



University of California
San Francisco

School of Nursing

Student Handbook

2014 - 2015

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1. Dean's Welcome

August 2014

Dear Student:

I am very pleased to welcome you to the academic year 2014-2015. I hope that you will find this orientation manual helpful in addressing your questions as a new or returning School of Nursing student. The Office of Student Affairs is here to answer your questions.

I am proud of our faculty who has been recognized for their teaching and research. This past year, many have received national recognition. You are already familiar with our many clinical specialty training tracks but also look on our website for possible Minors. One of our more recent ones is on diabetes, addressing a major health challenge. We are looking to start a new minor in palliative care this coming year. I can go on and describe, but take a look. I think you'll agree that there are many opportunities to expand your knowledge and skills.

The school has a long history of serving the underserved in our community and we hope that many of you will participate in our commitment during your clinical rotations. Our practices provide a range of primary care and specialty services to the varied San Francisco communities and interests. For example, our Young Women's Clinic has provided prenatal care for about 30% of the pregnant teens in San Francisco for more than 20 years. We know that many of you will benefit from these dynamic practices as you participate in them in your clinical and administrative residencies.

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. We are one of seven U.S. schools of nursing that have been designated Collaborating Centers by the World Health Organization. Our WHO Center is working to develop 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. The Global Health Minor is one of the more popular offerings we have.

To keep abreast of what's happening in the School keep an eye out for the SON newsletter which comes out regularly via email. We are moving to reducing the vast number of separate emails and tuck as many as we can into this regular email. Read it! Also, follow us on the UCSF School of Nursing Facebook page – it's a quick way to keep up with what's happening at the School.

These activities contribute to the UCSF School of Nursing's reputation as one of the best schools of nursing in the world. Our excellence is demonstrated most notably by our outstanding students. So this letter is a welcome to a partnership in excellence. I hope you have a wonderful academic year!

Sincerely,



David Vlahov, RN, PhD, FAAN
Dean and Endowed Professor in Nursing Education

2. Nondiscrimination/Affirmative Action

The University of California, San Francisco, in conformance with applicable laws and regulations, does not discriminate in any of its policies, procedures, or practices on the basis of race, color, national origin, sex, sexual orientation, disability, age, Vietnam-era veteran, special disabled veteran, special disabled veteran or any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized, medical condition (cancer-related as defined in Section 12926 of the California Government Code), ancestry or marital status; nor does the University discriminate on the basis of citizenship, within the limits imposed by law or University policy. This nondiscrimination policy covers admission and access to, and treatment and employment in, University programs and activities, including, but not limited to, academic admissions, financial aid, educational services, and student employment.

Inquiries regarding the University's equal opportunity 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.

3. UCSF School of Nursing

3.1 Faculty and Departments

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

Get to know the departmental staff; they're helpful and informative, and they'll often have the most current information on who is where and what is happening. Important information can also be found on each department bulletin board. Make it a habit to check these boards frequently.

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

3.1.1 Family Health Care Nursing

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

3.1.2 Community Health Systems

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

3.1.3 Physiological Nursing

#N-611Y, x6-2191. The sixth floor houses the Department of Physiological Nursing (PN). PN specialties include cardiovascular, critical care/trauma, gerontology, acute care, oncology nursing and the genomics specialties.

3.1.4 Social and Behavioral Sciences

Laurel Heights Building, 3333 California St., Suite #LHts-455, x6-3964

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

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

SBS offers a variety of courses in sociology research and methodology (qualitative and quantitative methods) to both sociology and nursing graduate students. Areas of emphasis include: aging and chronic illness, economics, and women, health and healing, as well as health policy. Courses are also offered in AIDS/HIV research and science and biotechnology.

3.1.5 Institute for Health and Aging

Laurel Heights Building, 3333 California St., Suite #LHts-340, x2-3620

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

3.2 School of Nursing Building

The UCSF School of Nursing began after the San Francisco earthquake when most of the city's hospitals were destroyed, giving rise to a serious shortage in medical facilities. The San Francisco campus, which survived the calamity, rose to the occasion by

making room in the Medical School Building for the first University Hospital and the Training School for Nurses in 1907. The Regents established the School of Nursing in 1939, the first autonomous School of Nursing in any state university system.

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

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

3.2.1 Navigating the “N” Building

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

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

Last, but not least, the School contains several rooms designed for relaxation and/or study. These rooms are for the use of nursing students only. It is the responsibility of the students to maintain the upkeep of these study lounges, including keeping the microwave ovens and refrigerators clean. Your student identification (“ID”) card, with bar-codes, is required to activate the locks on these doors. Exterior entrance doors to the building may be locked during night and weekend/holiday hours, ID cards must be used to activate the locks.

The Doctoral lounge is located in Room #N-623 and is for the use of students in the doctoral programs. It contains couches and chairs for relaxation, a meeting area, and several study carrels. For added convenience, a microwave and a refrigerator are located here. Student mailboxes and an “unofficial” bulletin board (for student-to-student messages) are part of the décor. A telephone is available; the number is (415) 476-4771. To call an off-campus number, dial **9** for an outside line (second dial tone); local calls only please.

The Master’s lounge is in Room #N-427. This is similar to the Doctoral lounge in that it contains couches and chairs for relaxation, a meeting area, four study carrels with typewriters, mailboxes, microwave oven and refrigerator. The bulletin board and chalkboard are for student-to-student messages. The telephone number for this room is 415-476-5781.

3.3 Degree Programs

Three degree programs constitute the academic core of the School of Nursing. These programs are Master of Science in Nursing (MS), the Doctor of Philosophy in Nursing (PhD), and the Doctor of Philosophy in Sociology (PhD).

Approximately three hundred and fifty students make up the MS Program, the largest of the degree programs. Inaugurated in 1949, this program prepares students for leadership roles in specialized areas.

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.

The PhD Program in Nursing, begun in 1984, has an average enrollment of one hundred and twenty students, and offers research preparation. The PhD Program in Sociology with approximately thirty students focuses on the sociology and social psychology of health and illness. Basic knowledge of qualitative research and analysis and quantitative methods is emphasized.

3.4 Resources and Services

3.4.1 Office of Academic Programs

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

3.4.2 Computer Proficiency/Requirements

The realization that computer ownership and proficiency play a crucial role in graduate health science education has impacted the curriculum and the student needs in the School of Nursing. From using email to enhance communications with faculty and other students, to conducting academic research, computers allow students to accomplish a broad range of educational activities. Every entering student will thus be expected to own a computer that meets certain minimum performance standards and has connectivity to the Internet. Recommendations and requirements for computer hardware and software configuration are listed at <http://nursing.ucsf.edu/computer-requirements>.

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

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

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

3.4.3 Computer Resource Lab

#N-735, x6-4745; <http://nurseweb.ucsf.edu/public/crl.htm>

The Robert E. Slaughter Computer Resources Lab is equipped with fifteen Windows 7 Dell personal computer systems, each with a 24" flat panel monitor, USB ports, CD-RW drive and network access to laser printers. All of the computers are connected to the School of Nursing's local area network which is, in turn, attached to the Internet via a high speed fiber optic backbone. The Computer Resources Lab is accessible to School of Nursing students 24 hours a day with valid student ID. The computers have a variety of software applications, including Microsoft Word, PowerPoint, Access, Excel, IBM SPSS Inc.'s Statistical Package for the Social Sciences, STATA, as well as Internet Explorer and Firefox (for web browsing). There is no charge for using the computers which are available on a first-come, first-served basis. Laser printing is priced at 14 cents per printed side and requires a Library Printing Account. NB: The lab is often reserved during the week for academic courses and workshops. The lab schedule is posted weekly for the subsequent two week period.

3.4.4 Counseling and Pastoral Services

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

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

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

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

3.4.5 Nursing Student Council

The Nursing Student Council (NSC) <http://nursing.ucsf.edu/student-council> functions as the official organization for students within the School of Nursing at UCSF. The council's mission is to address the concerns of students within all programs in the School of Nursing; serve as a liaison among students, faculty and the campus; and strive to improve cohesiveness and communication among students in the various departments of the School of Nursing. This organization further acts as a mechanism by which student representation on inter-school and inter-campus committees is facilitated.

You can email NSC council members at nsc@nursing.ucsf.edu. You can also leave mail in the NSC mailbox in the Dean's Office lobby (#N-319). Check the NSC bulletin board on the third floor for the latest information, including office hours for the council members. Posters for upcoming events and other pertinent information will be on the board, and the NSC has a periodic column in the UPDATE newsletter, emailed monthly to all students. Your voice counts so get involved.

Nursing Student Council Executive Officers 2012-2013	
Arielle Bivas (<i>President</i>)	Stephen Boniface (<i>Treasurer</i>)
Elda Kong (<i>Vice President</i>)	Brooke Finkmoore (<i>Social Chair</i>)
Monifa Willis (<i>Secretary</i>)	

3.4.6 Office of Research

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

3.4.7 Sigma Theta Tau, Alpha Eta Chapter

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

Those qualified to apply are

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

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

For more information, please see the web site.

3.4.8 Office of Student Affairs

#N-319X, x6-1435, info@nursing.ucsf.edu. Got a problem? Having trouble filing your study list? Don't know which petition you need? Welcome to the Office of Student Affairs!

A student-oriented staff awaits you and no appointment is necessary. Located in Room #N-319X, the office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday. If your particular problem lies outside the realm of this particular office, you will be directed to the person or office that will give you the assistance you need. Sometimes a call or note from this office is exactly what is necessary to cut the red tape involved in the everyday business of an institution. There are some services such as Registrar, Housing, etc., that maintain their own offices, and in such cases you should deal directly with that particular office rather than with Student Affairs. However, if you are faced with the dilemma of now knowing where to turn for help, stop by Student Affairs. It is this office that receives your application, maintains all your current records, and sends you off in a cap and gown at graduation. Take advantage of the staff's expertise while you are here!

3.4.9 Tutoring

Student editorial and tutoring services are available to School of Nursing students. If you need assistance, or would like to serve as a paid or volunteer tutor and/or editor, contact Linda Sawyer at 415-502-7632.

3.5 Quick Guide for New Students

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

3.5.1 Registration

"Registration" refers only to paying the necessary fees. It is easiest to do this by mail. "Class sign-ups" are done by filing a study list on-line.

3.5.2 Study List and Early Course Enrollment

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

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

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

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

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

3.5.3 Classes

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

3.5.4 Library

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

3.5.5 ID and Access

You will need to have your photograph taken for your student identification card ("student ID"). Photos are taken at the UCSF Police Office, 500 Parnassus Ave., Millberry Union, Room P-7. Drop in hours are M-F: 8 am to noon; appointments only: M-F: 1 pm to 4:30 pm. In order to obtain your student ID, you will need: 1) proof of registration/payment of fees, 2) your driver's license or passport, and 3) your RN license (if you want your ID to reflect that you are an RN.) The School of Nursing has arranged to pay for the cost of your first issue student ID. Appointments can be made online at <http://police.ucsf.edu>.

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

Locate the 24-hour computer lab near the entrance to Cole Hall auditorium in the Medical Sciences Building. An access code is required for this lab, available from the Office of Student Affairs.

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

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

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

VPN – UCSF's Virtual Private Network allows you to have a secure connection to the campus network from your own Internet Service Provider. This is important because many resources in the library are only available from the campus network. If you attempt to use these "UCSF Only" resources from home without having the VPN, you will be denied access. You can find more information about the VPN at: http://its.ucsf.edu/service_catalog/vpn.html

Remember: you must have your own Internet Provider (e.g., Comcast, AT&T, etc.) in order to use the VPN from your home.

3.5.6 Establishing California Residency

A substantial (thousands of dollars) non-resident tuition fee is charged to students who are not residents of the State of California. Residents of other U.S. states can establish California residency after one year of living in California, subject to a series of detailed requirements. To be classified a California resident for tuition purposes, you must be a financially independent adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term. For details on establishing California residency, see the OAR web site:

<http://registrar.ucsf.edu/registration/residency>

3.6 Educational Context

3.6.1 Geographical

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

3.6.2 Institutional

- The teaching and learning of nursing at UCSF occurs within a School that has enjoyed the status of a separate unit with full academic standing for more than 50 years. It is part of a fully developed health science campus which is known for its outstanding professional schools and its ability to compete nationally for research funding. The University of California, within the tri-partite California higher educational system, is charged with professional and doctoral education. The system as a whole is nominally, but partially state-supported; characteristically decentralized in its decision making; and hospitable to entrepreneurial individual initiative. The School of Nursing reflects these characteristics.
- This School of Nursing has explicitly recognized clinical practice as the focus of nursing and moved to structure its graduate programs to take this into account in the late 1950s, earlier than most schools. Clinical practice came to be viewed as a source of knowledge as well as a site for knowledge application. The gathering of a nucleus of sociologists, who promoted inductive theory development, complemented and extended this perspective on clinical practice. The move away from disease-structured nursing was moderated by recognition of the communication function served by disease naming, thus retaining the medical diagnosis as one element of data for nursing.
- The School sponsors curricula leading to two degrees in nursing, and a sub-set of its faculty sponsors work leading to a third degree in sociology. The majority of Master of Science students come to the program with a Bachelor of Science in Nursing degree and prior professional work experience. One-third of the masters students come with degrees in another field to which they add one calendar year of intensive study to qualify for nursing licensure. The pre-licensure curriculum provides varied generalist experience for the purposes of forming a nursing identity and developing the knowledge and skill expected of beginning nurses. Both groups choose among 13 specialty areas of study within the Masters curriculum, which have in common research, theory, scientific concepts, health care economics and policy, leadership, and advanced practice role content. In the Doctor of Philosophy in Nursing curriculum, students concentrate the focus of their work in an area in which faculty are actively working after foundational work in research methods and theory development. The Doctor of Philosophy in Sociology focuses work toward health-relevant areas and is supported by the appropriate faculty in the School.

3.7 Human Factors

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

3.7.1 Students

- The majority of the approximately 550 students in the School come to the Masters program after a few years of experience following an undergraduate program in nursing. Most are between 27 and 37 years of age; the majority are married; and many have one or more dependents. Many have had clinical experience in the area which they choose as specialty, but some use graduate study as an opportunity to redirect their practice. The majority of students work part-time (60-80%) while attending school, though a few are fully supported and a few must continue to work full time.
- Doctoral students resemble masters students demographically except for being 5 years older. In addition to clinical experience, some doctoral students have had formal teaching experience. They, too, work part-time, though they are

more likely to restrict their work time, or mix external work with Research Assistantships to develop the best possible personal mix of livelihood and learning. About 24% of doctoral students in recent years have been continuing masters students. The national reputation of the school attracts students from throughout the United States and other countries. However, while enrolled, the majority of students commute from the nine-county San Francisco Bay Area.

3.7.2 Faculty

- The faculty is organized into departmental groups which focus research and teaching on (1) care of adults, including the aged, (2) care of women, children, and families, (3) occupational health, care of communities, the mentally ill, and nursing administration, and (4) sociology of health, illness, and aging. Given the institutional mandate, as well as professional concern, the faculty is actively engaged in developing and testing nursing knowledge. Dissemination of results, both immediately to students, and more broadly through papers, presentations, and publications is a part of this responsibility. Engagement of student researchers in the process of learning and doing research is an important component of teaching in this School.

3.7.3 Teaching and Learning

- We believe that learning ultimately involves a changed perspective, a changed gestalt. Learning may simply entail information storage for ready reference and later reconfiguration and reinterpretation, conceptual analysis and critique of available information, and/or modified self-perception.
- Learner curiosity, perceived need to know, or perceived meaningfulness, stimulate learning. Attention, plus a frame of reference (including concurrent or past experience) promotes grasp and retention. A willingness to question and to change is pre-requisite to learning. Since motivation is intrinsic, the responsibility of the teacher is to relate the new material to the learners' concerns, and to make learning opportunities and materials and situations available to the student in order to catalyze the process. Teacher enthusiasm and knowledge of the material seems to encourage learners, as does the teacher's direct encouragement to learn and the teacher's effort to make new understandings accessible to the learner. Benchmarks, including standards of competence, enable learners to gauge their progress and enjoy a sense of success. Interaction with other persons having similar interests, whether teachers, other students, or clients, potentiates the effect of intrinsic motivation. These factors are relevant whether learning is via distributed mechanisms or in live classroom interaction.
- Psychomotor skill acquisition additionally involves analysis of component elements, visualization of the integrated or whole performance, practice in a simplified setting, repeated experience, reflection on experience, and development of qualitative distinctions related to significant aspects of the skills-in-context-of-care. Skill in clinical judgment builds on established scientific information but extends that through engaged practice which involves reflection on the nature and patterns of variation among individual patients, on the meaning of patient and clinician action in the situation, and on identification of factors relevant to outcomes.
- The act of teaching takes many forms. No one method of instruction is ideal for all situations, but like differences in learning styles, teaching styles vary depending upon faculty preference and ability, students' learning styles and needs, and the nature of the content. Diversity in teaching methods is essential, given that information learning, application, critique and evaluation are all required for the acquisition of advanced nursing theory and practice.
- Evaluation is inherent in any intended rational effort and is socially essential in a service-oriented field such as nursing. The effectiveness of the teaching-learning effort is assessed by faculty and students on students learning; by the individual faculty member and students in relation to the course; by faculty sub-groups and students on specific curricular elements such as program or specialty requirements; and by the faculty, students, the wider campus, alumni, and persons in the health care system on the relevance of the work of the School to the needs of the society. In a less intentional sense, but just as importantly, clients ultimately evaluate the effectiveness of the combined efforts of all persons engaged in the work of the School.
- Three major approaches to evaluation are used: the goal-attainment approach compares what the course, specialty, program, or School set out to do with actual results. The systems-resource assessment approach compares the resources the School and sub-units of the School have with the outcomes and asks whether this is the best possible configuration of systems and use of resources that could be envisioned. Finally, the strategic constituencies approach identifies groups that have a stake in the work of the School and assesses the extent to which these are satisfied and supportive of the School's work.

4. Master's Entry Program in Nursing (MEPN)

4.1 Objectives for Year One of the Master's Entry Program

Faculty provide experiences which enable students to accomplish the following goals by the end of the first year of the Master's Entry Program in Nursing:

- Acquire knowledge, clinical judgment, and perspective necessary for nursing practice that spans the health-illness continuum and that focuses on adaptive and developmental needs of human beings. This includes the ability to engage in the following processes:
- Assess the significance of a wide range of factors (physiological, social, personal, cultural, psychological, etc.) and their interrelationships in such a way as to identify and define common nursing problems.
- Assess availability, accessibility, and relevance of resources for individual, family, and community problem resolution.
- Formulate a plan for helping the individual, family, community or professional mobilize and use resources appropriate to the particular problem.
- Implement the formulated plan or modification thereof.
- Evaluate the results of interventions in relation to immediate and long-term consequences and modify future related interventions as necessary.
- Demonstrate skills necessary for the professional practice of nursing.
- Advance toward the process of becoming professionals. This entails:
- Progressive mastery of the knowledge, skills, and critical thinking needed by the profession;
- Demonstrated commitment to a nursing perspective; that is, internalization of the values, traditions, and obligations of the professional; and
- Identification with and commitment to the profession's function in the larger society.

4.2 Transfer and Challenge

- Accepted applicants who have previously studied nursing, or completed coursework in a health professional education program at a regionally accredited institutions may have coursework evaluated for direct transfer. Should courses not qualify for direct transfer, credit may be earned by examination. Courses for which credit has been earned by examination will be given the letter grade earned on the challenge examination. Examination for credit can be taken one time only for each course. The foregoing applies to all enrollees, including Licensed Vocational Nurses using the 30 unit option to prepare for licensure.

4.3 Registered Nurse Licensure for MEPN Students

- MEPN students are prepared to take the licensure examination in the summer following the successful completion of their first year of study in the MEPN program. Students are **STRONGLY ENCOURAGED TO** register with the BRN to take the NCLEX as soon as possible after completion of the MEPN year. Each student must be licensed as a Registered Nurse in order to enroll in courses associated with the Master of Science Program. There can be no exceptions to this rule. To take advantage of the MS program slot held for them, MEPN students **MUST** pass the NCLEX exam and **MUST** show evidence of such to the Office of Student Affairs (OSA) on or **PRIOR** to August 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 discuss plans to re-enter into their program of study with the Specialty Coordinator and the Office of Student Affairs.

4.4 Immunizations

All nursing students are required to show documentation of immunity (positive blood titers required) and immunizations if possible for Measles, Mumps, Rubella (MMR), and Varicella (chickenpox). For Hepatitis B students must complete both a series of 3 doses of the vaccine (the second dose is given one month after the first dose; the third dose is given 6 months after the first) and a positive Hepatitis B Surface Antibody titer. A TDAP (tetanus, diphtheria and pertussis) vaccine is required within the past 10 years. A two-step TB skin test administered 7-31 days apart or negative chest Xray if history of positive TB skin test is required within 3 months of entering school. A history of negative annual TB tests is acceptable in lieu of the 2-step testing if the most recent test is within 3 months prior to starting school. Annual TB surveillance is 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 MEPN students will be required to receive the influenza vaccination or declare in writing if he or she has declined the vaccination.

4.5 Clothing for Clinical Practice

At designated medical center clinical sites, students are required to wear a scrub top with the UCSF patch sewn to the left shoulder, white pants or skirt and shoes. The scrub top is to be a color that is consistent with the medical center dress code. Students are also asked to wear the UCSF student photo identification badge at all time while at their clinical sites.

Additionally, fingernails are to be kept clean, neatly manicured and short (not to exceed the tip of the finger). Nail polish is permitted, provided it is not chipped. Artificial nail enhancements are not to be worn. Anything applied to the natural nails other than polish is considered an enhancement. This includes but is not limited to nails, tips, wraps, appliques, acrylics, gels, and any additional items to the nail surface.

4.6 Retention

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

4.7 Clinical Experience and Faculty/Student Communications

Each student will be assigned to one of several faculty members advising these students for their first year in the program. It is expected that they will establish and maintain informal ties with the coordinator of the specialty they intend to enter the following year. They are notified of adviser assignment sometime before enrollment.

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

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

General principles for MEPN Graduate Students:

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

4.8 Communication and Relationship Tips for MEPN students

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- Your understanding of nursing and related knowledge and competence will evolve over a quarter and through the year - it's a process, not an event.
- Be patient with yourself, your faculty and your peers.
- Believe in yourself and enjoy this time.

	Suggestions & what to keep in mind	What to avoid
With peers	<ul style="list-style-type: none"> • Work to be collaborative • Consider establishing rich supportive relationships that may last all your years at UCSF and even beyond. • If you are having a problem with a peer, talk to that person directly and be willing to consider what you might have brought to the conflict. • Expect that others will have values and beliefs that differ markedly from your own. • Be patient – everyone is doing his/her best. 	<ul style="list-style-type: none"> • Shift away from competing with each other or comparing yourself to your peers or other nursing colleagues. • Recognize that harsh criticism is unprofessional and destructive to individuals and the learning environment.
In classroom settings	<ul style="list-style-type: none"> • A respectful learning environment results when students and faculty work to establish and maintain it. • Create space so all voices can be heard. • If you have questions, try to focus them on what would be useful for the group to hear. • Treat guest lecturers as ‘guests’ – welcome them and express appreciation for their contribution to your learning during the lecture and afterwards. • Make the most of the lectures – come prepared. • Speak up when your perspective differs from those discussed in class. Faculty welcome diverse perspectives and others will learn from your experiences. • Be a good listener – hear what your colleagues and presenters are offering. • If you need to talk through new information, consider if during the class is the best use of everyone’s time. Alternatively speak with the faculty during office hours or talk with your peers, friends or family members. 	<ul style="list-style-type: none"> • Avoid monopolizing class discussions (those who know they are talkative or need to talk through new information.) • Avoid being silent for those who tend to be quiet – offer your perspectives and asking questions in class is par for your professional development. • Avoid being overly focused on grades.
With SON staff	<ul style="list-style-type: none"> • Work to establish and maintain respectful relationships with the staff – they will be a key source of support throughout your time at UCSF. • Express appreciation for the staff’s efforts that have supported your role as a student. • Be respectful of timelines and deadlines staff has asked you to adhere to – if absolutely necessary, renegotiate a deadline but do this in advance of the deadline. • Recognize that the MEPN program is one of many programs for which the staff provides support. 	
With faculty	<ul style="list-style-type: none"> • Work to establish and maintain a respectful relationship. • Express appreciation for what supports you and your learning needs. • If you are having a problem with a faculty member, talk directly to them about it and be willing to consider what you may be bringing to the conflict. • Work towards establishing a professional relationship with your faculty advisor – they can help you navigate your relationships with other 	<ul style="list-style-type: none"> • Harsh criticism if unprofessional and destructive to individuals and the learning environment – consider speaking up in class if the tone of a student’s comments are overly aggressive/hostile. Publically state that you are not comfortable with the

	<p>faculty if a conflict has surfaced.</p> <ul style="list-style-type: none"> • No faculty will meet all of your needs all the time – focus on their assets rather than deficits. • Faculty want to help – let them know what you need. • At different points during the year (often during periods of feeling challenged) it can become common to question if you want to be a nurse; discuss this with faculty and your faculty advisor. 	<p>tone on the interaction instead of telling the faculty privately later.</p> <ul style="list-style-type: none"> • Avoid emotionally loaded emails about things that could better be discussed in person. • Think carefully about over-reliance on peers; remember, faculty who are experienced nurses can offer valuable input.
The Program (MEPN)	<ul style="list-style-type: none"> • Those without science or any health care experience are as valued as those with science or health care experience. • Advocacy for quality learning experience is encouraged but remember to be diplomatic and tactful when offering constructive criticism. • Realize that a quality learning experience takes on many meanings – as different as the number of people in the class. • From time to time consider if your expectations of yourself, others and the program are realistic. • Keep calm and carry on! 	<ul style="list-style-type: none"> • Consider the impact excessive complaining can have on you and those around you. • Assuming your class members learn in the same way from the same teaching-learning strategies as you do. • Recognize MEPN students come with varying life, educational, and work experiences, which means what may be previously learned information to you may be new information to others.
With nursing and health care team in hospital and clinic	<ul style="list-style-type: none"> • While many clinical settings are used as teaching environments, their priority is patient care. Expect the teaching/learning needs that faculty and students have will not be given the same level of importance as patient care. • Remember that you represent the UCSF School of Nursing – you have an opportunity to be an ambassador for the School and the University. • Staff RNs work with many different kinds of students – expect they will not know what our learning needs are. Be prepared to tell them what you can do and what you need to learn. • If you have a negative experience with a nurse or member of the health care team, talk to your clinical instructor/faculty about it and move on. • Even if you never plan to be a staff RN, always be respectful of the very important work they do. • Help everyone you can – you will at some point be the person needing the help. 	<ul style="list-style-type: none"> • Since health care settings can be hectic and chaotic, try hard to not personalize abrupt insensitive communications from members of the health care team. • Avoid telling staff RNs that you never plan to work as a staff RN.

5. Master of Science Program

5.1 Master Of Science Curriculum, Degree Structure

5.1.1 Plan I

Plan I consists of 30 units of academic course work (100 or 200 series), 8 units of graduate professional work (400 series) and a thesis.

5.1.2 Plan II

Plan II consists of 36 units of academic course work (100 or 200 series), 8 units of graduate professional work (400 series) and a **comprehensive examination**.

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

Graduate professional course work is fundamental to the development of increased practice skills that complement academic work and prepare for a nursing role. (See the *Waiver* section for details on waivers of 400 course requirements.)

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

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

5.2 Characteristics of the MS Graduate

All masters program graduates will have:

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

5.3 Objectives for the Master's Program

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

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

1. Engage in advanced clinical practice
 - 1.1. Apply current knowledge in the specialty area to manage or meet client needs within the client environment
 - 1.2. Analyze clinical problems based on theoretical and research literature
 - 1.3. Communicate, cooperate, and/or collaborate with persons from this and other disciplines to provide the best possible care for clients
 - 1.4. Establish lifelong learning patterns that facilitate the incorporation of new theoretical and research findings into advanced practice

- 1.5. Assume a leadership role within the profession by
 - 1.5.1. Participating in professional organizations and activities
 - 1.5.2. Developing an advocacy stance and position related to the focal client population
2. Evaluate and apply theory as it relates to the science base of nursing
 - 2.1. Demonstrate discriminating use of specialty based content reflective of particular client focus
 - 2.2. Value the diversity of theoretical models relevant to practice
3. Critique and evaluate research as to its scientific and clinical value
 - 3.1. Demonstrate ability to critique and synthesize relevant research literature
 - 3.2. Demonstrate ability to use research findings to develop approaches to problems in advanced practice
 - 3.3. Identify researchable problems, demonstrate skills essential to research participation, and assist in the dissemination of findings
 - 3.4. Articulate linkages among theory, research, and practice; and recognize limitations of the current science base for advanced practice
4. Interpret relationships between social, cultural, political, and economic issues and health care delivery
 - 4.1. Analyze major health care issues affecting the focal client population
 - 4.2. Evaluate the impact of economics, politics, and demographics on the development of social and health policy and political action
 - 4.3. Identify barriers to the availability of and access to health care
 - 4.4. Identify cultural factors relevant to clinical practice, the conduct and critique of research, and the development of health care policy.

5.4 Master's Core Curriculum

Please see the following Graduate and Clinical Core Courses:

<http://nurseweb.ucsf.edu/public/mscore.pdf>

5.5 Core Courses

5.5.1 GRADUATE CORE – all students

Prologue (N200)

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

Research and Theory (N262A, N262B)

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

Clinical Prevention and Population Health (N245A, N245B)

Participants investigate the determinants of population health and the relationship between health and disease among individuals through literature appraisal, theory analysis, and projects. Students also explore clinical prevention strategies and health policies that influence health determinants and improve health care outcomes.

Leadership (N241A, N241B)

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

Project Planning: Evidence-Based Practice for Advanced Practice Nurses (N234A, N234B)

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

Epilogue (N200.01)

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

5.5.2 CLINICAL CORE

(for NP, CNS and MW)

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

Advanced Health Assessment (N270)

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

Advanced Pathophysiology (N208)

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

Advanced Pharmacology(N232)

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

5.6 Atypical MS Programs

Once a student is identified as following an atypical nursing program (i.e. omitting the clinical core), she/he should meet with her/his adviser. The adviser will write a memo supporting the student's program with a statement of programmatic goals and outlining the student's entire curriculum of study. This memo will be signed by the adviser and the student and forwarded to the Office of Student Affairs at the beginning of the student's program. The Office of Student Affairs will create a yearly report to be submitted to the Master's Program Council (MPC).

5.7 Waiver of Core and Specialty Courses

Students who believe that a core course substantially repeats work done in a course from another institution should consult their Advisers about seeking a waiver of the core course. If the Adviser, on hearing the explanation, supports the student's assessment, the student writes a memo/letter to the FOR of the core course asking for a waiver. The memo/letter must contain information about the prior course that supports the student's request for waiver. The FOR evaluates the evidence, perhaps with additional conversation with the student, and makes a decision. The FOR then responds in writing (by notation on the requesting letter, a responding memo, or by email) to (1) the student, (2) the student's Adviser, and if granting a waiver, (3) OSA, indicating approval of the waiver.

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

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

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

5.8 Socio-Cultural Course Requirement (2 Units)

Masters Program Council

5.8.1 Purpose/Focus

The UCSF core curriculum task force document calls for graduates of the master's program to be knowledgeable concerning health care issues for ethnically diverse populations as the basis for providing culturally sensitive 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 competence assumes that nurses' awareness of cultural variations are translated into skills and planning the delivery of nursing care. Cultural competence 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.

5.8.2 Objectives

Courses which are proposed to meet the requirement should have as learning outcomes some or many of the following (these objectives can be used as the examples in the development of new courses or revision of current courses to meet this requirement). Students completing this course:

- Can recognize and describe socio-cultural beliefs, values and practices that 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 competence 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.

5.8.3 Approval of Courses from Schools Outside of Nursing

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

5.8.4 Approved Socio Cultural Courses

For a listing of the courses currently approved to meet the Socio-Cultural requirement, please see:

<http://nurseweb.ucsf.edu/www/socultu.htm>

6. Philosophy and Progression Guidelines for Doctoral Programs in Nursing

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

6.1 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 Masters Program in its clinical variations is concerned with advanced skills development in accord with contemporary theories of practice which provide a logic and validity to the skills in practice. Graduate students are taught to apply theory and research critically, and to seek practice improvements. The Doctoral Programs are focused on theory testing and theory construction through research. In effect, doctoral students are pre-eminently prepared to examine current knowledge and to develop new knowledge and models for the improvement and shaping of nursing practice

6.2 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.

6.3 Domains of Nursing

6.3.1 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).

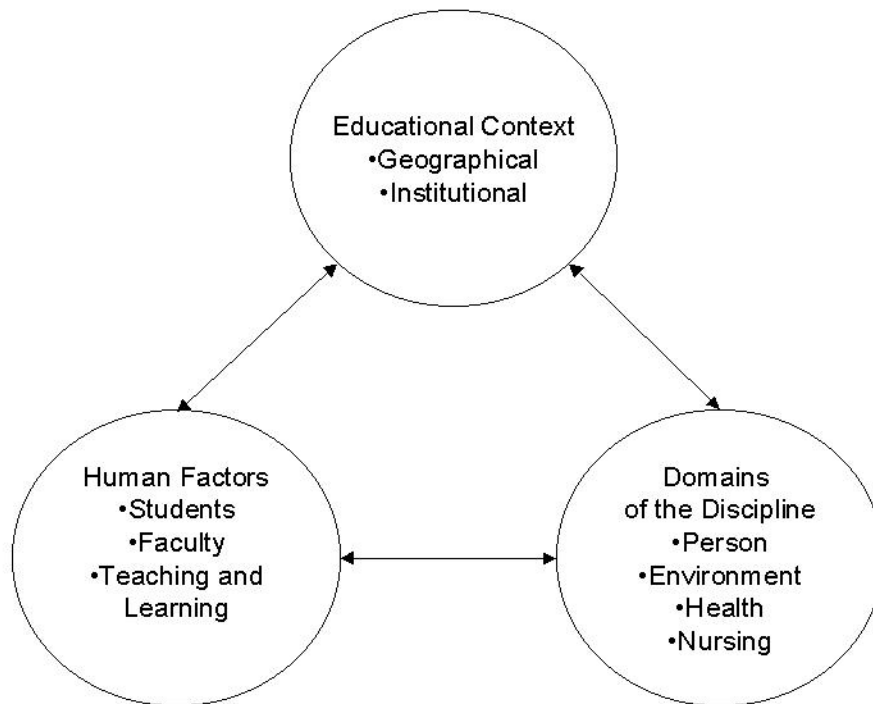
6.3.2 Conceptual Model of Nursing

- 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 economical 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



6.4 Conclusion

This conceptual framework for curriculum development supports the provision of education and research training in nursing and related sciences, the preparation of leaders for the health care sector, and the testing of innovative professional educational models. As such it is congruent with the overall mission of the School.

6.5 Goals, Curriculum, and Progression for the Doctoral Program in Nursing

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

6.5.1 Goals of the PhD Program

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

6.5.2 Terminal Objectives for PhD Graduates

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

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

6.6 Doctoral Curriculum

The curriculum is comprised of:

1. Foundational courses
2. Coursework specific to the substantive and methodological interests of the individual student
3. Two research residencies, each being three or more units in extent, 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.

Foundational coursework entails preparation in four areas:

1. **Theory and philosophy.** Theory and philosophy courses examine the discipline of nursing as a human science within the context of the major debates regarding philosophy of science, philosophies of nursing science, and epistemology. Courses explore various ways of knowing and underlying assumptions and strategies for theory development and testing. The role of scientific communities in shaping knowledge and the related issues of ethics of science and scientific integrity are explored.
2. **Research methods.** Foundational courses focusing on comparative approaches to research design, data collection, and measurement examine both quantitative and qualitative approaches to development of nursing knowledge. Each student then chooses advanced courses that focus on either interpretive/qualitative research methods or on analytic/quantitative

methods. Both sets of courses provide a companion research practicum. Finally, students then choose one or more courses dealing with the specific methodology(ies) relevant to their near-future work including the dissertation and immediate post-doctoral work.

3. **Substantive nursing.** Coursework dealing with the structure and substance of the nursing discipline enables the student to conceptualize the location of the student's focus area within the context within the disciplinary matrix of nursing. Study integrates varied theoretical approaches, with levels of analysis, with dimensions of nursing knowledge to examine the state of the science of nursing.
4. **Statistical testing.** All students take coursework which consolidates and updates students understanding of basic statistical theory, extending to one-and two-factor analysis of variance, correlation, and chi-square tests; and then consider multiple regression and analysis of variance. Students may then elect more advanced or focused work on statistics that have relevance to their individual work.

6.7 PhD Modal Curriculum

Year 01 – FALL QTR.	WINTER QTR.	SPRING QTR.
N209A (2) Comp. Qualitative Research Design N209B (2) Comp. Quantitative Research Design N229 (3) Philosophy of Nsg. Sci N202A (3) Theory Dev. In Nursing*	N269A (4) Human Health and Nursing Systems B187 (5) Intro to Statistics XXX (3) Cognate or Theory Course	N212A (2) Data Collection & Ethics N212B (3) Quantitative Measurement & Theory B192 (5) Intro to Linear Models XXX (3) Cognate or Theory Course
Year 02 – FALL QTR.	WINTER QTR.	SPRING QTR.
Qualitative focus: N/S285A (5) Advanced Qualitative Methods I XXX (3) Cognate or Theory Course NXXX (2-3) Advanced Nursing Seminar in _____**	N285B (5) Qualitative Methods II: Analysis N276 (3) Research Residency NXXX (2-3) Advanced Nursing Seminar in _____**	XXX (3) Cognate or Theory Course N276 (3) Research Residency NXXX (2-3) Advanced Nursing Seminar in _____**
Quantitative focus: N289A or S289A (4) Advanced Quantitative Methods I XXX (3) Cognate or Theory Course NXXX (2-3) Advanced Nursing Seminar in _____**	N289B or S289B (3) Advanced Quantitative Methods II N276 (3) Research Residency NXXX (2-3) Advanced Nursing Seminar in _____**	N291 (4) Applied Stat Methods XXX (3) Cognate or Theory Course N276 (3) Research Residency NXXX (2-3) Advanced Nursing Seminar in _____**
Year 03		
Additional cognates, advanced nursing seminars; and specialized methods courses as needed; teaching residency; qualifying examination; and advancement to candidacy and proposal approval, data collection.		
Year 04		
Dissertation research, specialized research methods (audit/refresher, as needed); dissertation data analysis; dissertation writing		Dissertation defense

*It is strongly recommended by DPC that students complete 202A course prior to taking any of the following:

N221.01 Theories Related to Nrsng. Care (Spring Qtr.)	N290 Family Theory / Research in Health (every other year Winter Qtr.)
N253 Theories of the Policy Process (Fall Qtr.)	N227 Theories of Mental Illness (Fall Qtr.)

**Advanced Nursing Seminars will be projected 2 years in advance and offered every 1–3 years.

BEFORE THE QUALIFYING EXAM, THE FOLLOWING ARE RECOMMENDED:

- Two quarters of research residency (N276) for a total of at least 6 units (including one which focuses on data analysis using an existing data set)
- One theory course
- One or more advanced nursing seminars
- One or more cognates
- A specialized methods course is recommended in conjunction with dissertation planning

6.8 Doctoral Advanced Nursing Seminars

Please see: <http://nurseweb.ucsf.edu/public/dans1112.pdf>

(Courses subject to change without notice)

6.9 Advanced Nursing Seminar

6.9.1 Purpose/Focus

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

6.9.2 The Characteristics of ANS Courses

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

6.9.3 Selecting Relevant ANS Courses – Focus on *Research Process* Issues

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

6.9.4 Procedures for Approval of Courses to Meet the ANS Requirement

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

Approved by S/N Doctoral Program Council, March 8, 2002, Revised by S/N Full Faculty Vote, Winter, 2005

6.10 Cognate Course requirement Policy

6.10.1 Purpose/Focus

The UCSF revised PhD core curriculum calls for PhD students to complete two or more cognate courses (for a minimum total of 4 units before taking their qualifying examination (in addition to other core courses, research residencies, and advance nursing seminars). While the minimum total is 4 units, students may choose to take two 3 unit courses; or two 2 unit courses. One unit courses do not meet the requirement.

The purpose of the cognate course requirement 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.

6.10.2 The Characteristics of Cognate Courses

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

Courses provide content that complements the student's research area.

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

6.10.3 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.

6.10.4 Procedures for Approval of Courses to Meet the Cognate Requirement

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

Approved by SN Doctoral Council on May 12, 2003.

6.11 Alternate Points of Entry

UCSF Master's students with previous B.S.N.s may apply for doctoral study by the deadline (December 1) in any year of study. Application is to the School of Nursing only. Students without B.S.N.s may apply in the year in which they will have completed all M.S. specialty requirements. Admission to the doctoral program is effective the fall quarter following acceptance.

The master's degree is conferred when the student has completed core and specialty requirements, 36 academic units, 8 graduate professional units, and either a preliminary examination or a comprehensive examination.

Individuals with B.S.N.s may apply directly to the doctoral program. The criteria for admission to the doctoral program for persons with B.S.N.s are the same as for applicants with M.S.N.s. The usually shorter career trajectory and lack of previous graduate training is taken into account in evaluating past accomplishments. Applicants must have been in professional practice a minimum of one year at the time of enrollment.

6.12 Progression through the Doctoral Program

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

Graduate Advisers are the official deputies appointed by the Dean of the Graduate Division and nominated by the School of Nursing, in all matters pertaining to graduate instruction. Only the signatures of 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. Students may change advisers. See information in the Student Handbook.

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

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

Students who plan academic careers but who have not had an orientation to faculty governance or formal teaching experience may elect a **Teaching Residency** (N409). 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.

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

During the course of the program, the student must:

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

First Year Review

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

6.12.1 Qualifying Examination

- The qualifying examination may be taken any time after the student has completed course work. It is often completed in 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 4 units per quarter) to meet the academic residence requirement for the degree. A student must be registered for a minimum of 3 quarters in candidate status.
- The qualifying committee for each student shall consist of four faculty members including the chair, at least one of whom shall be outside the department with which the student is most closely associated. The committee members are to be appointed from among the members of the Academic Senate. Exceptions are at the discretion of the Dean of the Graduate Division.
- A list of academic senate faculty can be acquired from the School of Nursing Office of Academic Affairs. The individual whom the student expects will be the chair of his/her dissertation committee **cannot** be chairperson of the qualifying examination. The student and faculty adviser jointly determine members to serve on the qualifying examination committee.
- Application for the qualifying examination is obtained from the Graduate Division. The completed application for the qualifying examination is submitted to the graduate adviser for approval. The student then files the application with the Graduate Division. The student and committee members are notified of the membership of the qualifying committee by the Graduate Division.
- The chair of the qualifying examination is responsible for determining the time and place of the examination and notifying members of the committee.
- A student must be in registered status (including Summer Session) to take the qualifying examination.
- The chair also is responsible for sending the official report of the results of the examination to the Dean of the Graduate Division, with a copy to the Office of Student Affairs. If one qualifying examination is failed, one repeat examination may be authorized by the Graduate Division on recommendation of the qualifying examination committee.

6.12.2 Expectations/Preparation for the Qualifying Exam

Following are the expectations for the qualifying examination:

- Before taking the qualifying examination, students should have completed foundational course work and completed two research residencies of at least 3 units each.
- The three focusing papers will reflect the three areas specified by the student on the graduate division qualifying examination form.
- Faculty committee members should receive the final draft of the focusing papers a minimum of two weeks prior to the scheduled examination.

The following are **essential** qualities that should be exhibited in the focusing papers:

- Comprehensive knowledge of the literature for each area.
- Critical approach to empirical evidence.
- Integration and synthesis of ideas within each area.
- Well-written, acceptable focusing papers are prerequisite to taking the oral qualifying examination. After two unsuccessful attempts at submitting final versions of the focusing papers, the student may be asked to leave the program.
- Students should receive feedback from committee members about the focusing papers prior to the examination.

Primary responsibility for the following activities should be as follows:

- Student:
- Selecting content areas for examination.
- Negotiating dates and times for faculty and student availability to schedule the examination: (*Note:* The chair of the committee schedules the room and officially notifies the committee and student.)
- Arranging for faculty feedback to student on the focusing papers before the examination.
- Student **and** adviser:
- Recommending faculty members for the examination (Considering qualifications and appropriateness).
- Student, adviser, **and** chair of the committee in consultation with the committee:
- Determining student readiness to take the examination.
- Chair of the committee in consultation with the committee:
- Answering questions about the nature of the examination (e.g., use of focusing papers by the student in the examination).
- Chair of the committee:
- Discussing the outcome of the examination with the student.

The following are **essential** criteria for passing the qualifying examination:

- Effective verbal articulation of knowledge and its application
- Knowledge of research methodology
- Comprehensive knowledge of general literature in the selected areas for study
- A critical, analytic approach to the areas for study
- Knowledge of the relationship of relevant basic and social sciences to the selected examination topics.

- Ability to synthesize theory and research
- Identification of areas of needed investigation and appropriate research methodology to address these questions.
- The student is expected to apply to the Graduate Division for advancement to candidacy upon successful completion of the qualifying examination.

6.12.3 Advancement to Candidacy and Appointment of Dissertation Committee

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

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

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

6.12.4 Dissertation Proposal

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

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

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

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

*See also: 6.22 Dissertation Proposal Outline.

6.12.5 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:

- The members of the dissertation committee shall guide students in their research and pass on the merits of their dissertations. The doctoral dissertation is expected to represent independent and original research in the field of the candidate's graduate study. It must add, in some fashion, to knowledge in the candidate's field. Such contribution to knowledge may result either from the critical examination of materials not previously dealt with or from the re-examination of traditional materials by means of new techniques or from new points of view. The project undertaken must be of sufficient difficulty and scope to test the candidate's ability to carry on further independent research, and it must insure mastery of the skills needed for such research.
- The dissertation defense occurs after all committee members have approved the final draft of the dissertation and abstract. The defense has two aspects:
- The candidate publicly presents the research, making a formal presentation and taking questions from the audience. (The candidate's department schedules and publicizes the event; the Sponsor introduces the candidate and moderates/ the session. The candidate speaks for 30-45 minutes; questions may continue for the remainder of the hour. When the closed

portion of the defense immediately follows the public defense, the Sponsor excuses the attendees at the end of the presentation.)

- The Committee and candidate meet in closed session for approximately an hour to deal with any remaining questions arising out of the relationship of the dissertation to the general field of study in which the subject of the dissertation lies and other relevant issues. (The candidate is customarily excused for a few minutes during the Committee's deliberations prior to formal confirmation of completion and congratulations.)

6.12.6 Century Club Funds for PhD Dissertation Support

Through the generosity of annual giving by School of Nursing alumni and friends, funds have been made available, on a reimbursement basis, for support of dissertation research. The purpose of funding is to defray costs of data collection for the thesis (i.e., copying or purchasing tests/instruments, computer analysis, transcription services, mailing costs, etc.) The maximum award per student is \$1,000.00

These funds are administered through the Office of Student Affairs and interested PhD students should contact Maria Elena DeGuzman for more information and application form/requirements. Students must apply while in registered status (i.e., prior to Filing Fee Status).

6.12.7 Guidelines for Dissertation Form

The guidelines in Appendix 2 are not intended as a complete manual for the writing of dissertations nor is it useful for all questions. Much helpful information will be found in other publications, such as the Publication Manual of the American Psychological Association (Current edition). Graduate Division expectations are detailed in the Instructions for Preparing and Submitting Theses and Dissertations, available from that office.

6.12.8 Completion of the Program

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

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

6.12.9 Progression Timing

The Graduate Adviser and student evaluate annually the timeliness and quality of work toward degree. Additionally, should a student's progression be delayed beyond the times listed below, the Adviser will request a meeting of the student, the 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.

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

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

Should a student take a leave of absence and request readmission, petitions of those students who have studied nearly 11 quarters without completing the qualifying examination or who are in the sixth or later years of study will be forwarded to Doctoral Screening 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.

6.12.10 Participation in the Graduation Ceremony

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

6.12.11 Doctoral Program Evaluation

The Faculty, represented by the Doctoral Program Council, takes seriously its responsibility for continuous evaluation of the doctoral program. Two different groupings of faculty are convened annually to review aspects of the program. Overall indications, such as time to degree and attrition rate are also reviewed periodically.

Data from students are an important part of the evaluation. Certainly informal or impromptu recommendations to individual faculty or the Doctoral Program Council are appreciated. But a more systematic framework for querying students exists and is dependent on the participation of each student at five points in the program:

- Year cohort focus groups during Fall quarter of second year reviewing program experience of the first year.
- Research residency questionnaire #1, filed at the end of the quarter, reviewing the residency experience.
- Research residency questionnaire #2, filled out at the end of the quarter, reviewing the second residency experience.
- Post-Qualifying Exam Program Evaluation, completed within a month after the Examination, reviewing the first segment of the program.
- Post-Dissertation Program Evaluation completed within a month of the dissertation defense reviewing the whole program and the student’s future plans.
- See feedback forms that follow the Progression Table.

6.13 Progression Through the Doctoral Program (Table)

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
I. PHD MODAL CURRICULUM:					
<p>In addition to the PhD modal curriculum, the following are expected before the Qualifying Exam:</p> <ul style="list-style-type: none"> • Two quarters of research residencies (N276) for a total of 6 units (including one which focuses on data analysis using an existing data set); • One or more Advanced Nursing Seminars (ANS) • One or more Cognates • One “Theory” course • A specialized research methods course (e.g., structural equation modeling, time series, electives in Dept. of Biostatistics, etc.) is recommended in conjunction with dissertation planning • For those planning a teaching career, a teaching residency (N409) is also recommended 					
II. REGULAR CONSULTATION WITH ADVISOR					
This would be an appropriate time to discuss your vision of the remainder of your program of study, begin outlining the papers for your Qualifying Exam, think about whether you plan to write a traditional dissertation or make use of the “published paper” option, etc.					
III. QUALIFYING EXAM:					
1. Early on, discuss the Qualifying Exam with adviser and begin to outline your three papers.					
2. At the appropriate moment, decide upon Qualifying Exam chair. Q.E. chair cannot be the same as the Dissertation chair		Begin discussions with your advisor early. The Q.E. can be taken any time after student has completed course work. It is most often completed in the third year of study.			

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
3. Together with chair, decide upon committee members. Student must fill out "Application for Qualifying Examination" found on Graduate Division website.	4 faculty, including chair must be Academic Senate members If a committee member is not an Academic Senate member, you must petition the Graduate Division at least 1 must be from a dept. other than your home department.	During your second year... At least 6-8 weeks before exam date, as the Graduate Division must have time to approve and notify all members in writing.		Student application for Qualifying Exam found at: http://graduate.ucsf.edu/files/qual-exam/	
4. Establish a schedule for writing papers	Papers must be reviewed by chair before being distributed to committee members Ask chair how papers should be presented to committee members (binder, or email?)	Set firm dates for completion of each chapter. Send papers to committee at least 2 weeks before date of Qualifying Exam			Be sure to allow enough room for life events.
5. Set exam date	Chair determines time and place of exam & notifies members of committee. Confirm date with chair.				In consultation with Chair, set a date for exam--it will keep you focused! Discuss exact time and place and be sure chair notifies committee members.
6. Student must be officially registered for the quarter in which you take your qualifying exam			N249 (1-5 units)		If exam is scheduled in summer, you may register for "half" session to save fees.
7. Send official "Report on Qualifying Exam" to Graduate Division	Q.E. chair is responsible for completing report and sending to G.D.			Form is available on Graduate Division website: http://graduate.ucsf.edu/files/qual-exam-report/	You may want to fill out form and bring it to defense to obtain signatures and submit to G.D. yourself.
IV. RESEARCH/DISSERTATION PROPOSAL:					
Develop and defend dissertation (research) proposal. If you have not done so before, take this time to discuss with chair pros and cons of "published papers" option for dissertation.	Work with Dissertation Chair.	Within 1 quarter after advancement to candidacy	N250, Research, for 4 units.		
V. ADVANCEMENT TO CANDIDACY & DISSERTATION PROCESS:					
1. Decide upon who will be chair of your Dissertation Committee.	At the same time, give some thought to constitution of your Dissertation Committee; there may be good reason to keep the same as Q.E. committee, but with different chair.				

Step	Who?	Timeline	Register for -	Forms	Cautionary notes
2. Student fills out form "Application for Candidacy." This is the same form used to formalize Dissertation Committee chair and members. G.D. sends out formal letter of appointment to each member.	Identify dissertation chair (automatically becomes adviser if not already). Chair must be UCSF Academic Senate member. Committee; typically consists of three members plus chair.	Apply no later than the first day of the quarter after passing Q.E! AFTER advancing to candidacy, students must register a minimum of 3 quarters before they can defend the dissertation and be awarded the degree.	If you have no actual coursework, you need to register for N250 (Research) for 4 units each quarter!	Graduate Division website: Application for Advancement to Candidacy http://graduate.ucsf.edu/files/phd-advance/\$90 application fee	Do not wait for the application notice to arrive in the mail if the next quarter is within 2 weeks of your Qualifying Exam, especially if you are planning to graduate within 3 quarters of your Q.E.
3. Register for each quarter while working on dissertation			N2250 (4 units)!		Residency requirement: must be registered for at least 3 quarters before eligible to graduate
4. A complete first draft of the dissertation must be submitted and approved by the dissertation chair the first week of Spring quarter to be eligible for June graduation.		This must be submitted by end of first week of Spring quarter in order to participate in June graduation			

6.14 Questions For Second Year Doctoral Student Focus Groups

The aim of the first year is to broaden your perspectives about scientific research and the ways that you approach your studies and career development.

1. To what extent do you think your understanding about research and the research process were broadened over the first year?
 - a. what has been the most significant area of learning for you?
 - b. what has been the most difficult part of the program for you?
2. To what extent did you improve your ability to identify, articulate, and think critically about significant research relevant to your area of interest?
 - a. which experiences during the first year assisted you to develop this ability?
3. If you could redesign your first year of course work, how would you alter it?
 - a. what aspects of the course content were the most valuable for you?
 - b. what gaps would you identify in the course content?
 - c. would you change the sequencing of the courses?
 - d. were the courses complementary with each other?
 - e. was the workload adequately distributed over each quarter?
 - f. were the assignments useful for developing knowledge about nursing research and the research areas of interest for you?

The first year also brings you into contact with a variety of people who will be important resources for you as you build your research career.

4. What expectations did you hold for your interactions with the following people and what were your experiences with them over the course of the first year?
 - a. teachers in your courses
 - b. your advisor\other doctoral faculty, e.g. active investigators during research rotations or research assistantships
 - c. other students in the first year
 - d. students in classes ahead of you
5. What other resources outside UCSF?
 - a. how did you find out / what difficulties did you encounter
6. Do you have anything else important to tell the faculty about the first year of the program that might help them improve the curriculum or other offerings for new students?

6.15 N276 Research Residency – Cover Sheet

Each doctoral student completes at least two quarters of Research Residency (6 units) prior to taking the Qualifying Examination. The Research Residencies are intended to provide you experience with the ongoing research program of a faculty member in order to acquaint you with the practical realities of doing research.

At the end of the Research Residency quarter, please complete the items below.

The cover sheet will be removed by staff in the Office of Student Affairs so that your anonymity will be assured. Names are requested for the sole purpose of tracking response completion. The confidential questionnaire, without any identifying data, will be seen by members of the Doctoral Program Council.

Your responses will help the DPC better understand the value the Residencies have for students and determine whether the Research Residencies are fulfilling the stated intent. Upon completion of this cover sheet and the questionnaire that follows, please return to:

Maria Elena DeGuzman
Nursing Student Affairs
2 Koret Way, #N-319X
University of California Box 0602
San Francisco, CA 94143-0602

Fax: (415) 476-9707

<i>Today's Date</i>
<i>Your Name</i>
<i>Year you entered the doctoral program</i>
<i>Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.)</i>
<i>Your Academic advisor</i>
<i>Faculty Supervisor for Your Residency</i>
<i>Project title of Research Investigation</i>
<i>Funding Source of Project</i>

(A similar cover sheet, which can be removed for purposes of confidentiality, will precede the POST-QUALIFYING EXAMINATION and POST-DISSERTATION Program Evaluations)

6.16 N276 Research Residency – Survey Questions

Quarter in which you did this Research Residency (e.g., 6th, 7th, etc.): _____

Please check the activities in which you participated during this Research Residency:

DEVELOPING RESEARCH QUESTION & PLAN

- team meetings/planning for collaboration
- conceptual discussions of research idea and framework
- selection of data collection methods

PROPOSAL WRITING

- proposal writing
- writing IRB applications
- explicit discussion of ethical treatment of research subjects
 - animal
 - human
 - vulnerable populations (as defined by CHR)

PREPARATION FOR RESEARCH

- development of data collection instruments/questionnaires
- obtaining informed consent
- developing community or site relationships/entree
- pilot testing of data collection methods

CONDUCTING RESEARCH

- interviewing subjects
- psychosocial testing of human subjects
- collecting physiological data
- other (if above categories are not applicable) _____

DATA CODING AND PREPARATION

- computer data management
 - coding
 - data entry
 - utilizing a spreadsheet for managing data
- qualitative data management
 - coding transcripts
 - utilizing computer based programs for management of qualitative data

ANALYSIS

- performing computerized data analysis
- team meetings for data analysis
- assisting with interpretation of findings

PUBLISHING & DISSEMINATION

- report writing
- writing manuscripts
- revising manuscripts
- other. Please describe: _____

1. How did you find/develop/identify this Research Residency?
2. Please comment on the availability of Research Residencies during your program?
3. What have been the strengths/weaknesses of your Residency experience?
4. What would you identify as additional needs for your further development as a researcher?

Thank you for taking the time to complete this!

6.17 Post-Qualifying Exam Program Evaluation

We ask that you look back, now that you have completed course work and the qualifying examination, to reflect on the whole first segment of your program.

1. Now that you have completed the qualifying exam, how would you evaluate the recommended foundation courses in the Doctoral Program? Please be as specific as possible.
2. Please identify any deficits in your knowledge as a consequence of the courses available to you.
3. How well do you think the program prepared you to master one field of research and to identify gaps in knowledge areas?
4. Are you able to discuss a variety of research methods and feel competent in one methodology? Please describe the strengths and weaknesses in your preparation in research methods.
5. To what degree did preparation for the qualifying examination lead to a command of the literature pertinent to your area of study?

*The Program Council, and ultimately the Faculty as a whole,
appreciate the time and thought you have given
to this response. Thank you.*

6.18 Post-Dissertation Program Evaluation

1. What do you consider as the strengths of the Doctoral Program as you experienced it?
2. What do you consider as the weakness of the program?
3. From your current vantage point, how would you change this Doctoral Program?
4. How has the Doctoral Program contributed to your preparation for: (a) teaching, (b) research, and (c) service roles?
5. Describe your experience in submitting proposals for funding during the program.
(Indicate those that were funded)
6. Please list any professional memberships and offices held related to nursing.
7. Please list your publications since entering the Doctoral Program.
8. Indicate your near-term plans for publishing from your dissertation research?
9. How will you continue your research in the future?

The Program Council, and ultimately the Faculty as a whole, appreciate the time and thought you have given to this response. Thank you.

6.19 Preliminary Examination Appendix

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).\

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.

6.20 Dissertation Proposal Outline

- I. Introduction
 - a. Problem Statement
 - b. **Specific Aims*** /Research Questions/Hypotheses
 - c. **Impact***
 - i. Impact of study and results on health of the population and on nursing science
 - ii. Impact at all levels
 - d. **Background and Significance***
 - i. Within a theoretical/conceptual approach
 - e. **Innovation***
- II. **Approach***/ Research Design and Methods
 - a. Study Design
 - b. Sample – sample plan, target population, inclusion and exclusion criteria, number of subjects (i.e. power analysis)
 - c. Setting – location of study including environmental resource and/or constraints
 - d. Variables and Measures
 - i. Variables: how operational definitions and concepts are linked to the measures
 - ii. Measures: Instruments, Data Collection Guides, Interviews, Surveys
 - iii. Informants
 - iv. Internal Validity & Reliability for each measure
 - e. Procedures
 - i. Recruitment procedures, procedure to acquire informed consent
 - ii. Data collection
 - iii. Intervention
 - iv. Protocols – standardized protocols included in the intervention or collection of the measures
 - f. Analysis Plan
 - i. List analysis plan for each study aim
 - ii. Power analysis for each aim in quantitative analysis
 - iii. Power (saturation) depends on question/design and generalizability for qualitative methods
 - g. Rigor
 - i. Credibility
 - ii. Internal & External Validity of overall study design
 - iii. Fidelity of intervention and/or study
 - iv. Limitations – related to the study design, sampling, data collection procedures, measures, or analysis
- III. Summary
 - a. Knowledge to be gained
 - b. Strengths of design/methods
- IV. Appendices – Optional, depends on department or advisor recommendations
 - a. Instruments and/or Data collection guidelines
Translation of instruments/guides
 - b. CHR Application
 - c. Tentative Dissertation Chapter Outline – plan for each chapter

- d. Protocols included in the study design
- e. Supporting Documents
 - i. CHR from outside institution (if applicable)
 - ii. Permission from PI/Institutional for secondary data analysis

6.21 Dissertation Directions Appendix

It is important these directions be followed, so that dissertations conform to the requirements of University Microfilms, with which the University has standing arrangements for publishing each dissertation. Final manuscripts are microfilmed without any change. The abstract of the doctoral dissertation will be forwarded to University Microfilms for publication in *Dissertation Abstracts International*, together with similar abstracts of doctoral dissertations from many other universities in the United States.

Every dissertation must be accurate and clear. The responsibility for such correctness and clarity rests primarily upon the candidate, but every dissertation will be scrutinized for these qualities by the student's major adviser and examining committee.

Elements to be Included in the Dissertation (the order may vary), see appropriate sections of the APA Manual for detailed information regarding content in each section.

1. The Study Problem
 - a. Introduction to problem and subproblems (What led you to choose this problem?)
 - b. Statement of the problem
 - c. Purpose(s) of the study
 - d. Need for the study (significance)
2. Literature Review and Conceptual Framework
 - a. Overview of relevant research directly related to your problem
 - b. Conceptual or theoretical framework
 - c. Assumptions
 - d. Research questions and/or hypotheses
 - e. Definition of terms
3. Methodology
 - a. Research design
 - b. Description of research setting (if relevant)
 - c. Sample
 - i. Human subjects assurance
 - ii. Nature and size of sample
 - iii. Criteria for sample selection
 - d. Data Collection Methods
 - i. Techniques (e.g., observation, interview, instruments, chart audit, etc.)
 - ii. Instruments or Apparatus
 - iii. Description
 - iv. Reliability and validity
 - e. Procedure
 - f. Data analysis
4. Results
 - a. Preliminary analyses (if relevant) (e.g., sample characteristics, data reduction techniques, etc.)
 - b. Analysis of hypotheses or research questions
 - c. Other findings
5. Discussion

- a. Meaning of findings in relation to hypotheses or research questions
- b. Significance
- c. Limitations and/or alternate explanations
- d. Implications for nursing
- e. Future research

6.22 Standard Format for Dissertation Organization

6.22.1 Specifications

- **Margins** Every page of the thesis, dissertation, or manuscript must have a left hand margin of 1½ inches. The margin at the top, right, and bottom should be 1 inch.
- **Spacing** Double spacing should be used except in those places where conventional usage calls for single spacing such as footnotes, indented quotations, and tables.
- **Pagination** All pages must be numbered except the title page. Preliminary pages are numbered sequentially using Roman numerals. All other pages are numbered with Arabic numerals. Please be aware of the following information as you format your thesis or dissertation:
 - The title page counts as page i, but the number does not appear.
 - Preliminary pages must have lower case Roman numerals, ii, iii, iv, etc.
 - For the remainder of the manuscript, including the text, illustrations, bibliography, appendices, and library release form use Arabic numerals, 1, 2, 3, 4, etc.
 - **Do not** use letter suffixes, such as 21a, 21b.
- **Charts, Figures, Illustrations** Images must appear within the required margins at a high enough resolution for printing (300dpi).
- Illustrative material should be original drawings in dark, opaque ink. Clear, positive reproductions are also acceptable. Any oversized materials must be reduced to fit within the margin specifications.
- **Published Material** With the approval of your committee and graduate program, published material may be accepted as part of a thesis or dissertation. The published material must meet all formatting requirements, which may necessitate reduction of the published material.

6.22.2 Arrangement of the Dissertation/Thesis/Manuscript

The dissertation is arranged in two main sections, the preliminary pages and the main body.

Preliminary Pages. Incorrect pagination of the preliminary pages is a common mistake that prevents the Graduate Division from accepting a thesis or dissertation. Again, preliminary pages are numbered with lower case Roman numerals, ii, iii, iv, v, etc. The preliminary pages are arranged in the following order:

- **Title page** Official title pages are available from the Graduate Division website as a PDF. Your name and the graduate program listed on the title page should be as they appear on all official UCSF documents. Your committee members should sign the title page in black ink. The title page is page i, but the page number should not appear at the bottom. Once this page has been signed by your committee you will need to scan it and add it to your dissertation PDF as the first page.
- **Copyright page or blank page** If you are planning to register your copyright, a statement of copyright must be included on this page. The format can be found in this document under Copyright. If you are not planning on registering a copyright, this page is blank.
- **Dedication and Acknowledgments Page** You may wish to acknowledge the help and support from particular people during the course of your work. If you are using published material, you may need to include a reference to the publication in which the material originally appeared, co-authors, multiple published papers or copyrighted material.
- **Abstract** The abstract must be no longer than 350 words. ProQuest information and learning will edit the abstract if it exceeds this limit. The title of your dissertation and your name should appear at the top center of the page. The abstract should include a brief statement of the problem, a description of the methods and procedures used to gather data or study the problem, and a condensed summary of the findings.
- **Table of Contents (As appropriate)**
- **List of Tables (As appropriate)**

- List of Figures or Illustrations (As appropriate)

The Main Body of the Manuscript

- Text The main body of the manuscript must begin with Arabic numeral “1” and continue, in sequence, on every page that follows including charts, graphs, illustrations, photographs, bibliography, appendices and library release form.
- Notes Footnotes, citations, and bibliographic references may vary by graduate program. Consult your committee for the footnote style used by your program.
- Appendices This section contains supporting material. You may need to reduce the size of some material to fit within the margins. Appendices must be numbered in consecutive order as part of the main body of the manuscript. For example, if the last page of your text is 101, then the appendix should begin on page 102.
- UCSF Library Release

The last page of your dissertation must have the following language:

Publishing Agreement

It is the policy of the University to encourage the distribution of all theses, dissertations, and manuscripts. Copies of all UCSF theses, dissertations, and manuscripts will be routed to the library via the Graduate Division. The library will make all theses, dissertations, and manuscripts accessible to the public and will preserve these to the best of their abilities, in perpetuity.

Please sign the following statement:

I hereby grant permission to the Graduate Division of the University of California, San Francisco to release copies of my thesis, dissertation, or manuscript to the Campus Library to provide access and preservation, in whole or in part, in perpetuity.

Author Signature

Date

(This page must be signed and dated by the author and include the correct pagination – the last page number of your document.)

For a fuller treatment of this topic, please see **GUIDELINES FOR PREPARING THESES, DISSERTATIONS, AND MANUSCRIPTS**: <http://graduate.ucsf.edu/content/current-students-thesis-dissertation-and-manuscript-related>

6.23 Guidelines for Use of Published Papers and Papers to be Submitted for Publication as Part of the Doctoral Dissertation

The Graduate Division allows students who have already published papers during their doctoral program as well as those who would like to submit papers for publication to use these papers as part of their dissertation. Following are the requirements and format for this dissertation option.

Requirements

1. Any publications (or publishable papers) to be used in the dissertation must represent research or scholarship comparable in scope and contribution to the standard dissertation.
2. A minimum of three papers should be included that are full-length articles in line with expectations for reviews or reports of original research that are found in recognized journals. At least two of the papers must be data-based manuscripts. Abstracts, monographs or short summaries are not acceptable.

3. Each paper must be prepared under the supervision of at least one member of the dissertation committee.
4. The student must be the primary author of the papers, with content based on scholarship or research conducted primarily by the student.
5. Potential content, authorship, journals for submission, and anticipated dates for submission of each paper will be agreed upon by the student and dissertation committee when the committee meets to approve the student's research proposal (see Form A). With agreement of the committee, planned content of the papers may change based upon findings from the dissertation or other factors. Publication titles, authorship and other details should be finalized for each publication (see Form B) when an initial draft of the dissertation is submitted by the student as evidence of readiness for graduation.
6. Papers submitted for publication prior to the final defense of the dissertation need to have approval of all dissertation committee members if they are to be included in the dissertation.
7. Papers not yet submitted at the time of the final defense should be approved by all committee members as ready for publication. The committee's assessment of readiness should consider: coherence and substantive quality of the content, 2) congruence with the guidelines and format of the journal to which a paper is being submitted, and 3) an agreed upon date for submission.
8. At least one paper must be submitted by the time of graduation.
9. When determining authorship on papers, students should refer to the Publication Manual of the American Psychological Association for information on 'publication credit' or the International Committee of Medical Journal Editors' reference on 'Authorship and Contributorship': http://www.icmje.org/ethical_1author.html.

Format

1. The dissertation should begin with an introductory chapter that describes the study problem, including the purpose of the study, its significance, and the research aims or questions that were approved by the committee in the proposal defense. The introduction should also describe how each published/publishable paper will be incorporated into the overall dissertation.
2. The rationale, methods and findings of the dissertation research can be described within the published/publishable papers. Each paper should be presented as a separate chapter of the dissertation and should be clearly linked to one or more of the original study aims/questions. If key aspects of the dissertation's methods and/or results are not described in the papers, they should be included as an additional chapter to assure that methods and results related to all study aims/questions are fully addressed in the dissertation.
3. A final discussion chapter should synthesize dissertation findings for all aims/questions, describe and interpret the significance of the overall dissertation results, and identify implications for research and practice that stem from the entire dissertation. It is important that this chapter show how separate findings presented in distinct papers contribute to an integrated body of knowledge that addresses the overall purpose of the dissertation research.

UCSF School of Nursing
Proposed Publications for the Dissertation
Form A*

Date: _____

Student Name: _____

Dissertation Chair: _____

Dissertation Title: _____

Paper #1

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Paper #2

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Paper #3

Content area or focus: _____

Proposed authors: _____

Potential journal: _____

Anticipated date for submission: _____

Dissertation Committee Chair Signature: _____

*This form should be completed when the Dissertation Committee meets to approve the dissertation proposal.

UCSF School of Nursing
Publications for the Dissertation
Form B*

Date: _____

Student Name: _____

Dissertation Chair: _____

Dissertation Title: _____

Paper #1

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Paper #2

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Paper #3

Title: _____

Authors: _____

Journal: _____

Date of publication or submission: _____

Dissertation Committee Chair Signature: _____

*This revised version of Form A should be completed by April 1st of the year of graduation, when a draft of the entire dissertation is submitted to the Dissertation Chair.

6.24 Important Considerations from the Doctoral Program Council

- These supplemental guidelines, developed by the Doctoral Program Council, provide additional information to assist advisors and students as this option is individualized by the dissertation committee.

6.24.1 Role of the Student

- If a student believes she/he would like to use this option, the student should initiate a conversation with the adviser at the earliest possible opportunity.
- The student may draft a tentative plan delineating the focus and scope of each paper. Such a plan can serve as a guide for discussion with committee members.
- Ensure that any faculty member who has provided data for a paper be a member of the dissertation committee.

6.24.2 Role of the Advisor

- Advise the student to negotiate in advance issues with faculty who are involved with the student's research (e.g., access to the data; authorship). Document the agreements with a memo or e-mail.
- The advisor may review the student's tentative plan prior to the dissertation proposal defense.

6.24.3 Role of the Dissertation Committee

- The dissertation committee must approve the use of published materials in the dissertation.
- Develop general and specific criteria to ensure that the publication(s) represent research or scholarship comparable in scope and contribution to the portion(s) of the standard dissertation it replaces. It may be beneficial to both the student and the committee members to review the tentative plan drafted by the student and Advisor and to finalize it in writing after obtaining consensus.

Additional Considerations

- The collection of published papers must constitute a logical link of knowledge development along a common thread of scholarship (general criterion).
- If the publication(s) replace(s) the methods and results sections of the dissertation, a databased manuscript is required (specific criterion).
- Clarify requirements for Introduction and decide whether a Summary/Conclusions section is also desirable.
- Agree on the authorship of the published materials (e.g., first author or . . .). For additional guidance the committee may want to refer to "Authorship of Research Papers" located in the Faculty Policy Manual or American Psychological Association "What you need to know about the new code". Both these sources generally suggest "except under exceptional circumstances, doctoral students should be listed as first author on any article substantially based on their dissertation."
- Agree on the status of the published materials (e.g., accepted, submitted, published)
- Agree on the types of journals for which the manuscript(s) are deemed appropriate and at an acceptable level.

*Guidelines approved by UCSF School of Nursing Doctoral Program Council
on May 12, 2003 and revised May 19, 2006*

7. Policies and Procedures

7.1 Address Change

See *Petitions*

7.2 Advanced Practice Certification

Each year, a number of graduating students make the mistake of assuming that they will be certified as Nurse Practitioner (NP), CNS (Clinical Nurse Specialist, or Nurse Midwife (MW) *automatically*, and that they can use these titles the day after graduation. **THIS IS INCORRECT!**

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 <http://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 paperwork until at least a month after program completion. The reason for this delay is quite simple. The BRN requires an official **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.) Faculty members typically submit grades two weeks after graduation. The Office of Admission and 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 obtain a final transcript 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. 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 Admission and 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 Admission and 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 this point, the applicant's responsibility is to:

- Fill out the first part of the Verification form and send (bring) the form to the Office of Student Affairs
- Order a transcript from the Registrar's Office to be sent to the Office of Student Affairs (current cost: \$15). You must make sure degree has been posted prior to placing order.
- Complete and submit directly to the BRN the two-page application along with a \$75.00 check (payable to the *Board of Registered Nursing*). A passport photo will need to accompany the application and check. **Note:** CNS applicants must also submit the form, "Verification of Clinical Nurse Specialist (CNS) Clinical Experience," along with their application.

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

- Mail to the BRN the Academic Program section of a student's application, together with the complete transcript and the core certification form.
- Email the student a copy of the materials submitted to the BRN in support of the student's application.

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 3-4 weeks. The telephone number for the California Board of Registered Nursing is (916) 322-3350.

7.3 Advancement to Candidacy - MS Degree

Students must formally apply for advancement to candidacy, and spend one quarter in advanced status before being eligible for degree conferral. An advancement application is usually done in the Fall Quarter or Winter Quarter of the second year.

The application for candidacy is available at the Office of Admission and Registrar, Millberry Union West Tower, Room #MU-200W or see the <http://graduate.ucsf.edu/files/nursing-ms-advance/> web site.

On the form, students are asked to list the total number of units (including MEPN units if applicable) they have taken to date, their current GPA and the total number of I grades on Current Transcript (maximum of one is permitted); and whether they will write a thesis or take the comprehensive examination to complete the degree requirements. In the case of a *thesis*, the committee to supervise the research and writing of the thesis must also be indicated as well as the title.

After the form is signed by the faculty Graduate Adviser and the Office of Student Affairs, the student must file the application with the Graduate Division. The form is checked to make sure that the plan for the degree will enable the student to meet the University requirements for the master's degree. Once the application is approved, the student will be sent a certificate of candidacy from the Office of the Graduate Division.

Since a student must be registered for at least one quarter as a candidate before the degree is conferred, the application for candidacy must be filed no later than the first day of the last quarter during which the student will be registered for course work at UCSF. Candidacy for the master's degree is *lapsed* if a student has not completed the requirements for the degree within *five quarters* after advancement to candidacy. Normally, *summer sessions* do **not** count toward the five quarter limit, unless the student registers for Summer Session 3. Leaves of absence **do** count toward the five quarter limit.

Filing Fee Option:

Eligibility

- Filing Fee is special status for the absolute last quarter in which a student plans to graduate.
- All requirements for the degree must be completed except filing the thesis, manuscript, dissertation, or taking the comprehensive examination.
- Students on filing fee status cannot take any courses or file a study list for the term on filing fee.
- Students cannot apply for filing fee and advance to candidacy in the same quarter.

Comprehensive Examination

- You have completed all course work for the degree.
- You have been registered for at least one quarter after advancement to candidacy.
- You do NOT have more than one incomplete grade (if you have more than one incomplete, you are ineligible for filing fee).

Registration Requirement

- Masters students applying for filing fee must be registered for the quarter immediately prior to filing fee status, and have at least one quarter in full registered status in advanced status.
- Doctoral students must be registered in advanced status for a minimum of three quarters prior to filing fee status.
- Students returning from a leave of absence are not eligible for filing fee and must register for the quarter (term) of readmission.
- Filing fee is a one-time-only option. Students must return to registered status for subsequent quarters (terms) if degree requirements are not completed by the end of the filing fee quarter (one exception - students who fail the Masters Comprehensive exam are allowed an additional term on filing fee in order to retake the Comprehensive exam a second [and final] time).

7.4 Advancement to Candidacy - Doctoral Degree

A student may apply to advance to candidacy after successful completion of the qualifying examination, provided that there are no other deficiencies, such as incomplete grades.

When the Office of Admission and Registrar receives the report that the student has passed the qualifying examination, the application for candidacy, as well as an application for the Graduate Student Research, are

automatically sent to the student. 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 proposed committee members who will guide the research and pass the student on the merits of the dissertation. A minimum of three committee members is required.

At least three quarters in registered student status must elapse between advancement to candidacy and conferral of the degree. To be effective for a particular quarter, application for advancement to candidacy must be received by the first day of that quarter. Candidacy for the doctoral 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. Nursing doctoral students should refer to the Philosophy and Progression Guidelines section of this handbook for details.

7.5 Advisers

There are two types of advisers: *faculty advisers* and *graduate advisers* (often, these two advisers are one and 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. 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 to the Office of Student Affairs.

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. All faculty members who advise graduate students are considered *School of Nursing Faculty Advisers* and their responsibilities are identified below.

Faculty advisers counsel students on 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.

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.

7.6 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 Alumni Association promotes and supports the School of Nursing through services, gifts, and recognition of distinguished alumni. The Association maintains student loan funds and scholarships, and supports fellowship among its members through its sponsorship of the annual Alumni Day celebration as well as events to recognize current students.

The Association is affiliated with the campus wide Alumni Association of the University of California. The Association maintains address files of graduates to facilitate networking, meetings, and special reunions.

Membership is open to all graduates of the School of Nursing, and associate memberships are available to current faculty members who have come from other schools. The Alumni Association welcomes 2-3 student representatives for their board each year.

7.7 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 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:

- Discussing the new specialty area with the program coordinator of that specialty. As part of the petition process, the coordinator may want the student to submit a new goal statement.
- Discuss the change with current adviser. If in the MEPN program, discuss change with MEPN adviser as well.
- Pick up a “Petition to Change Specialty” from the Office of Student Affairs (or download from the SON website)
- 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.

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. Coordinators of impacted areas can hold requests until all new admissions applications for the academic year have been reviewed.

7.8 Change in Adviser - Master’s

If a student changes specialties, the new specialty coordinator will assign the student’s new adviser as part of the approval process.

If a student is not changing specialties, but wishes to change advisers, the change should first be discussed with the prospective new adviser as well as with the current adviser. If students need assistance selecting a new adviser, they should speak with their specialty coordinator or the vice-chair of the department.

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

7.9 Change in Adviser - Doctoral

Advisers are pre-assigned to doctoral students on the basis of the match between the student’s interests, as reflected in the application goal statement, and the adviser’s area of work. During the program, a student’s academic interest may shift in emphasis, or a formerly secondary interest may become primary. As a consequence, a change of adviser may be desirable. On occasion, there may be more than one faculty member who could support a student’s work, and the student finds that she/he would work more productively with a different adviser.

A *change-of-adviser form*, available from the Office of Student Affairs, officially records the change. It asks for the signature of the current adviser and the new adviser. If the new adviser is in a different department, the Chairs of each of the two departments must both sign the form. These signatures provide clarity about faculty advising rather than approval.

If you are considering changing advisers:

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 *extramural funding* by your current adviser, you will need to explore the implications of the change which may or may not disrupt funding.

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

You may sense that your adviser would rather that you do not change, or even be actively disappointed if you do. Certainly that needs to be acknowledged as you consider the matters you want to discuss with her/him as you are making the transition. This, however, is the partially unavoidable consequence of a good thing – advisers want to advise.

7.10 Comprehensive Examination

See Thesis and Comprehensive Examination.

7.11 Continuing Education Units (CEU) / Re-licensure

Students 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.

7.12 Core Curriculum

See Master's Core Curriculum section and Curriculum Requirements-Doctoral section.

7.13 Curriculum Requirements - Master's*

*Please note: what follows are "minimum" degree requirements. Many programs have additional unit requirements beyond these minimums.

Plan I: Consists of 30 units of academic course work (100 or 200 series), 8 units of graduate professional work (400 series), and a **thesis** (see Submission of Thesis).

Plan II: Consists of 36 units of academic course work (100 or 200 series), 8 units of graduate professional work (400 series) and a **comprehensive examination**. (See the *Comprehensive Examination Handbook*; the handbook is available for download from the "Current Students" page

<http://nurseweb.ucsf.edu/www/images/11comphdbk.pdf> on the nursing web site – see Documents Library.)

Within the units of academic and graduate professional course work, a student must complete the *graduate core* and the *clinical core* (except for administration specialists), and work in one specialty. Should a student have mastered understandings entailed in a core course, waiver of that course may be approved (see Waiver of Core Courses). Course waivers exempt the student from a specific course, but do not reduce the requirements for 30 (or 36) academic units. (See Waiver of 400 Numbered Course Requirements for details about waiver of graduate professional course requirements. In this case, both the practicum/residency and the unit requirement is waived.)

A maximum of 18 units in the 100 series, not including any required undergraduate courses, will be credited toward the Master of Science degree, if approved by the Graduate Adviser.

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.

7.14 Curriculum Requirements - Doctoral

For a description of the goals, the curriculum, and the progression requirements of the doctoral program in nursing, please refer to the *Philosophy and Progression Guidelines for Doctoral Programs in Nursing* section of this handbook.

In addition to the required course work, doctoral students must participate in a first year review, pass a qualifying examination and complete a dissertation. A student must be in registered status to take the qualifying examination. If the exam is to be taken in the summer session and no other course work is to be taken, students should list N 249, 2 units, for S/U grading on their study list. Otherwise, only courses to be taken are listed. A student may be advanced to candidacy after successful completion of the qualifying examination, provided that there are not other deficiencies, such as incomplete grades.

Candidacy for the doctoral 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.

Upon successful defense of the dissertation, students are required to submit to the Office of Student Affairs two copies of their abstract and one copy of the approved title page (in addition to the documents required by the Office of Admission and Registrar). See Submission of Thesis and Dissertation.

7.15 Deficiencies and Contracts

New students with incomplete admission requirements as well as those who cannot produce an 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 the student wishes to fulfill the contract by taking a UCSF course, the class 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.

To fulfill the contract with a UCSF course, the student should **audit** the course. At the end of the term, the student should ask the course instructor to write a letter on University stationery, addressed to the School of Nursing, stating that the course was completed successfully, listing the final grade earned, and the number of units the course was worth.

7.16 Doctoral Study for Enrolled Master's Students

Enrolled master's students with bachelor's degrees may apply for the doctoral 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 Doctoral 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 doctoral student takes place the following September.

Second year master's students may enroll in courses normally taken by doctoral 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 doctoral 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 doctoral study with the School by the announced deadline.

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

The master's degree is 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 Exam. Students may choose to do a **thesis** and must follow the usual thesis procedures. A student who is within one quarter of completing master's requirements should file the Advancement to Candidacy form. Conferral of the MS degree will *not* occur without formal Advancement to Candidacy.

7.17 Employee Fee Reduction

UC Personnel Policies for Staff Members 51. A regular status employee who meets the admission requirements of the University is eligible for two-thirds reduction of both the Student Services Fee and Tuition when enrolled in regular session courses of up to nine units or three courses per quarter, whichever provides the greater benefit to the employee. UCSF provides this benefit during summer session as well.

Through summer 2013, regular status employees in eligible titles will receive this benefit when they enroll in courses of up to 12 units or four courses per quarter, whichever provides the greater benefit to the employee.

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

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

7.18 Employment/Career

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

7.19 Faculty Misconduct

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 <http://www.ucop.edu/acadpersonnel/apm/apm-015.pdf>.

7.20 Filing Fee Status

Master's students may apply for filing fee status if (1) they have been advanced to candidacy for at least one quarter in registered status, and if (2) they have completed all requirements for the degree *except for* completing the thesis or taking the comprehensive examination. Filing fee status is a *one-time only* option.

Doctoral students may apply for filing fee status if (1) they have been advanced to candidacy, (2) they have been in registered status for at least three quarters, and (3) they have completed all requirements for the degree *except for* filing the dissertation.

Instead of regular registration and paying full fees, students on filing fee status during their last quarter pay a fee equal to only half the current registration fee (approximately \$150). International students will also have to pay approximately \$650 for supplemental health insurance.

Students who have an incomplete grade (“I”) on their transcript are **not** permitted to go on filing fee status. Also, students returning from a leave of absence cannot go on filing fee the same quarter that they return to active status.

The Filing Fee Application is available from the Office of Admission and Registrar. It must be signed by the student's graduate adviser, and initialed by the Office of Student Affairs. The application should then be returned to the Office of Admission and Registrar along with the required fee. Students on filing fee status do not register and do not file a study list.

While on filing fee status, students are not eligible to use some University facilities (e.g., Millberry Union Fitness Center, etc.), enroll in coursework, or make demands on faculty members, other than the final reading of the thesis or comprehensive examination. Students are also not automatically covered by Student Health Services or student health insurance but can be covered by completing a special “Application for Coverage, Scholars and Researchers Health Plan” and paying the necessary quarterly fee.

Filing fee is a one-time-only option. If a student does not submit the thesis, or take the comprehensive exam, s/he must register for all subsequent quarters. If a student **fails** the comprehensive exam, s/he may register or may pay a *second* filing fee. This is the *only* exception to the one-time-only rule.

Students may *not* apply for filing fee status directly following a leave of absence. Upon returning from a leave, a student must register in order to turn in the thesis, turn in the comprehensive exam, or submit the dissertation. Doctoral students who have been advanced to candidacy and have been in registered status at least three quarters, and who have completed all requirements for the degree except filing the dissertation, may apply for filing fee.

7.21 Financial Aid

Fundamental responsibility for meeting educational costs rests with the student. Students in need of financial aid should contact every available source both on and off campus. On campus, three sources of possible assistance are: The Student Financial Services Office, the Graduate Division, and the Office of Student Affairs. Listings of off-campus scholarships and various loan programs are available in the Student Financial Services Office. Near the front of their office is a computer for students to do on-line (web) scholarship searches.

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

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

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

7.21.1 Emergency Loans.

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

7.22 Grading

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

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

Some courses are graded on an S/U basis only: 198, 199 (when taken by graduate students) 250, 276, 298 and 299. In all other courses, S/U grading may be offered as an option to graduate students. Unless a student elects the S/U option, a letter grade must be assigned. In order to elect the S/U option, a graduate student must indicate S/U grading for the course on the study list by checking "**optional grade**" at the time of filing.

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

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

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

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

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

The grade "incomplete" (**I**) is assigned when a student's work is of passing quality but is incomplete because of a sudden illness, personal emergency, or other "good cause." Assignment of an incomplete grade is at the discretion of

the course instructor and must be removed within one calendar year. The grade and unit credit for the coursework will be assigned when the course is successfully completed.

Failure to remove an “**T**” grade may result in conversion of the “**T**” grade to a “failure” (**F**). The Dean of Graduate Studies may make an exception because of mitigating circumstances such as the absence or departure of a faculty member involved in the offering of the course in question.

A student must **petition** to have an “**T**” grade removed. This petition is available in the Office of Admission and Registrar and there is a \$5 fee for this service. Once the coursework has been completed and turned in to the instructor, the petition is filed with the Registrar. The Office of Admission and Registrar will send the instructor a grade report request. When the grade is received, the “**T**” grade will be changed on the student’s permanent record.

An “**T**” grade can delay a student’s progress toward the degree, since the Office of Admission and Registrar will *not* allow a student to advance to candidacy, apply for filing fee, nor graduate with an incomplete grade. Students will be reminded of the need to remove “**T**” grades by the Office of Admission and Registrar.

7.23 Graduate Professional Courses (300-400 Series)

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

7.23.1 Skills Lab (N301.XX courses)

Guided clinical laboratory experiences designed to develop mastery of advanced skills:

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

7.23.2 Practica (N414.XX courses)

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

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

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

7.23.3 Residency (N415.XX courses)

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

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

Residencies are available in teaching (N434), leadership (N470), health policy (N472), and clinical practice (N415.XX). A student may take a residency concurrently with academic course work or register for only the

residency course. Since residency is an integrating experience based upon graduate study, it usually occurs near the end of the program of study. Specific objectives are developed by faculty members and students in relation to clinical areas, setting and client population.

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

7.24 Graduation

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

- *Curriculum Requirements.* See the “Curriculum Requirements” section of this handbook. Students should plan carefully with their advisers to meet these requirements.
- *Application process for BRN certification (NP, CNS, MW).*
- *Graduation preparation and ceremony.*
- *Program evaluation.* The Office of Student Affairs will check student records to ensure that potential graduates have either completed, or have plans to complete, all the University and SON requirements in time for graduation and will contact those students for whom there may be questions.
- *Commencement Reply Form.* All master’s and doctoral students must complete and return this petition to the Office of Student Affairs. This form is used to determine whether students will participate in commencement exercises, to collect information about future plans for employment, and to ask students to state an address that can be used for five years following graduation. Commencement Reply Forms are available in the Office of Student Affairs.
- *Commencement Ceremony.* The School of Nursing has annual commencement exercises in early June. Students may participate in the ceremony one time only, and have their name listed in the program only once. Information on commencement is distributed in the spring by the Office of Student Affairs, and the *Update* Newsletter will have reminders about graduation related matters – purchasing invitations, cap and gown, etc. – as the deadline comes up.
- *Master’s students* who are in good standing, who anticipate completion of all clinical, didactic requirements by the end of Summer Session (and/or those who will be on filing fee in fall quarter to submit the comp exam), and who have approval of their specialty coordinator and the Associate Dean of Academic Programs, are able to participate in June graduation ceremonies.
- *Doctoral students* may participate if they have submitted, and have had approved, a first draft of their entire dissertation, including conclusions, by the end of the first week of Spring Quarter. Assessment of the doctoral student’s readiness and desire to participate in the ceremonies is to be made jointly by the committee and the student.

7.25 Grievance Procedure

Grievance procedures in academic matters are appropriate only in those cases in which there is reason to believe there has been bias or wrongdoing on the part of the faculty. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, merely because one disagrees with the grade.

The purpose of the following procedures is to allow for the resolution of student grievances in academic matters that result in injury to students.

7.25.1 Informal Procedures.

A student who believes that the University or any administrative subdivision or employee thereof has discriminated against her/him and that such action has resulted in injury to the student is encouraged to attempt to resolve the matter informally with either the party alleged to have committed the violation (e.g., course instructor), with the head of the department or unit in which the alleged violation occurred, or both. An informal resolution of the grievance can occur at any time.

7.25.2 Formal Procedures.

In the event that informal resolution is unsuccessful, the student may launch a formal grievance as follows:

- a) Within 30 days of the time at which the student could be reasonably expected to have knowledge of the alleged violation, or when the violation occurs at the end of an academic quarter, within 30 days of the beginning of the succeeding academic quarter,
- b) The student may request a Chairperson or supervisor to inform the Dean of the School or appropriate Administrative Officer of the desire for a review.
- c) The student will provide the Dean or Administrative Officer with a written statement within ten (10) working days after the student has informed a Chairperson or supervisor that s/he wishes a review. This statement will include the specific nature of the grievance, all pertinent supporting data, and the nature of the action requested by the student to redress the grievance.
- d) Upon receiving written request for a review from the student, the Dean or Administrative Officer, within ten (10) working days, will request written materials from the employee involved. The Dean or Administrative Officer will promptly provide the employee with the student's written materials.
- e) The employee's materials will include responses to all points raised in the student's material and other pertinent data. The employee will provide the Dean or Administrative Officer with a written statement within ten (10) working days after receipt of the student's materials.
- f) Upon receipt of the employee's statement, the Dean or Administrative Officer will promptly provide a copy of this to the student.
- g) The Dean or Administrative Officer will meet with the student and employee involved within ten (10) working days after receipt of material from the employee and attempt to resolve the alleged grievance.
- h) In the event that the grievance is still unsuccessfully resolved after step "g" has occurred, the student may request, within ten (10) working days after the meeting, that the Dean or Administrative Officer convene an ad hoc Grievance Committee, the Chairperson of which is an Academic Senate member. The ad hoc Committee will meet with the student and employee for a formal hearing as soon as reasonable, but no later than ten (10) working days after being constituted as a committee.

7.26 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.

For the purpose of this policy, Memoranda of Understanding 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 of 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

7.27 Incomplete Grade

See Grading.

7.28 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 home campus; 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 each 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. This form is a contract between student and sponsor and is completed according to directions on the Report of Individual or Group Study. It's 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; for example, to prove expertise for a job interview.

7.29 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 <http://registrar.ucsf.edu/registration/intercampus-exchange> -- the UCSF Office of Admission and Registrar web site. 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 four 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
- 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 <http://registrar.ucsf.edu/forms>

7.30 Lapse of Status

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

7.31 Leave of Absence

A student may be granted a leave of absence for up to one year. Students will need to complete a Notice of Withdrawal petition, and will need a written memo from the specialty coordinator for the Office of Student Affairs, outlining the conditions of return. If a student withdraws after filing a study list but before finals, a “W” code will be recorded on the student’s transcript. If the withdrawal is completed during/after finals, the grade reported for the course will be recorded on the student’s transcript.

If the student wishes to withdraw, and wants to take an incomplete in her/his classes, arrangements will have to be made with the individual class instructors. Remember: any “I” grade that isn’t removed within one calendar year will turn into an “F” grade.

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

7.31.1 Leaves of Absence (SON Policy)

The official policy of the University of California, San Francisco, is that a leave of absence is subject to the approval of the school and that it may be granted for one, two, or three quarters... **a maximum of one academic year.** The student is responsible for formally petitioning for a leave of absence and formally petitioning for readmission. Petitions for a leave of absence are not available on line; they must be picked up from the UCSF Registrar’s Office.

- ***MEPN students who are requesting an LOA during their preclicensure year must speak with the MEPN adviser.***
- ***MEPN students who are requesting an LOA between their MEPN year and the beginning of their MS specialty phase must speak with the MS specialty director.***
- ***MS students who are requesting an LOA must speak with their MS specialty director.***
- ***Doctoral students who are requesting an LOA must speak with their doctoral adviser.***

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

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

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

7.31.2 Readmission

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

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 a LOA

should reconnect with your adviser and discuss which courses you will be taking to ensure that no required courses are missed.

7.32 Millberry Union

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

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

For details visit the <http://campusliveservices.ucsf.edu/fitnessrecreation/> web site.

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

7.33 Minor

Students have the option to minor in a specific study area. A minor consists of three to four courses designated by the faculty in a specific area. These courses constitute a coherent core in the minor area. **Note:** minors will not be recorded on official student transcripts. Contact the Office of Student Affairs if you need to obtain a letter verifying your minor course of study.

7.34 Name Change

See Petitions.

7.35 Optional Grading

Optional grading refers to *non-letter-graded* options, e.g., Pass/Fail, Satisfactory/Unsatisfactory. 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.

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

7.36 Part-Time Study, Guidelines and Procedures

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

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

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

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

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

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

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

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

All petitions for part-time study are to be completed on the form designated for this purpose. The quarter(s) during which the student wishes to be considered for part-time status should be indicated. Reapplication will be necessary for part-time status beyond the current academic year. Applications must be typed. Attached documentation should provide evidence that the student meets a particular criterion for part-time study.

The student and the Graduate Adviser must sign the petition. The student then submits it to the Office of Student Affairs for review and signature; it is then submitted to the Office of Admission and Registrar for final approval.

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

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

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

7.37 Petitions

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

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

The following are petitions currently in use at UCSF.

- Adviser/Dept./Specialty Change. See Change of Specialty and Change of Adviser sections.
- Change of Address. The Registrar’s web site is now the primary location for students to update and maintain their address information.
- Name Change Request. This petition is completed in the Registrar’s Office, and the student will need to present two types of official identification listing her/his name exactly as the requested change. The Office of Admission and Registrar will notify the Office of Student Affairs of any approved changes.

Note: names cannot be changed on official university documents (commencement programs, transcripts, etc.) without an approved petition on file.

- Notice of Withdrawal. 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 Service, Director of Student Affairs, Dean of Graduate Studies, and the Financial Aid Officer. Leaves are permitted to a maximum of one academic year. If the student wishes to extend the leave of absence beyond the initial approved period, s/he should discuss the request with her/his adviser before submitting a letter of request to the Office of Admission and Registrar. *Note to MEPN Scholarship Students:* Students on the Acute Care Scholarship Nursing Loan Program are expected to petition to withdraw at the end of the 12-month pre-licensure program (i.e., first MEPN year) and to petition to be readmitted prior to returning to the two-year specialty phase of their program.
- Part-Time Study Request Petition. This petition is used for students who wish to be on official part-time status for one of the three valid reasons outlined in “Part-Time Study Guidelines and Procedures.” If there is any doubt whether the reasons for part-time study are valid, consult with your adviser.
- Re-admission Petition. A discussion should take place between the student and her/his adviser before applying for re-admission. The student must submit before the established quarterly deadline a Re-admission Petition obtained from the Office of Admission and Registrar. Signatures must be obtained from Student Health Services and the Office of Student Affairs; the form is then returned to the Registrar’s Office (#MU-200W). The fee is currently \$40.00 and is neither transferable nor refundable. Official transcripts for any college work completed since the student’s withdrawal from the School of Nursing must be filed with the Office of Student Affairs and with the Office of Admission and Registrar before readmission can be approved (refer to Leave of Absence). The petition and student’s record will be reviewed first by the specialty coordinator and then by the Office of Admission and Registrar for a final decision.
- Removal of Provisional Grade Petition. This petition is used to remove an Incomplete (“I”) or IP grade once the course work has been completed. There is a required fee. Signatures are required from the instructor and the Office of Student Affairs. When the required signatures have been obtained, the completed form should be returned to the Office of Admission and Registrar and that office will send the instructor a request for the student’s final grade in the course.
- Student Petition (blue). This petition is used to facilitate requests for action by the Office of Admission and Registrar on the following matters: (1) transfer of credit; (2) extension / reinstatement of candidacy; (3) request to waive Office of Admission and Registrar requirements, Non-Academic Senate membership on committees for qualifying examinations; (4) change from thesis to comprehensive exam (units must be monitored); (5) change of graduate degree objective. Obtain petition from the Office of Admission and Registrar, or the Office of Student Affairs. Signatures required depend on the specific petition request, but would always include a graduate adviser from the student’s department and the Office of Student Affairs.
- Report of Individual Study (N248, N249) Petition. Available in the Office of Student Affairs, this paper petition is used to record the student’s and faculty member’s mutual agreement for the student to undertake a course of individual study, and describes the content of the work. This petition provides the only record of the content of an individual study course; students should bring the signed original form to OSA to be placed in their student files, but should also keep a copy of this form for their personal records (OSA archives student records for five years, and then files are purged, again leaving no record of the study’s content.)
- Study List Change Petition. This paper petition is used to add or drop any courses, change instructors, units and/or grading option on the filed study list once the deadline for making changes on-line has passed. The required signatures for adding, dropping, change of instructor or units are student, instructor, student’s graduate adviser, and Student Affairs. Required signatures for change of grading option are the same as above, but no instructor’s signature is required. Currently, there is a \$5.00 fee once the initial deadline has passed.

7.38 Plagiarism

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.

7.39 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, 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 Office of Student Affairs, depending on the subject of the complaint. The recipient of the letter will contact the student for further information, and then actively work toward resolution of the complaint.

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

7.40 Re-Admission

See Petitions.

7.41 Records

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

7.42 Registered Nurse Licensure for International 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 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 of Academic Programs for review and final decision. The California Board of Registered Nursing web site is <http://www.rn.ca.gov> and the telephone number is (916) 322-3350.

7.43 Registered Nurse Licensure for MEPN Students

MEPN students are prepared to take the licensure examination following the successful completion of their first year of study in the MEPN program. They *must* pass the exam by no later than mid-August preceding entrance into the MS portion of the program.

7.44 Registrar/Admissions Office

The Office of Admission and Registrar is located on the second floor, west tower, of the Millberry Union building, telephone (415) 476-8280. For more information see the <http://saawww.ucsf.edu/admission> web site. This is where students register in person, obtain and file petitions, pick up copies of grades, verify enrollment for loan and/or insurance forms, and order UCSF transcripts and diplomas.

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

7.45 Removal of Provisional Grade

See Petitions.

7.46 Research Assistant

A Research Assistant 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.* Research Assistants (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).

7.47 Research Guidelines for Nurses

The *Nursing Practice and Research Council* of the Department of Nursing, UCSF Medical Center, strongly supports nursing research and welcomes nurses conducting research in this setting. All proposed nursing research will be reviewed by the Council prior to implementation in order to protect the rights of patients, unit personnel, and the researcher; to prevent over-utilization of subjects and to ensure the uninterrupted delivery of high quality care to patients. This applies to UCSF nursing staff, faculty of the UCSF School of Nursing, students and outside investigators.

The nurse(s) planning to do research will:

- Discuss with the Administrative Nurse(s) and Clinical Nurse Specialist of the unit(s) where the research will be conducted, the purpose of the study and the type and amount of nursing support requested (including subject selection and specific role of staff during data collection.) If an investigator is unable to determine the specific unit(s) for data collection, the Council will assist the investigator in locating units appropriate for the study.
- Submit to the Council two copies of the research proposal (maximum 10 pages): including letters of support (e.g., Administrative Nurse, Medical Director of the unit, attending physician.) The Council will review the proposal and will notify the investigator in writing of the Council's action.
- Submit the research proposal to the Committee on Human Research (CHR). Note: proposal submission to CHR may occur prior to, or concurrently with, proposal submission to the Council. However, the Council must receive verification of CHR approval before data collection can begin.
- Submit to the Council a copy of the CHR approval and any addition, deletion or modification of the original proposal. Include a projected time frame for completing data collection.
- Consult periodically with Administrative Nurse(s) during data collection to identify and resolve any problems. Inform the Administrative Nurse if no subjects will be utilized from a particular setting, and also when all data collection is completed.
- Seek assistance from the Council when necessary or desired.
- Report the findings of the study to the unit staff.
- Send an abstract of the study findings to the Council.

- Acknowledge the contribution of the nursing staff in any published material.

7.48 Residency Requirement for Degree

MS students must be registered for at least three quarters and *doctoral students* for at least six quarters, to meet residency requirements for their respective degrees. A minimum of 4 units per quarter (or 2 + 2 during Summer Session) is required in order that the quarter count toward 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.

7.49 San Francisco Consortium

See Intercampus Exchange

7.50 Scientific Misconduct

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

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

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

7.51 Socio-Cultural Course Requirement

Completion of two units of socio-cultural coursework is part of the required core curriculum for all master's students (see *Master's Core Curriculum* section of this handbook). Students should select a course (or courses) from the list approved by the School's Masters Program Council. Check with the Office of Student Affairs for the most current list of approved courses for this requirement.

The list is subject to change, and is posted on the “Current Students” page and can be found at <http://nursing.ucsf.edu/node/668>. If the student wants to fulfill the requirement by taking a course outside the School of Nursing, and that course is not on the currently approved list, the student should bring the course materials (such as syllabi or course descriptions) to their adviser who will determine if the proposed course meets criteria for the requirement. If the adviser approves the course(s) for meeting the requirement, the adviser should send a memo to the Office of Student Affairs to be placed in the student's file.

In general, socio-cultural coursework should facilitate student knowledge concerning health care issues for ethnically and culturally diverse populations, and should educate students to provide culturally sensitive and competent nursing care. Students completing the socio-cultural requirement should be able to:

- Recognize and describe socio-cultural beliefs, values and practices that may influence health, illness, and health-seeking behavior.
- Examine the impact of socio-cultural factors on risk of illness in different populations.
- Examine health care practices and dilemmas among people of different ethnic, religious, and socio-economic backgrounds with regard to planning nursing/health care appropriate to the situation.
- Evaluate presence or absence of cultural sensitivity and cultural competence in nursing interventions.
- Interpret the implications of cultural differences for community health planning or for the attainment of optimal health of the individual or family.
- Evaluate the advantages and disadvantages of various community intervention projects in terms of the 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, or which examine a phenomenon (e.g., poverty or racism), that is frequently associated with politically underrepresented groups across cultures.

7.52 Stanford Exchange Program

See Intercampus Exchange

7.53 Student Conduct

Information regarding student conduct is available in the publication, "University Policies Applying to Campus Activities, Organizations and Students", which is available at <http://clubs.ucsf.edu/sites/clubs.ucsf.edu/files/PDF/PACAOS%20Nov%202012%20Full%20Version.pdf>.

7.54 Study Lists

The Registrar's study list filing mechanism, 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 <http://registrar.ucsf.edu/registration/study-list-filing>.

7.54.1 Early Course Enrollment

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

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

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

7.54.2 Change Period

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

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

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

7.55 Study List Change

See Petitions.

7.56 Teaching Assistant

A Teaching Assistant 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 Teaching Assistant 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 Teaching Assistant 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 Teaching Assistant 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, including the performance of the Teaching Assistant.

Teaching Assistants 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.

7.57 Thesis, Comprehensive Examinations

Students will select either Plan I (Thesis) or Plan II (Comprehensive Examination) to complete the requirements for the Masters' Degree. Comprehensive Examination Handbooks and Thesis Guidelines are available in the department. Office of Admission and Registrar also publishes a flyer outlining the instructions for preparing the thesis.

7.57.1 Thesis.

The thesis reports the results of an original investigation of a problem. It should be carried out in the same systematic and scholarly way as investigations of greater magnitude, such as a doctoral dissertation. Department resources are a factor in the approval of the thesis option.

The student who chooses the thesis option must:

- Obtain from OSA a "Request for Thesis Plan Approval Form," complete the form and file copies with all of the parties listed on the form.
- When ready, obtain "Approval of Thesis Proposal Form" from OSA, complete the form and file copies with all parties listed on the form.
- When filing "Advancement to Candidacy Form" with the Graduate Division, notify G.D. on that form that they intend to do a thesis.

Once the thesis has been defended and approved by faculty, a copy of the Title Page with Title and faculty signatures will be placed in student's file.

No unit credit is given for the thesis, but a student choosing this option is only required to complete 30 academic units for the MS degree. Thesis committees should have two Academic Senate members. Non-Senate committee members must be approved by the Office of Admission and Registrar by filing a student petition and *curriculum vitae* (résumé).

Century Club Funds for Master's Thesis Support. Through the generosity of annual giving by School of Nursing Alumni and friends, funds have been made available, on a reimbursement basis, for support of thesis research. The purpose of funding is to defray costs of data collection for the thesis (i.e., copying or purchasing tests / instruments, computer analysis, transcription services, mailing costs, etc.) The maximum award per student is \$500.00. These funds are administered through the Office of Student Affairs, and interested MS students should contact OSA for more information and application form/requirements.

7.57.2 Comprehensive Examination.

The comprehensive examination should demonstrate the student's mastery of the major field and ability to think critically. The nature and matter of the examination are outlined in the Comprehensive Examination handbook. Failure to pass the Comprehensive Examination results in dismissal from the program. A student may retake the exam only once.

Students taking the Comprehensive Examination while in registered status, who do not need to enroll in any other courses, should enroll in course "N298, 0 (zero) units, S/U grading only" on their study list. If any other courses are being taken, N298 is not listed.

Students may not remain enrolled after completing the comprehensive examination except by special permission and only during the summer immediately after completing the comprehensive examination.

7.58 Thesis and Dissertation, Submission of

There are several options when submitting your thesis/dissertation/manuscript to Proquest –publishing options, copyright services, etc. UCSF covers the cost of the Traditional Publishing option for all students (this is currently charged to UCSF at \$65 for dissertations and manuscripts, and \$55 for theses). If you choose Open Access publishing then you are responsible for the difference between the Traditional Publishing Fee and the Open Access Fee. Likewise, if you choose to have Proquest apply for a copyright on your behalf, then you are responsible for that fee as well. See the Proquest website for more information on publishing options and other options available at: <http://www.etdadmin.com/cgi-bin/main/resources> .

Submission of Your Thesis/Dissertation/Manuscript

This submission will be reviewed by the Graduate Division and must include the following:

- 1) Full PDF copy of your thesis, dissertation, or manuscript with correct pagination.
1. First page of the PDF: scanned copy of the title page for your program with the signatures of each committee member.
- 2) Last Page of the PDF: signed library release form.

In addition the following must be completed before the submission can be considered:

- 1) Original Signed title page (Hard copy) – Delivered to the Graduate Division
- 2) Survey of Earned Doctorates (PhD Degree Students Only – Online)

The Title Pages are available on the Graduate Division website at: <http://graduate.ucsf.edu/content/current-student-forms>

The signed original title page should be delivered or sent to the Graduate Division offices on the Mission Bay Campus (Rutter Center – 3rd Floor, Suite 310) or mailed to us at:

UCSF Graduate Division
Attn: Rick Wyllie
University of California, San Francisco
1675 Owens Street CC310 Box 0523
San Francisco, CA. 94143 – 0523
(If using an overnight service i.e.Fedex, the zip code is 94158)

If sending the signed title page via campus mail, please send to Box 0523

7.59 Transcripts and Grade Reports

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

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

7.60 Transfer of Credit

Students may transfer up to six quarter units (or four semester units) of academic work from another school completed in graduate standing prior to enrollment at UCSF. For the exception regarding courses taken at another UC campus, see the Office of Admission and Registrar. The student petition for course transfer is initiated after the student has been in registered status for at least one quarter. The department, course number, and the institution, must be included in the petition. Though the grade is not included in the UCSF grade-point average, the student must have earned a passing grade in the course. Courses must be comparable to 200 level courses on this campus. An official transcript is required. Graduate credit earned toward a conferred degree is not transferable. Extension courses (Continuing Education) are not acceptable for transfer credit toward a graduate degree.

7.61 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.

7.62 Waiver of Core and Specialty Courses

Students who believe that a core course substantially repeats work done in a course from another institution should consult their advisers about seeking a waiver of the core course. If the adviser, on hearing the explanation, supports the student's assessment, the student writes a memo/letter to the Faculty of Record (FOR) for the core course asking for a waiver. The memo/letter must contain information about the prior course that supports the student's request for waiver. The FOR evaluates the evidence, perhaps with additional conversation with the student, and makes a decision. The FOR then responds in writing (by notation on the requesting letter, a responding memo, or by e-mail) to (1) the student, (2) the student's adviser, and -- if granting a waiver -- (3) the Office of Student Affairs, indicating approval of the waiver.

The socio-cultural requirement is not tied to any single course, giving students the option of building on any foundation they already have. Should a student believe he/she needs no further work in the area of this requirement, the student should consult with her/his adviser about petitioning to have the requirement waived. If the adviser supports a petition, the student should address it to the Masters Program Council (MPC), and in the petition describe the rationale, enclose supporting evidence, and indicate on the memo the adviser's support of the petition. MPC meets approximately once a month during the academic year and can review the petition and return an answer.

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

The process for *specialty course waiver* is slightly different from *core course waiver*. Students who believe they have taken courses elsewhere that satisfy specialty requirements should bring a transcript, and (if possible) a course description and other course materials, to a meeting with their adviser. In some cases, the adviser can grant the waiver; in others, there must be consultation with other specialty faculty members. In instances where the specialty course meets external certification requirements, a record of the waiver/substitution will be needed in the Office of Student Affairs for purposes of communication with the external agency.

7.63 Waiver of 400-Numbered Courses

Requirements: A student enrolled in the Master of Science Program may petition the department in which his/her adviser is appointed to have the eight units (or part thereof) waived. To exercise this option, the student must submit goals for the program with evidence supporting an advanced level of competency in the selected area of nursing practice. Examples of such evidence include: letters of testimony from former employers and colleagues; publications directly related to practice; evidence of completion of a nurse practitioner program and ANA Board Certification.

Each department shall appoint a standing committee to serve as an examining board to review the petitioner's credentials. This board has the option of using the number of consultants necessary for a complete review of the petitioner. Upon acceptance of the credential, the examining board and consultants will conduct the examination that may be written, oral, demonstration, or any combination thereof. The board will then determine the number of units to be waived. The Office of Student Affairs is notified by memo of waiver approval and notation is made in the student's record.

7.64 Warning and Disqualification

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, whether they are financial aid recipients or not. Students who fail to maintain satisfactory academic progress may be placed on financial aid warning (if applicable), financial aid probation (if applicable) or may be dismissed.

For a complete definition of Satisfactory Academic Progress, please visit <http://finaid.ucsf.edu/application-process/eligibility-requirements/satisfactory-academic-progress-nursing> .

In Winter Quarter, the Office of Admission and Registrar reviews the records of all students registered for that term whose grade point average has fallen below the required level of 3.0. A warning letter from the Office of Admission and Registrar informs the student that her/his grade point average is below the required level and that she/he is subject to dismissal on academic grounds unless improvement is made during that quarter. The student's registration for Spring Quarter is blocked pending receipt of the grades for courses in progress. A copy of the letter is sent to the student's graduate adviser as official notification of the situation.

The graduate adviser confers with the student regarding the situation, provides information about resources the student may not have used, and assists the student to assess the range of available options. If the student does not believe that academic improvement is likely, she/he may choose to withdraw rather than wait to be disqualified.

At the end of the term, or when sufficient information is available to predict probable success in the remainder of the program, the adviser communicates with the Office of Admission and Registrar, recommending either continuation in the program or disqualification.

The graduate adviser may also recommend termination of graduate standing for a student who is earning an overall B average in academic courses, but who is unable to meet performance standards in courses specifically required for the degree.

7.65 Whistleblower Policy

Under University policy, individuals are encouraged to use the University Whistleblower Policy if they have a good faith belief that an activity occurred or is continuing to occur that is not in compliance with federal or state law of University policy. Such individuals are protected from retaliation for making such a “protected disclosure”. A “protected disclosure” may be made to the Campus Whistleblower Coordinator, Clinical Compliance Officer, or any campus administrator, director, manager or supervisor. This policy may be found at the <http://whistleblower.ucsf.edu/> web site.

7.66 Withdrawal

See Petitions

8. Campus Services

8.1 Campus Life Services

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

8.1.1 Fitness & Recreation Services

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

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

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

8.1.2 Recreational Sports

“There’s something for everyone at UCSF Recreational Sports. Recreational Sports offers a wide range of sports and activities, including squash, dodgeball, racquetball, volleyball, basketball, futsal (indoor soccer), tennis, golf, rowing, ultimate frisbee, table tennis, badminton, and flag football. These sports are played as leagues, drop-in sports, clubs, or as clinics.”

http://campusliveservices.ucsf.edu/fitnessrecreation/parnassus/recreational_sports/

8.1.3 Arts & Events Services

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

8.1.4 Retail Services (Dining, Personal, Banking)

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

8.2 Office of Career & Professional Development

- “From job search strategies to grant writing skills, the OCPD serves the academic, professional and career development needs of UCSF students and graduate trainees.” <http://career.ucsf.edu/>

8.3 Center for LGBT Health & Equity

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

8.4 Child Care

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

<http://www.campusliveservices.ucsf.edu/childcare/centers/>

8.5 Student Health & Counseling Services

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

8.6 Student Disability Services

Please also see Appendix 15: Students with Disabilities

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

Accommodations are adjustments to policies, practices, and procedures that “level the playing field” for students with disabilities while preserving the integrity of academic and technical standards and programmatic requirements. Examples include adjustments to exam administration, services such as note-takers, sign language interpreters, assistive technology, adjustments in the clinical environment, and coordination of accessible housing. Accommodation plans and services are designed to match the specific disability-related needs of each student and are determined according to documented need and program requirements.

To make a request for accommodations, students must submit the “Request for Accommodations” form, as well as documentation of their disability meeting UC practices for documentation to Student Disability Services. Guidelines for documentation and applicable forms can be found on the SDS website (<http://sds.ucsf.edu/forms>). Students are encouraged to register with SDS at the time of their matriculation. Review of requests for accommodation may take SDS up to 2-3 weeks to complete. 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 – <http://sds.ucsf.edu/howtoregister>, and implementation of accommodations is also detailed in Appendix 15: Students with Disabilities.

Students are expected to perform all the essential functions of the program with or without disability accommodations. While the School of Nursing will make every effort to work with our students who have disabilities, and provide reasonable and appropriate accommodations, it is important to note that the School is not required to provide accommodations that would fundamentally alter the essential functions or technical standards of the program (please refer to 10.6 Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing).

For further information, contact:

Student Disability Services

415/476-6595; 415/476-7295 (fax)

studentdisability@ucsf.edu

Millberry Union 120 West

<http://sds.ucsf.edu>

8.7 Financial Aid – Student Financial Services

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

8.8 Housing

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

8.9 UCSF Information Technology Services (ITS)

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

8.10 International Students & Scholars

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

8.11 Library and Center for Knowledge Management

- Students at UCSF have access to the extensive collection, databases, and services of the Paul and Lydia Kalmanovitz Library and the Center for Knowledge Management at 530 Parnassus Ave. <http://www.library.ucsf.edu/>

8.12 Transportation Services (Parking, Shuttles, Rideshare)

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

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

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

The public transportation system in San Francisco is called “MUNI.” UCSF is also served by the following bus lines: 6 Parnassus, 66 Quintara, 43 Masonic, and the N-Judah Streetcar. See <http://www.sfmuni.com> for more information. MUNI fares are \$2.00, with a transfer good for 90 minutes after issue. Exact change is required. Monthly “fast passes” are available for \$55.00 at the Transportation Office in the G Level of Millberry Union, and at Bear Snacks, also in Millberry Union.

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

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

8.13 Police and Security

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

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

8.14 Mail Services

- Stamp Vending machines are available in the MCB lobby, the 2nd Floor at Laurel Heights (near the cafeteria, I-Level of Millberry Union and also near the ATM machines and the breezeway (between the

Millberry garage east elevators and ACC building) Note that UCSF (except for residences/housing) has its own zip code, **94143**.

8.15 California Residency

- To be classified a California resident for tuition purposes; you must be a financially independent, adult resident of California for more than one year immediately prior to the residence determination date or a minor whose parents are California residents. The residence determination date is the day instruction begins at the last of the University of California campuses to begin instruction for the term.
<http://registrar.ucsf.edu/registration/residency>

8.16 Student Academic Affairs

- The office of the associate vice chancellor for Student Academic Affairs (SAA) administers various student service units including the Student Health Service, Student Financial Services, the Office of Student Life, the Career Center, and Services to International Students and Scholars. For information, visit:
<http://saawww.ucsf.edu/>

8.17 Office of Student Life

- The Office of Student Life (OSL) is responsible for a wide range of student services, programs and resources at UCSF.
- The OSL staff is committed to providing quality services that appropriately support UCSF student needs and interests in an efficient, responsive and friendly manner. <http://osl.ucsf.edu/>

9. STUDENT ORGANIZATIONS

9.1 Student Government

9.1.1 Nursing Student Council

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

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

9.1.2 Graduate Students' Association

- The Graduate Student's Association (GSA) is made up of UCSF nursing, physical therapy & life, social and behavioral science students. The GSA's mission is to improve the quality of graduate student life, to represent diverse student need and to advocate for student rights and interests. All Graduate Students are welcome at our monthly meeting. Come to discuss campus issues or keep up with upcoming GSA events.

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

9.2 Registered Campus Organizations

- Registered Campus Organizations are a very important part of campus life. Each year there are more than 130 Registered Campus Organizations (RCOs) at UCSF. These organizations cover a wide range of interests, including educational, social, cultural, artistic, recreational, political and religious. These organizations combine to sponsor over 400 diverse and exciting activities each year.
- Any volunteer organization whose membership is comprised primarily of UCSF students, faculty, and/or staff may register with the Office of Student Life and receive all the benefits of a RCO. UCSF encourages the formation of RCOs to promote and provide for special interests of the UCSF community.

<http://clubs.ucsf.edu>

9.3 Synapse

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

Thousands of copies of Synapse are read weekly on campuses at Parnassus and Mission Bay, as well as sites at Mission Center, Mt. Zion, and Laurel Heights. Synapse is one of the primary news sources for the rapidly developing UCSF community. All UCSF students, faculty and staff members are invited to contribute. Announcements and letters should be submitted six days before publication and can be either e-mailed, faxed, sent or dropped-off at the Synapse office. All material submitted, including letters, is subject to editing.

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

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

10. APPENDICES

10.1 Sexual Harassment

What is Sexual Harassment?

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

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

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

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

Resolving Sexual Harassment

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

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

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

Sexual Harassment Prevention & Resolution

Box 1264

3333 California Street, Suite 293

San Francisco, CA 94143-1264

415/476-5186

<http://shpr.ucsf.edu/index.html>

10.2 Crime Awareness and Campus Security

- The University of California, San Francisco’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings owned or controlled by The University; and on public property within, or immediately adjacent to and accessible from the campus.
- The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. You can obtain a copy of this report by contacting the University of California, San Francisco Police Department or by accessing the following website:
- <http://police.ucsf.edu/index.php?/Hidden-Menu/clery.html>

10.3 Leave of Absence or Withdrawal

Permission for a leave of absence or honorable withdrawal from the University may be granted to students in good standing who do not wish to retain their class status. Forms are available from the Office of Admission and

Registrar. Students who seek a leave of absence and are receiving financial aid must contact the Student Financial Services Office for full information before making the necessary arrangements.

10.4 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.

10.4.1 Schedule of Refunds

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

10.5 Policy on Academic Misconduct

*To read full “Policy on Academic Misconduct”, see page 82 in the student handbook.

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

10.6 Essential Professional Behaviors for Admission, Continuation and Graduation for UCSF School of Nursing

The following qualifications amplify requirements found in the University of California Student Conduct Code. For admission, continuation and graduation in their programs, students must abide by the following specifications for behaviors and abilities. The term “student” pertains to all students enrolled in the UCSF School of Nursing. Potential students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application packets, during program orientation, and via the School’s website. In addition to this document, a document specifically developed by MEPN faculty and students for their use (Communication and Relationship Tips) can be found at Section 8.8.

Communication: Students must communicate effectively and sensitively with patients and their families, as well with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback. Classroom behavior is expected to be professional, civil and respectful, and electronic communication is expected to also be professional, civil and respectful. (Source: UC Student Code of Conduct <http://clubs.ucsf.edu/node/401>)

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

Behavioral/Emotional: Students must possess the emotional health/maturity required for the full utilization of intellectual abilities, the exercise of sound judgment, and the timely completion of responsibilities in their programs/areas of study. Further, students must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations. Students must demonstrate the emotional stability to function effectively under stress, and

adapt to environments that may change rapidly without warning under unpredictable ways as relevant to their programs or areas of study. Students must be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy. Students must acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others. Students must be able and willing to examine and change behaviors when they interfere with productive individual or team relationships. Students must demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study.

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

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

Reasonable Accommodation for Disabilities: The School of Nursing is committed to ensuring that students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, and education.

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

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

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

Process for Documenting Behavioral Issues

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

1. **Problematic behavior is documented:** Problematic behavior will be discussed with the student by faculty, advisor, and/or School Administrator, and documented by faculty in the student's file.
2. **Problematic behavior results in a formal warning and a contract with the student:** If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised of a warning, indicating that the student's continuation in the program is in jeopardy. **Note: In some situations, at the discretion of the School or Campus leadership, immediate disciplinary action may be deemed necessary.**
 - a) **Composing contract:** The student and the student's faculty advisor, in consultation with the Associate Dean for Academic Affairs, prepares an individual student contract to accompany a warning letter identifying behaviors and other related expectations which must be demonstrated in order to come into compliance with the School's essential behaviors standards and thus remain in the program. The appropriate Department Chair and Specialty Coordinator will also be advised/consulted by the faculty advisor. A copy of the contract, signed by student, faculty advisor, and Associate Dean will be placed in the student's academic file.

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

Should it become necessary, the UCSF School of Nursing Grievance Procedure is outlined in the [Student Handbook](#).

(Updated May, 2010. University of California San Francisco, School of Nursing)

10.7 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, use of University properties, non-commercial fund-raising, and student governance participation.

11. Campus Maps and Directions

Need driving directions? http://campusliveservices.ucsf.edu/transportation/information/maps_directions

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

[Laurel Heights](#)

[Mission Bay](#)

[Mission Center Building](#)

[Mount Zion](#)

[Parnassus](#)

12. Forms and Petitions – OAR/GD

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

[Credit by Examination](#)

[Intercampus Exchange](#)

[Late Study List](#)

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

[Petition for Substitution of Course](#)

[Readmission](#)

[Removal of Provisional Grade](#)

[S.F. Consortium](#)

[Stanford Exchange](#)

[Study List Change](#)

[Transcript Request](#)

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

Used only by Graduate Academic Students

[Part Time Enrollment](#)

[Reduced Fee](#)

13. Common School of Nursing Forms and Petitions

Enrolled UCSF nursing students may use <http://nurseweb.ucsf.edu/forms/index.html> to obtain the following commonly-used petitions and forms:

- Change of Address
- Change of Adviser
- Change of Specialty
- Credit by Examination
- Group/Indep. Study Report (N248/N249)

14. Caring For Yourself and Your Colleagues

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

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

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

Steps to Caring

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

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

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

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

- Basic tools for preventing stress-related problems
- Ways to recognize early signs of difficulties
- Resources available for care
- Ideas about how to help others.

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

15. How to Request and Use Accommodations UCSF School of Nursing

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

1. Contact SDS

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

2. Provide documentation of your disability

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

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

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

3. Make a formal request for accommodations

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

4. Determine eligibility and accommodations

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

5. Orientation Session

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

6. For accommodations in a didactic/classroom setting:

- **At the beginning of *each* quarter in which you would like to use recommended accommodations,** contact Jeff Kilmer to inform him which faculty you would like notified. Jeff will oversee the coordination of support for you, and work in collaboration with you and the Faculty to discuss how the accommodation(s) can best be made in each of your courses.
- **Meet with your advisor** to discuss the recommended accommodations.

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

7. For accommodations in the clinical setting:

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

Acknowledgement of Responsibility

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

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

Signature

Date

Print Name

Specialty program

16. Policy on Academic Misconduct

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

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

Academic misconduct includes, but is not limited to:

1. **Cheating.** Fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are not authorized; colluding with others (witnessing or knowledge of cheating/academic misconduct without reporting to faculty).
 - Copying or attempting to copy from others during an exam or on an assignment.
 - Communicating answers with another person during an exam.
 - Preprogramming an electronic medium to contain answers or other unauthorized information for exams.
 - Using unauthorized materials, prepared answers, written notes, or concealed information during an exam.
 - Allowing others to do an assignment or portion of an assignment for you (paid or unpaid).
 - Submission of the same assignment for more than one course without prior approval of all the instructors involved.
 - Collaborating on an exam or assignment with any other person without prior approval from the instructor.
 - Taking an exam for another person or having someone take an exam for you.
2. **Plagiarism.** Plagiarism is intellectual theft. An author's work is his/her property and must be respected by documentation. Plagiarism refers to the use of another's ideas or words without proper attribution or credit.
 - Wholesale copying of passages from works of others (for example, books, articles, films, graphics, including websites or other electronic sources) into your homework, essay, term paper, comp exam, qualifying papers, dissertation or class project without proper citing or acknowledgment.
 - Use of the views, opinions, or insights of another without acknowledgment.
 - Paraphrasing of another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment or proper citation.
3. **False Information and Representation, Fabrication, or Alteration of Information**
 - Furnishing false information in the context of an academic assignment.
 - Failing to identify yourself honestly in the context of an academic obligation.
 - Fabricating or altering information or data and presenting it as legitimate.
 - Providing false or misleading information to an instructor or any other University official.
4. **Theft of Damage of Intellectual property**
 - Sabotaging or stealing another person's assignment, book, paper, notes, experiment, project, electronic hard- or soft-ware.
 - Improper access to, or electronically interfering with, the property of another person or the University via computer or other means.
 - Obtaining a copy of an exam or assignment prior to its approved release by the instructor.
5. **Alteration of University Documents**
 - Forgery of an instructor's signature on a letter of recommendation or any other documents.
 - Submitting an altered transcript of grades to or from another institution or employer.
 - Putting your name on another person's exam or assignment.
 - Altering a previously graded exam or assignment for purposes of a grade appeal or of gaining points in a re-grading process.

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

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

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

First Occurrence: formal written warning, remediation, receiving a grade of “D” or “F” on the assignment; or in the course; or dismissal from the program of study, 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), or by a confidential Discipline Hearing Group comprised of 3-5 individuals identified and convened by the Associate Dean Academic Programs. The group may include Department Chairs (or their designee), Students, Program Council of Faculty Council representatives, other Associate Deans, a Student Affairs Officer, and may include a representative from the campus or another School (outside the School of Nursing).

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

All recommendations which involve dismissal from the specialty track, program of study, degree program, or the School of Nursing will be presented to a Discipline Hearing Group for final review and determination.

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

17. Overview of UC Policies on Recording and Use of Course Materials for Students

For the complete document, please see: <http://nurseweb.ucsf.edu/public/guidcapt.htm>