.1.1 SOCIO-CULTURAL COURSE REQUIREMENT (2 UNITS)

****TO BE REVISED; CURRENTLY IN REVIEW FOR AY 2020-2021****

Completion of two units of socio-cultural coursework is part of the required core curriculum for all master's students. A list of approved for Socio-Cultural Requirements can be accessed here:

https://courses.ucsf.edu/pluginfile.php/470609/mod_resource/content/1/soccul_0.pdf

The UCSF Core Curriculum Task Force (2008) review called for graduates of the master's program to be knowledgeable concerning health care issues for ethnically diverse populations as the basis for providing culturally sensitive and competent nursing care.

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

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

Courses which are proposed to meet the requirement should have some or many of the following as learning outcomes:

- Can recognize and describe socio-cultural beliefs, values and practices that many influence health, illness, and health seeking behavior.
- Can examine the impact of socio-cultural factors on risk of illness in different populations.
- Can examine health care practices and dilemmas among people of differing ethnic, religious, and socioeconomic backgrounds with regard to planning nursing/health care appropriate to the situation.
- Can evaluate presence of absence of cultural sensitivity and cultural humility in nursing interventions.
- Can interpret the implications of cultural differences for community health planning or for the attainment of optimal health of the individual or family.
- Can evaluate the advantages or disadvantages of various community intervention projects in terms of populations targeted and reached, the value of services delivered, and measurable improvements for the populations at risk.

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

6.3.1.2 SUBSTITUTION OR WAIVER OF CORE AND SPECIALTY COURSES

Substitution: A request for a **course substitution** is initiated by a student. The process for a **course substitution** is as follows:

1. Students who believe that a course substantially overlaps or repeats concurrent coursework in a graduate-level course offered at UCSF or another UC campus may request a course substitution. The student should first consult their faculty advisor about seeking a substitution for a course.
2. If the faculty advisor, in consultation with the Specialty Coordinator, supports the student request for a course substitution, then the student should contact the Faculty of Record (FOR) for the course.
3. The student then submits the required OSA Course Substitution Form to the Faculty of Record (FOR) for the course. The form can be accessed here:
<https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/Course%20Waiver%20Form17.pdf>

4. The FOR evaluates the evidence for the course substitution, with additional communication with the student as required, and decides regarding the substitution. The FOR then responds by email to the student and faculty advisor, then submits the Course Substitution Form to OSA.
5. The faculty advisor should oversee the student's successful completion of the course approved for substitution if currently enrolled in the course.

Waiver: A request for a **course waiver** is initiated by the student. The process for a **course waiver** is as follows:

1. Students who believe a course substantially repeats course work done in a graduate-level course within the past five years from another institution should first consult their faculty advisor about seeking a waiver for the course. Clinical courses considered for waiver must be completed at another graduate School of Nursing and is subject to policies on Transfer of Credit.
2. If the faculty advisor, in consultation with the Specialty Coordinator, supports the student request for a course waiver, then the student should contact the Faculty of Record (FOR) for the course.
3. The student then submits the required OSA Course Waiver Form to the Faculty of Record (FOR) for the course. The form can be accessed here:
<https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/Course%20Waiver%20Form17.pdf>
4. The FOR evaluates the evidence for the course waiver, with additional communication with the student as required, and decides regarding the waiver. The FOR then responds by email to the student and faculty advisor and submits the Course Waiver Form to OSA.
5. An exception to course waiver policy in the School of Nursing is N262B Utilization of Research in Evidenced-Based Practice which cannot be waived.
6. Students may waive no more than three graduate core courses during their graduate studies.

Exemption: A request for a **course exemption** from a course must be initiated by the Specialty Coordinator on behalf of all the students in her/his specialty, and must be submitted to the Master's Program Council for review/approval.

For example, the "cultural competence" requirement, because it is not tied to a specific course, requires waiver of the entire requirement. Should the student and adviser believe that the student has such a substantial academic background in cultural aspects of health care that the requirement should be **waived**, a petition stating this, with accompanying justification, should be addressed to the Chair of Master's Program Council.

6.3.1.3 OPTIONAL GRADING FOR MS STUDENTS

MS students wishing to take more than the 6 unit maximum of S/U grades, who have already taken the 36 (30) academic units required for the degree, may do so (1) if their adviser approves, (2) for elective credit only, and (3) only if the course is offered with that grading option.

6.3.1.4 ELECTIVE FOCUS AREAS

Students have the option to focus in a specific study area. An elective focus consists of three to four courses designated by the faculty in a specific area. These courses constitute a coherent core in the focus area. **Note:** Elective focus will not be recorded on official student transcripts. Contact the Office of

Student Affairs if you need to obtain a letter verifying your focused course of study. The list of current elective focus areas can be found on the School of Nursing Website, at <https://nursing.ucsf.edu/academic-program/master-science-ms>

6.3.1.5 CLINICAL PRACTICA, FIELDWORK, OR RESIDENCY

Advanced practice registered nursing students, (e.g., nurse practitioner students, nurse midwifery students, and clinical nurse specialist students) have a specific number of required clinical practicum hours that must be met in order to take national certification examinations. Students enrolled in these specialties should confirm their required hours with their specialty coordinator and/or advisor.

Students enrolled in advanced nursing specialties that are not focused on direct patient care (e.g., Health Policy, Advanced Public Health Nursing), are required to complete a minimum number of units focused on fieldwork or residency in their focus area. Students enrolled in these specialties should confirm their required houts with their specialty coordinator and/or advisor.

6.3.2 MS DEGREE REQUIREMENTS: COMPREHENSIVE EXAM OR THESIS

Depending on whether the MS student decides to complete a Comprehensive Exam or Thesis, minimum requirements are as follows:

*Please note: what follows are “minimum” degree requirements. Many programs have additional unit requirements beyond these minimums. Depending on your Specialty, your Specialty will provide you a list of other requirements needed.

Plan I (Comprehensive Examination) (link to thesis and comp CLE and grad div thesis requirements)	Plan II (Thesis)
<p>Consists of a minimum of 36 units of academic course work (100 or 200 course #), with no more than 8 units of 250, and a Comprehensive Examination. Of the 36 academic units, 18 must be in nursing at the 200 course # level. A maximum of 18 units in the 100 series, except any required undergraduate courses, will be credited toward the Master of Science degree if approved by the Graduate Adviser.</p>	<p>Consists of a minimum of 30 units of academic course work (100 or 200 course #), with no more than 8 units of 250, and a thesis. Of the 30 (36) academic units, 12 must be in nursing at the 200 course # level.</p>

For resources on the completion and submission of either Comprehensive Exam or Thesis refer to the SON Masters Student’ Comprehensive Exam and Thesis Resources CLE page here: <https://courses.ucsf.edu/course/view.php?id=2117>

6.3.2.1 COMPREHENSIVE EXAMINATION

The Comprehensive Examination was developed by Faculty in the School of Nursing, with several options, to evaluate the student’s ability to apply advanced clinical and theoretical knowledge in a selected area of specialization and to critique research as it relates to that area. The student is eligible to

take the Comprehensive Examination only after the fulfillment of all other requirements for the Master of Science degree, or during the quarter within which those requirements will be fulfilled. Additional time may be granted only by petition presented to the Associate Dean, Academic Programs in the School for concurrence, and then approved by the Dean of the Graduate Division. If a student fails the Comprehensive Examination, he or she may re-take the exam only once, and may retake the exam no earlier than the quarter following the initial examination. A student may go on filing fee a second time if s/he fails the exam, provided that the examination is written during the quarter following the failure.

For more important information regarding the Comprehensive Examination, see the Comprehensive Examination Handbook here:

https://courses.ucsf.edu/pluginfile.php/762666/mod_resource/content/2/comphdbk_08_01_2019.pdf

6.3.2.2 MS THESIS OPTION

The Thesis is a written scholarly work that reflects original investigation and analysis of a problem. It is one option that fulfills the requirement for the Master's of Science (MS) degree conferral. The systematic process of investigation and writing the thesis is similar to scholarly work on a larger scale, such as the doctoral dissertation. This process includes identification of the problem or area of interest, review of relevant literature, proposal of thesis research topic, determination of research design, analysis strategies, presentation of results and discussion/conclusions.

The decision to write a thesis should be made early in the Master's student's academic program and must involve a discussion with the academic adviser. It is highly recommended this discussion occur in the first or second quarter of enrollment. The Program Director should also be involved in this discussion, as he/she can help identify resources such as a faculty mentor and committee members. For more important information regarding the Thesis Option, see the SON MS Thesis Handbook here: https://courses.ucsf.edu/pluginfile.php/621937/mod_resource/content/1/Son%20MS%20Thesis%20Handbook%20revised%2010%2009%2017.pdf or visit the graduate division website at <https://graduate.ucsf.edu/dissertation-thesis-guidelines>

6.3.3 ADVANCED PRACTICE CERTIFICATION

Advanced Practice certification is not automatic; you must apply by submitting appropriate paperwork to the California Board of Registered Nursing. Application forms may be downloaded directly from <https://www.rn.ca.gov> (the BRN website).

Although you may submit your application to the BRN at any time near or after the completion of your program, the School of Nursing cannot submit its portion of the paperwork until at least a month after program completion. The reason for this delay is because the BRN requires a **paper transcript** showing *all* completed coursework and degree posting before they will process an application (typically this does not occur before mid-July at the earliest for Spring Quarter conferral). Faculty members typically submit grades two weeks after graduation. The Registrar then requires several more weeks to record and verify grades and then produce an official transcript with all courses and final grades posted. It is only at this point that the Office of Student Affairs can receive a final transcript order to submit to the BRN along with a verification of program completion.

The BRN policy is that advanced practice nurses should **not** use the NP, CNS, or MW title until they have their license in hand. Students are also advised to be candid with potential employers about the delay, and to remind potential employers that certification will follow once the BRN has received and processed the application paperwork, which can take up to three (3) months. Students should not accept a position for which certification is an immediate requirement.

Following are the steps that must be completed before a graduate can receive certification from the BRN:

A student's record must be made complete. All final grades and proof of successful completion of the comprehensive exam or thesis must be submitted to the Office of the Registrar. **Note:** a complete transcript can have neither **I** grades, nor **NR** (not recorded) grades. Students must remove these from their records before requesting certification. Clearing up I or NR grades will take time and delay certification.

The Office of the Registrar enters final grades into their database and produces official transcripts. For Spring Quarter graduates, transcripts showing all completed coursework are usually not ready until mid-July at the earliest.

At this point, the applicant's responsibility is to:

1. Download the appropriate application from the BRN website, [NP](#), [CNM](#), or [CNS](#)
2. Send your completed application along with the fee and passport photo to the BRN (or complete via the online system)
3. Order a paper transcript from the UCSF Registrar; two if you are a Midwifery graduate; (please see the Request for Transcript Form). Please make sure your degree has posted PRIOR to requesting a transcript by checking the student portal, or make sure to indicate you would like your transcript held until the degree has posted. Your degree is likely to be posted five weeks after the grades are submitted by faculty. Therefore, after July 20 is a good time to begin checking the student portal to see if your degree is posted. If your degree has been posted according to the student portal, then have your paper transcript sent to Meredith Miner in OSA, Box 0604.
4. From the application, download the "Verification of Academic Program" page; complete the top half (Part A - do not complete Part B,) sign it, and upload it to the Pathways to Graduation CLE.
 - For NP graduates, this is page 3 of the NP Application
 - For Midwifery graduates, this is page 9 of the Midwifery Application
 - For CNS graduates, your form is the "Verification of the Completion of a Master's Degree in a Clinical Field of Nursing or Clinical Field Related to Nursing," page 9

When OSA receives the "Verification Form" from the CLE and the transcript from the Office of the Registrar, OSA will:

- Mail to the BRN the completed verification form from a student's application, together with the complete transcript.
- Notify the student via email that the materials have been sent to the BRN.

When the BRN receives all paperwork from the student and OSA, they will process the student's application and mail out the certification. The average time for processing is 8-12 weeks. PLEASE BE PATIENT. The telephone number for the California Board of Registered Nursing is (916) 322-3350.

The Process is similar when applying for a Furnishing License. Once you have conferred your masters degree, you are eligible to apply for a furnishing number that will allow you to furnish drugs and/or devices. You may submit your furnishing license application without having received your NP license yet; simply put "pending" in the box that asks for your license number. To receive verification based on completion of 5 units of an approved Advanced Pharmacology Course taken while at UCSF School of Nursing, you must complete the application within five (5) years of your completing the course (s). Continuing Education course(s) are not acceptable to meet the Nurse Practitioner Furnishing Number advanced pharmacology course requirement:

1. Download the application from the BRN website, [NP](#) or [Midwifery](#)
2. For NP graduates, complete page 2, "Nurse Practitioner Advanced Pharmacology Course Verification," for Midwifery graduates, complete page 4, "Nurse Midwife Advanced Pharmacology Course Verification," by filling out the top portion and uploading to the Pathways CLE. The Office of Student Affairs will complete the bottom portion and send separately to the BRN once it has been verified. Midwifery students may apply for both NP and CNM Furnishing Licenses.
3. In addition to a furnishing number, all legitimate handlers of controlled must be registered with the Drug Enforcement Administration (DEA) who maintains strict accounting for all distributions. The DEA grants practitioners federal authority to handle controlled substances.
4. To obtain a DEA registration, a practitioner must apply using DEA Form 224. Applicants may submit the form by hard copy or on-line and complete instructions accompany the form. You can obtain the application from the DEA website: www.DEAdiversion.usdoj.gov. Please Note: YOU MUST HAVE YOUR FURNISHING NUMBER BEFORE YOU APPLY TO THE DEA.

6.3.4 ATYPICAL MS PROGRAMS

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

6.3.5 PHD STUDY FOR ENROLLED MASTER'S STUDENTS

Enrolled master's students with bachelor's degrees may apply for the PhD program in any year of study; however, they must apply by the December application deadline. Students without BSN degrees may apply in the year in which they will have completed 36 academic units, 8 units of postgraduate professional work, and the master's comprehensive examination. (The completed academic units must meet the faculty requirement for specialization in the student's area.) Application is made to the School of Nursing only, not to the Office of Admission and Registrar.

Admission is not granted automatically. If it is granted, the petition to request change of degree objective will be enclosed with notification of acceptance from the PhD Admission Screening Committee. The student must file this petition in order to notify the Office of Admission and Registrar that s/he will be continuing graduate study toward a different degree goal. Formal change of classification from master's to PhD student takes place the following September.

Second year master's students may enroll in courses normally taken by PhD students provided they meet the following criteria:

- Their graduate adviser believes, after conference and review of the academic record, that the student has capacity for PhD work in this School and will support the student in seeking admission.
- They will have completed their 36 academic units by the end of the academic year; and
- They file application for PhD study with the School by the announced deadline.

Alternatively, master's students may enroll in other courses essential to their future PhD study, e.g., biochemistry, physiology, psychology.

Masters students who have been accepted and enrolled in the PhD program, may have a master's degree conferred when the student has successfully completed 36 academic units including specialty requirements, 8 graduate professional units, and the comprehensive examination requirements or the Qualifying Examination. Students may choose to do a **thesis** and must follow the usual thesis procedures.

6.4. PHD PROGRAM IN NURSING

The PhD in Nursing program prepares nurse leaders for thriving careers in scientific research. Students are driven by a passion for discovery, and work alongside faculty mentors to develop the knowledge and critical thinking skills to advance the field of nursing and ultimately, improve health care for all. For specifics on the Nursing PhD goals, objectives, curriculum, duration, seminars, and courses see: <https://nursing.ucsf.edu/academics/programs/phd-nursing#Doctoral-Foundation-Course-Schedule>

For more student resources and information regarding orientation, curriculum, course schedule, clinical requirements, qualifying examination, and dissertation specifics see the Nursing PhD Student Resources CLE page at: <https://courses.ucsf.edu/course/view.php?id=214>

Additional PhD resources can be found on the UCSF graduate division website at: <https://graduate.ucsf.edu/phd-degree>

6.4.1 PHD CURRICULUM & RESIDENCY

The curriculum comprises of:

1. Foundational courses which entails preparation in the following four areas:
 - a. Theory and Philosophy
 - b. Research Methods
 - c. Substantive Nursing
 - d. Statistical testing
2. Coursework specific to the substantive and methodological interests of the individual student.
3. Two research residencies, each being three or more units that provide socialization to the role of the researcher, encourage development of research skills, and exposure to relevant substantive, methodological, or contextual information.
4. Mentorship in the development of an original research project, execution of data gathering and analysis plans, and writing of the study.

For a general list of required courses or the Nursing PhD see:

<https://nursing.ucsf.edu/academics/programs/phd-nursing#Doctoral-Foundation-Course-Schedule>

Review Academic Programs CLE site [<https://courses.ucsf.edu/course/view.php?id=214#section-1>] for most up-to-date PhD Curriculum Schedule.

The selection of appropriate courses is determined jointly by the individual student and **faculty adviser**. In addition to recommended School of Nursing courses and residencies for the PhD degree, there is a wide variety of elective courses available to PhD students in related sciences and research on the UC San Francisco, UC Berkeley, UC Davis, and Stanford University campuses. Courses should be selected to prepare for competencies expected in the qualifying examination and dissertation.

6.4.1.1 PHD ADVANCED NURSING SEMINARS (ANS)

The UCSF SON PhD core curriculum recommends that PhD students complete one or more Advanced Nursing Seminars (ANS) before taking their qualifying examination (in addition to other core courses, research residencies, and cognates). Students may take both seminars in one area or in differing areas. Advanced Nursing Seminars will be projected 2 years in advance and offered every 1–3 years. (*Courses subject to change without notice*)

Characteristics of ANS Courses

- Designed to develop students' engagement in scholarly dialogue
- Focused on advanced nursing content related to faculty research and/or interests
- Structured to provide opportunity to engage in the dynamic processes of knowledge development
- Available to students from more than one cohort, and open to students from all departments

***N298A Qualifying Examination Seminar is strongly recommended**

For a list of ANS course please see: <https://nursing.ucsf.edu/academics/programs/phd-nursing#Doctoral-Foundation-Course-Schedule>

6.4.1.1.1 SELECTING RELEVANT ANS COURSES – FOCUS ON RESEARCH PROCESS ISSUES

Advisors should assist students to identify ANS seminars that meet their learning needs based on the content area and the process level. Regardless of content area, ANS courses provide exposure to research processes and issues that transfer to many other topic areas of research (e.g., conducting multi-site studies, selecting appropriate instruments, recruiting challenging populations, etc.).

6.4.1.1.2 PROCEDURES FOR APPROVAL OF COURSES TO MEET THE ANS REQUIREMENT

Faculty members should submit to the PhD Program Council (PPC) course forms with standard course information in order to gain ANS designation for a course. Approved courses will be added to the list provided to PhD students and advisors.

6.4.2. COGNATE COURSE REQUIREMENT POLICY

The UCSF SON PhD core curriculum recommends that PhD students complete one or more cognate courses before taking their qualifying examination (in addition to other core courses, research residencies, and ANS).

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

Characteristics of Cognate Courses

- Most often, but not always, cognate courses are non-nursing/non-School of Nursing courses. Examples of fields from which cognate courses might come are philosophy, sociology, psychology, human development, physiology, public health, economics, epidemiology, medicine, research methods, statistics, etc.
- Courses provide content that complements the student's research area.

- Preferably courses that allow for intellectual exchange with individuals from another field/discipline. If necessary, an **independent study** may be used to meet one of the two required cognate courses.

6.4.2.1 SELECTING RELEVANT COGNATE COURSES

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

6.4.2.2 PROCEDURES FOR APPROVAL OF COURSES TO MEET THE COGNATE REQUIREMENT

Advisors may approve courses they believe meet the cognate requirement. The foregoing “Characteristics of Cognate Courses,” should be used as a guide in making the decision. The advisor should then notify the Office of Student Affairs in writing (email or memo) of the number, name, and description of the course and provide a copy to the student.

6.4.3 RESIDENCY REQUIREMENTS

PhD students must be registered for at least three quarters and completed a minimum of 6 quarters to meet residency requirements. Two six-week summer sessions (Summer Session I and II) may be counted as the equivalent of one quarter of a regular session. *Note:* The University residence requirement has no connection with one’s home address

6.4.3.1 RESEARCH & TEACHING RESIDENCIES

Research Residencies (N276): A rigorous program of coursework and two **Research Residencies** is jointly planned by the Graduate Adviser and student to prepare the student for the qualifying examination, lay the foundation for the preparation and defense of a dissertation, and for subsequent independent research.

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

For more information and a list of current teaching and research residency opportunities see: <https://nursing.ucsf.edu/for-students/jobs>

6.4.2 DOCTORATE REQUIREMENTS & PROGRESSION

Year 1	Complete year 1 courses, listed at: https://nursing.ucsf.edu/academics/programs/phd-nursing#Advanced-Nursing-Seminars
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	<p>Cognate Courses</p> <p>** Students can start taking Research Residency and/or Teaching Residency as early as Winter Quarter of Year 1 to meet prerequisite requirements</p> <p>At the end of the student's first year of study, faculty teaching first-year courses meet as a group with each student's Graduate Adviser to evaluate the student's progress in relation to the terminal objectives of the program. The Graduate Adviser subsequently meets with the student to elicit the student's assessment of her/his own progress (by fall of each year throughout the PhD program), to convey her/his own perspective and that of the faculty group on the student's progress, and to discuss variance or correspondence of these perspectives. This provides a base for mutual planning toward the qualifying examination and dissertation.</p>
Year 2	<p>Complete Year 2 courses, including Theory and Research Methods, listed at: https://nursing.ucsf.edu/academics/programs/phd-nursing#Advanced-Nursing-Seminars</p> <p>Teaching and /or Research Residency</p>
Year 3	<p>Additional cognates advanced nursing seminars and specialized methods courses as needed.</p> <p>Teaching Residency</p> <p>* Qualifying Examination completed 11 registered quarters after admission</p> <p>Advancement to candidacy</p> <p>Dissertation research proposal approval & data collection.</p>
Year 4	<p>Dissertation research, specialized research methods (audit/refresher, as needed); dissertation data analysis; dissertation writing.</p> <p>Completion of dissertation</p> <p>Dissertation defense</p> <p>Note: per University policy, "Candidacy for the PhD degree is lapsed if a student has not completed requirements for the degree within four years after advancement to candidacy."</p>

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

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

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

For more information on UCSF Graduate Division's Policy on Student progress see: <https://graduate.ucsf.edu/policy-student-progress>

6.4.2.1 PRELIMINARY EXAMINATION

For students who want an MS degree conferred while in the PhD program, the purpose of the preliminary examination is to assess the student's beginning synthesis of her/his major field of study and for the purpose of counseling (to identify strengths and gaps in preparation for the qualifying exam, or to assist students in making alternative plans, if necessary). Students entering the PhD program without a MS degree wishing to have a MS degree conferred during their PhD study, may complete the Preliminary Exam process below in lieu of completing the requirements of the School's MS Comprehensive Exam.

A student must be in registered status while working with faculty in preparing for the exam. This includes Summer Session.

The preliminary examination is a broad examination that places emphasis on four required content areas:

1. Social and Political Aspects of Health Care: General knowledge of issues in professional nursing with specific knowledge related to selected area of focus in nursing;
2. Theory Building: Generalized knowledge of theory and the processes of theory construction;
3. Research Methods: Generalized knowledge of research methods, including knowledge of scientific reasoning;
4. Substantive Nursing Focus: Knowledge of the particular area of nursing which will provide the basis for the dissertation and future career orientation.

Together, the student and faculty adviser suggest committee members who are experienced in the areas in which the student will be tested. Normally it is expected that the faculty adviser will serve as a member of the committee; the faculty adviser may or may not serve as chairperson. Committee members shall ordinarily be members of the School of Nursing faculty. Both Academic Senate and non-senate members may serve on this committee. It is the student's responsibility to ascertain the willingness of the faculty members to serve on the examination committee.

The petition for the preliminary examination form can be obtained from the Office of Student Affairs if the examination is serving as the comprehensive examination for the MS degree. The completed petition is forwarded to the Office of Student Affairs for signature by the Associate Dean for Academic Programs. If the student suggests a chairperson, this should be noted on the petition. Upon receipt of the petition, the Associate Dean appoints a committee of at least three faculty examiners and designates the chairperson.

The chair guides the student in selection of the areas for the preliminary examination and preparation of focusing papers and communicates with other members of the committee to facilitate the examination. The chairperson's responsibility is to determine the time and place of the examination, to establish with the student the nature of the examination, and to report the results of the examination to the student and to the Associate Dean, Academic Programs. (The form for reporting the results of the preliminary examination is sent by the Office of Student Affairs to the Committee Chair.) A report of the examination is filed in the Office of Student Affairs.

The following written materials are to be submitted to the student's committee members prior to the preliminary examination:

- A list of all course work taken prior to the examination,

- Two-page synopsis of the student's curriculum vitae,
- The specific areas for examination, and
- Three focusing papers dealing with the four content areas.

A full-time student will usually take the preliminary exam near the end of the first year of study, and no later than the middle of the second year. The student's performance will be judged as satisfactory or unsatisfactory. If the student's performance is unsatisfactory, a repeat examination may be authorized by the Dean of the School of Nursing, upon recommendation by the examination committee. (The examination may be repeated only once, preferably during the quarter immediately following the first examination.) The original committee shall be constituted to reexamine the student, unless unusual circumstances preclude this.

6.4.2.2 QUALIFYING EXAMINATION

The qualifying examination may be taken any time after the student has completed all foundational course work and all additional requirements. It is strongly recommended that this be completed within the third year of study. The qualifying examination tests the student's ability to synthesize theoretical concepts in nursing and other health sciences and to think critically and imaginatively.

A student must be registered for at least 6 quarters (taking the minimum 4 units per quarter) to meet the academic residence requirement for the degree. Once the qualifying examination has been passed, a student may then submit his/her Advance to Candidacy form **for the following quarter**, provided there are no other deficiencies, such as incomplete grades. A student must be registered for **a minimum of 3 quarters in candidate status**.

The qualifying examination committee for each student shall consist of four faculty members including the chair, at least one of whom shall be outside the department with which the student is most closely associated. The committee members are to be appointed from among the members of the Academic Senate. In unusual circumstances, where essential knowledge or skills are involved, the Graduate Division will consider appointment of a faculty member at another university. Exceptions are at the discretion of the Dean of the Graduate Division. A general petition is needed to seek approval; signed by SON PhD Program Director and then onto Graduate Division for approval.

The individual whom the student expects will be the chair of his/her dissertation committee cannot be the chair of the qualifying examination committee. The student and faculty adviser jointly determine members to serve on the qualifying examination committee.

Application form for the qualifying examination is submitted via the Student Portal. A link to the application can be found at: <https://graduate.ucsf.edu/forms>. The completed application for the qualifying examination is approved by the graduate adviser and SON PhD Program Director. The student and committee members are notified of the membership of the qualifying examination committee by the Graduate Division.

The chair of the qualifying examination committee is responsible for determining the time and place of the examination and notifying members of the committee.

Students must be officially registered for the quarter in which they take the qualifying exam, except for **Summer** quarter when registration is not required so long as the student was registered the previous Spring quarter.

The chair is also responsible for sending the official report of the results of the examination to the Dean of the Graduate Division, with a copy to the School of Nursing Office of Student Affairs. If one qualifying examination is failed, one repeat examination **may** be authorized by the Graduate Division on recommendation of the qualifying examination committee. For additional information, please see Expectations/Preparation for the Qualifying Examination in the appendix.

***** BEFORE THE QUALIFYING EXAM, THE FOLLOWING MUST BE COMPLETED:

- All foundational courses, including methodological courses aligned with student’s research objective or approach
- Two quarters of research residency (N276) for a total of at least 6 units (including one which focuses on data analysis using an existing data set)
- One theory course
- One or more advanced nursing seminars (ANS)
- One or more cognates
- A specialized methods course is recommended in conjunction with dissertation planning

For Qualifying Exam Guidelines and Evaluation Criteria see:

https://courses.ucsf.edu/pluginfile.php/742750/mod_resource/content/0/Qualifying%20Exam%20Guidelines%20and%20Evaluation%20Criteria.pdf

Application for qualifying exam can be found at:

https://courses.ucsf.edu/pluginfile.php/743647/mod_resource/content/1/qual-exam-application-5.2018.pdf

An additional resource - “Thoughts about Qualifying Examination Papers” (Davies & Rehm) may also be a useful reference for students: <https://courses.ucsf.edu/course/view.php?id=214¬ifyeditingon=1>

For even more up to date info about the qualifying exam go to the UCSF Nursing PhD Student Resources and Information CLE page.

*Once you have completed the Qualifying Exam, please take the time to fill out the Post Qualifying Exam Evaluation found at the Nursing PhD Student Resources CLE page

(<https://courses.ucsf.edu/course/view.php?id=214>) under “Evaluations”.

6.4.2.3 ADVANCEMENT TO CANDIDACY AND APPOINTMENT OF DISSERTATION COMMITTEE

Applicants for **Advancement to Candidacy** status for the PhD degree make formal application, with the approval of the Faculty Adviser and PhD Program Director, to the Dean of the Graduate Division right after the passing examination and no later than three quarters before completion of degree requirements. Advancement to candidacy is completed via the Student Portal.

The dissertation **Committee Chair** is selected when the student has identified a problem area for research. This may occur well before advancement to candidacy. The chair may or may not have served as the student’s faculty adviser, but the individual must be a member of the Academic Senate. The selection of a chair is initiated by the student and is dependent upon the mutual agreement of student and chair. Change in dissertation committee, once formalized by the Advancement to Candidacy, is also

usually by mutual agreement. Request for change is usually directed through the dissertation committee chair to the Dean of the Graduate Division. (If the student has been granted financial assistance, s/he must investigate stipulations for continuance of award prior to selection of a dissertation chair (sponsor) since certain funds are contingent upon working with a faculty member identified in the proposal for extramural funding.)

The application for candidacy must be filed with the Dean of Graduate Studies; it should indicate the subject of investigation for the dissertation and the dissertation committee members who will guide the research and pass the student on the merits of the dissertation. The dissertation committee is composed of a minimum of three members including the chair who automatically becomes the student's Graduate Adviser upon advancement to candidacy. Students nominate faculty members to serve on the dissertation committee and ascertain their willingness to serve, although actual appointments are made by the Graduate Division.

Members of the dissertation committee will normally be Academic Senate faculty members of the University of California, although not necessarily from one campus. In unusual circumstances, where essential knowledge or skills are involved, the Graduate Division will consider appointment of a faculty member at another university. Upon approval of this application of appointment of dissertation committee, the Graduate Division notifies members of the dissertation committee of their appointment. Candidacy for the PhD degree is **lapsed** if a student has not completed requirements for the degree *within four years* after advancement to candidacy. Leaves of absence count against this time. Upon lapse of candidacy, a petition for reinstatement must be accompanied by a recommendation from the faculty of the student's degree program on whether a new qualifying examination is required. At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree.

6.4.2.4 DISSERTATION PROPOSAL

After the PhD student completes their qualifying examination, they write a dissertation proposal. The dissertation proposal is presented to the dissertation committee. The student should consult with their chair of the dissertation committee to identify the key elements to their proposal and the outline for the proposal.

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

For UCSF SON PhD Dissertation specifics including, preparation, forms for proposal and publication, formatting, and proposal outline refer to the UCSF Nursing PhD Students Resources and Information CLE.

Contents Guidelines for your Dissertation can be found at: <https://graduate.ucsf.edu/content-guidelines>

6.4.2.5 DISSERTATION AND DEFENSE

A dissertation on a subject chosen by the candidate, of such character as to show power to conduct

independent investigation must receive the approval of the dissertation committee. The committee shall determine whether or not candidates meet the requirements for the degree in accordance with the following procedures:

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

6.4.2.6 CENTURY CLUB FUNDS FOR PHD DISSERTATION SUPPORT

Through the generosity of annual giving by School of Nursing Alumni, Century Club funds are available for the support of dissertation research. These funds are administered through the Office of Student Affairs. The maximum award per PhD student is \$1,000. The purpose of the funds is to defray the cost of data collection. Student advisors will inform students who are in need of assistance with data collection to contact the student funding officer and to apply for these funds. For more information, contact the Student Funding Coordinator, Office of Student Affairs. Students must apply while in registered status (i.e., prior to Filing Fee Status).

6.4.3 COMPLETION OF THE PROGRAM & COPIES OF DISSERTATION

One copy of the dissertation, approved by the committee in charge, must be submitted to the Graduate Division by the last day of the quarter in which the degree is conferred. For information about submission of your dissertation see: <https://graduate.ucsf.edu/dissertation-thesis-guidelines>

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

*Once you have completed your Dissertation, please take the time to fill out the Post Dissertation Program Evaluation at the Nursing PhD Student Resources CLE page (<https://courses.ucsf.edu/course/view.php?id=214>) under "Evaluations".

6.4.4 PARTICIPATION IN THE GRADUATION CEREMONY

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

6.5 DOCTOR OF NURSING PRACTICE (DNP) DEGREE PROGRAM

The UCSF Doctor of Nursing Practice (DNP) degree program prepares innovative clinical experts and leaders to be at the top of the nursing profession in advancing patient care and policy in an increasingly complex health care environment.

For more information about DNP Program Goals, Objectives, and Curriculum details see: <https://nursing.ucsf.edu/academics/programs/dnp>

Your cohort's CLE page will contain current DNP Student Resources including orientation information, advisor assignments, course resources and schedules, a list of textbooks and supplies, etc. To access the DNP Student Resources CLE, log on to your CLE account and select "DNP Student Resources" in your course list. If you are unable to find the course on your Course List, type "DNP" in the "Search Courses" bar, and it should appear.

Additionally, many DNP resources can be found on the UCSF Graduate Division website at: <https://graduate.ucsf.edu/dnp>.

6.5.1 DNP CURRICULUM & RESIDENCY

For course mapping and DNP essentials see: <https://nursing.ucsf.edu/sites/nursing.ucsf.edu/files/inline-files/DNP%20add%20to%20academics.%20programs%20website%20-%20DNP%20Course%20Mapping%20to%20DNP%20Essentials.pdf>

DNP Curriculum Grid (subject to change)

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

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

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

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.

6.5.1.1 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).

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	150*	I, III, VIII

the completion of the DNP Project.		
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

6.5.2 DNP REQUIREMENTS & PROGRESSION

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.

6.5.2.1. 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. Advancement to Candidacy is done via the Student Portal.

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.

6.5.2.2. 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.

6.5.2.3 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/dnpprojectstitlingpaperjune2.pdf>

DNP Project Timeline (subject to change)

Quarter of Study	Course	Expectations	Date Completed
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)	Approval of proposal; seek IRB approval if	End of Q5

	DNP Residency (N463)	indicated; finalize ROL; formulate implementation plan	
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)

1. 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.
2. 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.
3. 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.
4. Following review and revisions as needed, the student will submit the proposal to the DNP Committee Chair for approval.
5. 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.
6. 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.
7. During DNP Project courses II, III, IV the student will continue to develop the formal presentation and develop the written manuscript.

8. 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.
9. 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.

6.5.2.3.1 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 6th 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

6.5.2.3.2 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 _____

6.5.2.3.3 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 6th 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 phase of the project? 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.

6.5.2.3.4 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.

7. 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

Specialty Program