UCLA Joe C. Wen
School of Nursing

Student Handbook

For Current Post-Bachelor of Science to Doctor of Nursing Practice (Post-BS to DNP) Students

2025-2026

Introduction & Overview

UCLA Mission

UCLA's primary purpose as a public research university is the creation, dissemination, preservation and application of knowledge for the betterment of our global society.

To fulfill this mission, UCLA is committed to academic freedom in its fullest terms: We value open access to information, free and lively debate conducted with mutual respect for individuals, and freedom from intolerance. In all of our pursuits, we strive for excellence and diversity, recognizing that openness and inclusion produce true quality. These values underlie our three institutional responsibilities: education, research and public service.

Education

Learning and teaching at UCLA are guided by the belief that undergraduate, graduate, and professional school students and their teachers belong to a community of scholars. This community is dedicated to providing students with a foundational understanding of a broad range of disciplines followed by the opportunity for in-depth study in a chosen discipline. All members of the community are engaged together in discovering and advancing knowledge and practice. Learning occurs not only in the classroom but also through engagement in campus life and in communities and organizations beyond the university.

Research

Discovery, creativity, and innovation are hallmarks of UCLA. As one of the world's great research universities, we are committed to ensuring excellence across a wide range of disciplines, professions and arts while also encouraging investigation across disciplinary boundaries. In so doing, UCLA advances knowledge, addresses pressing societal needs and creates a university enriched by diverse perspectives where all individuals can flourish.

Service

Civic engagement is fundamental to our mission as a public university. Located on the Pacific Rim in one of the world's most diverse and vibrant cities, UCLA reaches beyond campus boundaries to establish partnerships locally and globally. We seek to serve society through both teaching and scholarship, to educate successive generations of leaders, and to pass on to students a renewable set of skills and commitment to social engagement.

Principles of Community

UCLA is an institution firmly rooted in its land-grant mission of teaching, research and public service. The campus community is committed to discovery and innovation, creative and collaborative achievements, debate, and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all faculty, students, administration and staff.

These Principles of Community are vital for ensuring a welcoming and inclusive environment for all members of the campus community and for serving as a guide for our personal and collective behavior.

- We believe that diversity is critical to maintaining excellence in all of our endeavors.
- We seek to foster open-mindedness, understanding, compassion and inclusiveness among individuals and groups.
- We are committed to ensuring freedom of expression and dialogue, in a respectful and civil manner, on the spectrum of views held by our varied and diverse campus communities.
- We value differences as well as commonalities and promote respect in personal interactions.
- We affirm our responsibility for creating and fostering a respectful, cooperative, equitable and civil campus environment for our diverse campus communities.
- We strive to build a community of learning and fairness marked by mutual respect.
- We do not tolerate acts of discrimination, harassment, profiling, or other conduct causing harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship or national origin, among other personal characteristics. Such conduct violates UCLA's Principles of Community and may result in imposition of sanctions according to campus policies governing the conduct of students, staff and faculty.
- We acknowledge that modern societies carry historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation and religion, and we seek to promote awareness and understanding through education and research and to mediate and resolve conflicts that arise from these biases in our communities.

The Principles of Community statement was developed by the Chancellor's Advisory Group on Diversity, since renamed the UCLA Council on Diversity & Inclusion. The group includes representatives from the administration, faculty, staff, and student and alumni communities.

As a Bruin, I Commit Myself to the Highest Ethical Standards.

Respect: I will respect the rights & dignity of others.

Accountability: I will be accountable as an individual & member of this community for my ethical conduct.

Integrity: I will conduct myself with integrity in my dealings with & on behalf of the University.

Service: I will make an impact in our global community through public service.

Excellence: I will conscientiously strive for excellence in my work.

As Bruins, we commit ourselves to the highest ethical standards, to respect the dignity of others, to behave ethically and deal with others honestly, to actively participate in civic life, and to always strive for excellence. Click here to *take the pledge*!

UCLA School of Nursing History

In 1949, the Regents of the University of California authorized the School of Nursing as one of the professional schools of the UCLA Center for the Health Sciences. This action paved the way in 1950 for the opening of an undergraduate program in nursing leading to the Bachelor of Science (BS) degree and made possible the establishment of a graduate program to award a Master of Science (MS) degree in Nursing in 1951. In 1966, the Master of Nursing (MN) degree was established as an alternate option to the MS degree. The MS degree program was discontinued in 1969. The UC Regents and UC Office of the President (UCOP) approved the Doctor of Nursing Science (DNSc) degree program in 1986, and in 1987 the first doctoral students were admitted. In 1995, the Regents and UCOP approved the change in the doctoral degree from DNSc to a Doctor of Philosophy degree in Nursing (PhD). Nearly, one year later, the change in the master's degree designation from MN to Master of Science in Nursing (MSN) was approved by UCOP and the Regents. In 2013, an *en route* MS option was established within the existing PhD program for students in the BS to PhD pathway.

The prelicensure BS Nursing degree program was closed to admissions in 1993 and the last class graduated in 1997. To meet the educational needs of Registered Nurses who had earned an Associate Degrees or a Diploma in Nursing was approved in 1997 and opened to admissions as the ADN-to-MSN program. The curriculum continued until 2010. To address the nursing shortage, the School of Nursing developed a new pre-licensure baccalaureate degree (BS) in Nursing with admission at the freshman or junior (transfer) level. Simultaneously, a Master's-Entry Clinical Nurse (MECN) curriculum was approved to admit pre-licensure students with bachelor's degrees in non-nursing disciplines. The MECN curriculum culminates in an MSN degree.

In 2018, the Office of the President and the Regents approved the Doctor of Nursing Practice (DNP) degree program as a Self-Supporting Degree Program (SSDP). The School of Nursing admitted its first class in Fall 2018.

In 2025, the School was renamed the UCLA Joe C. Wen School of Nursing in recognition of benefactor Joe C. Wen.

The Master of Science Advanced Practice Registered Nurse (APRN) program is scheduled to transition to a Post-BS to DNP program, launching in Fall 2025. The current Master of Science APRN program will close in Spring 2026. The SON submitted a proposal to the UC System to discontinue the SSDP DNP program in favor of a state-supported Post-BS to DNP program in 2026.

UCLA Joe C. Wen School of Nursing Mission

The UCLA Joe C. Wen School of Nursing remains committed to the longstanding mission of improving health, wellness, quality of life, and nursing care for people locally and globally, through research, education, nursing practice, and community engagement.

UCLA Joe C. Wen School of Nursing Vision

The UCLA School of Nursing is to transform and elevate nursing as global leaders through science, education, and practice.

UCLA Joe C. Wen School of Nursing Core Values

The fundamental principles that guide all of our education, research, and practice include:
- Excellence & Innovation
- Scientific Inquiry
- Integrity & Respect
- Teamwork
- Compassion

Accreditation

The UCLA Joe C. Wen School of Nursing programs of study are approved by the Academic Senate of the University of California, the California Board of Registered Nursing, and are accredited by the Commission on Collegiate Nursing Education (CCNE). Curricular oversight and periodic reviews are conducted by the UCLA

Academic Senate's Undergraduate and Graduate Councils. The University of California, Los Angeles holds accreditation from the Western Association of Schools and Colleges (WASC). In 2020, The Commission on Collegiate Nursing Education (CCNE) accredited the existing bachelor's, master's, and DNP degree programs. The next scheduled CCNE review of all programs will occur in 2030.

Organizational Chart

The UCLA Joe C. Wen School of Nursing's organization chart is reviewed and updated annually. The organization chart is posted for public review (click here).

Program Description & Learning Outcomes

Post-Licensure Programs

Purpose

The purpose of the post-licensure nursing programs at the University of California at Los Angeles Joe C. Wen School of Nursing is to prepare graduates to provide advanced practice health care, leadership, and scholarship. At the post-licensure level, two programs are offered, the Post-Bachelor of Science to Doctor of Nursing Practice (Post-BS to DNP) and the Doctor of Philosophy (Ph.D.) program. For more information about the PhD program, see the UCLA Joe C. Wen School of Nursing PhD Guidelines.

Post-Bachelor of Science to Doctor of Nursing Practice (Post-BS to DNP)

The DNP degree is a professional practice doctorate designed to develop competencies for advanced clinical and leadership roles beyond the bachelor's degree. The DNP degree is rapidly becoming the accepted and expected degree for APRN practice, which include the roles of nurse practitioner, nurse anesthetist, and nurse-midwife. Evidence-based practice, design of health systems, quality and safety of patient care and health-care policy are critical content emphasized in DNP programs. The DNP program follows the Essentials, for graduate nursing education promulgated by the national accrediting body, the American Association of Colleges of Nursing (AACN), comprised of ten Domains:

Domain 1.   Knowledge for Nursing Practice
Domain 2.   Person-Centered Care
Domain 3.   Population Health
Domain 4.   Scholarship for the Nursing Discipline
Domain 5.   Quality and Safety
Domain 6.   Interprofessional Partnerships
Domain 7.   Systems-Based Practice
Domain 8.   Informatics and Healthcare Technologies
Domain 9.   Professionalism
Domain 10.   Personal, Professional, and Leadership Development

Students will integrate competencies for advanced nursing practice across clinical care, leadership, health policy, and education, while also strengthening their scholarship in the area of evidence-based practice. In addition, students must select a specialization as an APRN in one of the following nationally recognized population-focused areas:

1) Adult Gerontology Acute Care Nurse Practitioner

2) Adult Gerontology Primary Care Nurse Practitioner with option of Occupational and Environmental Health certification
3) Family Nurse Practitioner with option of Occupational and Environmental Health certification
4) Pediatric Dual Primary/Acute Care Nurse Practitioner

Students will be mentored in clinical APRN roles through clinical experiences with SON expert clinical faculty and experienced nursing or medical clinicians and leaders. The curriculum follows the Consensus Model for APRN Regulation: licensure, certification, and education. Additionally, students will be mentored in advanced practice at the doctoral level in the areas of leadership, quality improvement, health policy, interprofessional collaboration, population health, and evidence-based practice. Knowledge and competencies gained in didactic and clinical courses will be applied by the student in development and completion of the Post-BS to DNP Scholarly Project.

Overview of Advanced Practice Registered Nurse Specialty Options within the DNP Program
An overview of the four nursing APRN specialties is listed below:

Adult Gerontology Acute Care Nurse Practitioner. The Adult/Gerontology – Acute Care Nurse Practitioner is educated at the master's or doctoral level with expertise in the care of the adult/gerontology population with high intensity nursing and medical needs, including acute, critical, and complex chronic health conditions. The population of interest is adults, from late adolescence through senescence, who have acute, critical and complex chronic health needs. The age and patient status, not the location of the patient, is key; students may care for patients in a variety of settings, including the patient's home, outpatient clinics, medical/surgical wards, critical care units, or emergency/urgent care units. Graduates assume an advanced practice role in the care of adult/gerontology patients with acute illnesses or with exacerbations of chronic illness and with high-intensity nursing and medical needs. While all students are expected to gain proficiency with care of adult/gerontology patients in acute care general medicine settings, students may also select an area of focus within the adult/gerontology population.

Adult Gerontology Primary Care Nurse Practitioner (with option of Occupational and Environmental Health certification). The Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) is a Registered Nurse educated at the master's or doctoral level as a nurse practitioner. The focus of care for the AGPCNP is individuals across the adult age spectrum from late adolescence through older adulthood including comprehensive end-of-life care. Graduates of the UCLA Joe C. Wen School of Nursing Adult/Gerontology Primary Care Nurse Practitioner program assume an advanced practice role in the comprehensive

care of patients with health promotion, disease prevention, chronic disease management and short-term illness or injury needs. Additional coursework in occupational health and environment can be added to prepare graduates in providing care to adults in work settings.

Family Nurse Practitioner (with option of Occupational and Environmental Health certification). The Family Nurse Practitioner (FNP) is a registered nurse educated at the master's or doctoral level as an Advanced Practice Registered Nurse. The focus of care for the FNP is children and adults of all ages, in the context of the family unit. The FNP is educated to provide high quality, continual and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management and illness prevention. The FNP implements evidence-based practice guidelines and critically analyzes and adapts health care interventions based on individualized assessments of individual/family needs. The FNP practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. Family nurse practitioners practice primarily in ambulatory care settings. Graduates of the UCLA Joe C. Wen School of Nursing Family Nurse Practitioners program assume an advanced practice role in the care of patients within the context of family, culture, and community. Understanding social determinants of health, Family Nurse Practitioners provide care to patients across the lifespan with a focus on health promotion, wellness, chronic disease management, and short-term acute injury and illnesses.

Pediatric Dual Primary/Acute Care Nurse Practitioner. The Pediatric Nurse Practitioner Primary Care (PNP-PC) and the Pediatric Nurse Practitioner Acute Care (PNP-AC) is a Registered Nurse educated at the master's or doctoral level as a nurse practitioner. The focus of care for the PNP is newborns to young adults up to 21 years of age. The PNP-PC is educated to provide continual and comprehensive wellness and illness care by providing preventive health services, patient education, disease management and illness prevention. The dual-certified PNP is prepared to implement evidence-based practice guidelines and to critically analyze and adapt health care interventions based on individualized assessments of child/family needs. The PNP-PC practices in the context of community, with broad knowledge, sensitivity and awareness of the specific needs of people from diverse populations and cultural backgrounds. The PNP-AC practices in the context of high-intensity nursing and medical needs, including acute, critical, and complex chronic health needs. Graduates of the UCLA Joe C. Wen School of Nursing dual PNP program assume an advanced practice role in the care of newborns to young adults. The dual PNP will be able

to provide comprehensive wellness and illness care through preventive health services, patient education, acute and complex illness, and chronic disease management.

Occupational and Environmental Health option. Students enrolled in the Adult/Gerontology Primary Care Nurse Practitioner or Family Nurse Practitioner specialties can elect to take additional courses in Occupational and Environmental Health Nursing to prepare them for a role on interdisciplinary teams addressing worker health and safety in today's global economy with increasingly complex and diverse work settings. With this option, students are educated to provide continual and comprehensive wellness and illness care to adults by providing preventive health services, patient education, disease management and illness prevention with emphasis on occupational and environmental hazard identification and control, screening, surveillance and rehabilitation of workers.

In their practice, Post-BS to DNP students use logic and reason distinguished by intellectual curiosity and individual creativity. Post-BS to DNP apply multidisciplinary theories, including nursing, biologic, behavioral, management, social/environmental and organizational theories to develop, implement and evaluate models of patient care and quality of services. They are able to competently assess, diagnose, plan, implement, manage and evaluate the care of patients, groups of patients and families from diverse cultural backgrounds. The curriculum prepares students for careers in advanced practice and for the national NP in the specialty program into which they were admitted.

Learning Outcomes

After completing the DNP Degree within an area of advanced practice, graduates achieve the following learning outcomes:

1. Domain #1: Knowledge for Nursing Practice: Synthesize, translate, and apply theoretical perspectives and current and emerging evidence from nursing science and other disciplines, including a foundation in liberal arts and natural and social sciences to improve clinical judgment, provide effective health care, and evaluate health outcomes for diverse patients, families, and communities.
2. Domain #2: Person-Centered Care: Partner with individuals and groups in just, respectful, compassionate person-centered relationships based on effective communication, collaboration, and shared decision-making when assessing patient needs, diagnosing actual and potential health problems, designing coordinated, evidence-based treatment and education plans, and monitoring individual and aggregate data to achieve optimal outcomes for diverse populations.
3. Domain #3: Population Health: Protect and promote population health throughout the continuum of care from prevention to disease management, by analyzing, evaluating, designing, and advancing health programs and policies in traditional and non-traditional partnerships with interprofessional teams, government entities, industry, academia, and

community groups to achieve equitable outcomes that are effective and cost efficient across practice settings and systems.

4. <u>Domain #4: Scholarship for Nursing Practice:</u> Generate, synthesize, translate, apply, and disseminate nursing knowledge, practice initiatives, and innovations in order to improve health, transform healthcare, and promote ethical conduct in scholarly activities.

5. <u>Domain #5: Quality and Safety:</u> Employ established and emerging principles of safety and improvement science in leading process improvement initiatives that incorporate local, national, and global quality benchmarks to reduce risk of harm to patients and providers through both system effectiveness and individual performance that establish a culture of safety.

6. <u>Domain #6: Interprofessional Partnerships:</u> Establish intentional collaboration with interprofessional partners, patients, families, communities, and other stakeholders to address healthcare needs and provide comprehensive, quality health care by representing professional nursing's unique perspective, fostering an inclusive environment, and evaluating team performance to improve the healthcare experience and promote equitable outcomes.

7. <u>Domain #7: Systems-Based Practice:</u> Design, coordinate, and evaluate healthcare practices, processes, and policies in complex healthcare systems to promote safe, quality, equitable, cost-effective healthcare for diverse populations through the use of innovation and evidence-based practice.

8. <u>Domain #8: Informatics and HC Technologies:</u> Appraise, promote and use data, information, knowledge and wisdom through healthcare technologies and informatics processes to provide care; gather and analyze data to drive decision-making and support professionals to deliver and manage efficient healthcare; promote equitable and effective healthcare outcomes; and advance nursing science in accordance with best practice and professional and regulatory standards.

9. <u>Domain #9: Professionalism:</u> Embrace, exemplify and sustain a professional identity that reflects the accountability, ethics, ideals, characteristics, and values of the nursing profession, while prioritizing the integration of diversity, equity, and inclusion as fundamental elements of both nursing practice and professional identity.

10. <u>Domain #10: Personal, Professional, and Leadership Development:</u> Cultivate leadership in self and others that fosters personal growth and wellbeing, professional development, healthy workplace environments, and lifelong learning through reflection and formal and informal professional associations.

In addition, functional objectives for each area of advanced practice for the Post-BS to DNP degree provide role preparation for Nurse practitioners to deliver advanced nursing care through the assessment, diagnosis and management of health/illness needs in primary healthcare, assuming responsibility and accountability for the continuity of healthcare in both health and illness.

Curriculum, Progression, and Degree Requirements

Course Sequences

The course sequence outlines the specific order in which students must take their nursing courses throughout the lock-step program. It serves as a roadmap, ensuring students complete required courses in the correct sequence to meet program and clinical requirements.

Post-BS to DNP Course Sequence

The Post-BS to DNP course sequences can be found [here](#).

Progression in the Program

The Post-BS to DNP curriculum includes core courses, and additional specialty courses that vary by concentration. The Post-BS to DNP core coursework, as specified in the [The Essentials: Core Competencies for Professional Nursing Education](#) (American Association of Colleges of Nursing, 2021), include: N231, Advanced Pathophysiology; N234A/N234B, Advanced Pharmacology; and N440, Advanced Assessment and Clinical Diagnosis. The number of directly supervised clinical practice hours required for the degree ranges from 720-1,130.

General Requirements

Progression within a course, from course to course and level to level, is governed by the Student Affairs Committee (SAC) regulations as stated in this section. Students are responsible for completing *all* courses at the designated level before going on to the courses in the following quarter.

Program requirements are available on the Division of Graduate Education website [here](#).

A student who fails a nursing course is required to meet with their faculty and Student Affairs to develop an individualized remediation plan that may strengthen their ability to be successful in the curriculum. The plan will include what they will do in the interim prior to repeating the failed course and what actions they will take to ensure successful completion of that course. Students also are urged to consult with the Director of Student Services about resources on campus that may be available to them.

Faculty may ask SAC to review a student's record on the basis of classroom and/or clinical performance, professionalism, attendance or tardiness. The committee may recommend the Division of Graduate Education to put the student on academic notice, make conditional requirements, or recommend dismissal from the program. SAC will review the cases, and may request an interview with, any student that is placed on academic probation or is subject to dismissal.

Doctoral Project (Post-BS to DNP Scholarly Project)

A Post-BS to DNP Scholarly Project is a required component of this professional degree program. Students complete a residency, develop a proposal, and implement the project as part of their doctoral training. The Scholarly Project demonstrates the synthesis of evidence-based practice within the student's specialty area and requires the application of leadership, policy, quality improvement, management, and clinical expertise. Each student collaborates with a healthcare agency to address a real-world health issue. Strong professional writing and public speaking skills are expected throughout the process.

The Scholarly Project must reflect an original and independent contribution to nursing science. At the UCLA Joe C. Wen School of Nursing, the typical format follows a clinical inquiry using a research question framework, such as PICOT (Population, Intervention, Comparison, Outcome, Time), though the final format is determined by the student's Committee Chair. The completed project includes the following chapters, with references, tables, and appendices: (1) Introduction and Statement of the Problem, (2) Research Question Framework, (3) Theoretical or Quality Improvement Framework, (4) Literature Review with Synthesis, (5) Methodology, (6) Analysis and Results, (7) Discussion, and (8) Implications for Research and Practice.

Students begin by writing a Scholarly Project Proposal, which serves as their Written Qualifying Exam and must be approved by their Committee prior to the Oral Defense. The Committee Chair guides the student in preparing materials for the Oral Qualifying Examination and formatting the project chapters or alternative materials. Project implementation begins in the third year of study, following completion of didactic coursework and successful passage of both the Written and Oral Qualifying Exams. Preparation for research and proposal writing is supported through Nursing 470A–D, a series of clinical nursing seminars.

Post-BS to DNP Scholarly Project Committee members, otherwise known as Certifying Members, will be available to the student for guidance while implementation of the project is in progress. Certifying members act in accordance to university policy posted here.

Protection of Human Subjects and Institutional Review Board (IRB)

Human subjects research associated with the Post-BS to DNP Scholarly Project and conducted as a UCLA graduate student must be reviewed and approved (or deemed exempt) by the UCLA Office of the Human Research Protection Program (OHRPP)/Institutional Review Board (IRB). Information is available on the UCLA OHRPP website.

Students register for an IRB account with the assistance of their Committee Chair. The IRB process is introduced in N470A and is expected to be completed and approved or determined as exempt prior to project implementation in N470B or N470C. Students are expected to first seek IRB at the institution or setting where the project will be implemented *prior to* submitting to the UCLA IRB.

Most clinical settings require IRB review, even for evidence-based or quality improvement projects. It is the student's responsibility to: (a) identify institutional IRB requirements; (b) identify and follow additional review processes (e.g., research committees); and (c) obtain necessary approvals from stakeholders (e.g. Chief Nursing Officer) or policies/procedures that govern project implementation. This investigation must be conducted in Summer Quarter-Year 2, consistent with the *Standards and Procedures for Graduate Study at UCLA*.

Requirements for IRB at UCLA Health Facility
Students conducting their Post-BS to DNP Scholarly Project at a UCLA Health facility must contact the *UCLA Health Center for Nursing Excellence* to obtain clearance to perform the project at UCLA Health and follow the *UCLA Health Center for Nursing Excellence's* guidelines (in addition to the submission to the UCLA IRB).

DNP Scholarly Project Written Proposal

The DNP degree prepares graduates to translate evidence into practice at a population or systems level. The purpose of the DNP Scholarly Project is to demonstrate the student's ability to critically analyze and synthesize scientific evidence, apply findings to practice, and contribute to the creation of new knowledge that advances evidence-based practice (EBP). The Scholarly Project is carried out through a sequence of four courses (N470A-D) that integrate structured didactic content, clinical hours, and project implementation in the student's practice setting.

The DNP Scholarly Project is expected to align with an established design. Typical examples include the following five designs:

- **Quality Improvement**: Analysis of performance and development of systematic efforts in order to improve outcomes.
- **Translating Evidence into Practice**:
  o Evaluation and application of best evidence to improve practice outcomes.
  o Examination of a clinical or practice-based issue and implementation of best evidence to make a practice change.
- **Program Development and Evaluation**: Development of a program to address a gap in care and evaluation of outcomes.
- **Health Care Policy**: Analysis of a policy to determine its congruence within the current practice context and possible policy modification recommendations.

After consultation with the student, the student will be assigned a DNP Scholarly Project Committee Chair and Committee Members by the beginning of Spring Quarter-Year 1. The Committee ensures that both the clinical application of research and the written project are of high quality and demonstrate the student's competence as an independent clinician. The

student develops a written project proposal, which must be approved by all Committee members prior to the student's required oral defense. Following project implementation and evaluation, the final oral defense is scheduled at the discretion of the Committee.

Guidelines and Policies for the Written Qualifying Examination

Purpose of the Written Qualifying Examination

The Written Qualifying Examination evaluates the student's ability to integrate knowledge from nursing science, nursing theory, statistics, bioethics, and the student's selected area of study. The purpose of this exam is to assess the student's ability to synthesize knowledge as demonstrated by the selection and integration of knowledge. The Written Qualifying Examination can be used to evaluate strengths and weaknesses in the mastery of content presented in the first and second-year courses. In addition, this will aid in the identification of existing learning needs and facilitate appropriate academic counseling regarding program planning.

The Written Qualifying Examination is required of all doctoral students upon successful completion of all the core didactic courses of the first eight (8) quarters of study with passing grades and a 3.0 cumulative grade point average.

The exam requires students to:

1. Identify a clinical problem and/or phenomena of study
2. Discuss the scientific underpinnings that shape the clinical problem or phenomena
3. Discuss and apply a conceptual or theoretical framework
4. Provide a thorough review of the literature and table of evidence
5. Provide discussion and a summary that describes how the research will translate to shape nursing practice, the delivery of health care, and improve patient outcomes
6. Propose an intervention including the clinical site, population and methodology to address the clinical problem.

The DNP Scholarly Project Proposal serves as the student's Written Qualifying Examination. It is assigned in Summer Quarter of Year 2 and must be completed by the start of Fall Quarter of Year 3. The exam is graded on a pass/not pass basis by up to three faculty readers, typically the student's Committee Chair and additional PhD or DNP faculty. Readers may include members of the DNP Scholarly Project Committee and are assigned by the DNP Program Director in coordination with the Associate Dean of Academic Affairs. The exam is assigned a passing score if two readers independently evaluate the exam as passing. If two

readers assign a "not pass," the student must revise and resubmit the exam. All students receive written feedback from their advisor.

Students who do not pass on the first attempt may retake the exam once. In that case, students must meet with their Committee Chair to develop a remediation plan, which may include coursework, tutoring, or experiential learning. The revised written qualifying exam must be submitted by the end of Fall Quarter of Year 3. Students who do not pass the second attempt are referred to the School of Nursing Student Affairs Committee and the Division of Graduate Education for possible academic disqualification.

Procedure for the Written Qualifying Examination

- The DNP Program Director and Assistant Program Director will provide a briefing about examination procedures and grading criteria in N470A.
- Students must submit their examination to TurnItIn through UCLA's *Bruin Learn* platform (Canvas).
- Examination will be reviewed and graded by assigned readers, as described above.
- All exams will be judged on a Pass/Not Pass basis.
- If a student is unable to submit the examination on the specified date due to illness or emergency, they must immediately notify the DNP Scholarly Project Committee Chair, DNP Program Director, Assistant Program Director, and the Student Affairs Officer.
- Readers will send the official examination results to the student's UCLA email address and notify the DNP Program Director, and Assistant Program Director, and Student Affairs Officer.
- Examinations will be filed and retained electronically for a period of two years after completion of the DNP program.

Criteria for Passing the Written Qualifying Examination

To pass the Written Qualifying Examination, the student must demonstrate the following:

- **Comprehensive Literature Review**: Provides a thorough review of literature that is comprehensive, complete, logical and responsive to the specific clinical problem(s) being addressed. All crucial aspects of the problem are addressed accurately and in detail.
- **Originality**: Produces a creative, independent, and original written examination.
- **Theoretical Application**: Selects and appropriately applies one or more conceptual or theoretical frameworks.

- **Research Competence**: Demonstrates an understanding of the research process and draws valid and appropriate implications.
- **Critical Analysis and Synthesis**: Analyzes and synthesizes knowledge from coursework and readings, integrating pertinent concepts.
- **Organization and Clarity**: Organizes material logically and clearly, reflecting synthesis of concepts, while demonstrating creativity and originality.
- **Citation**: Cites relevant scholarly sources in required citation format to support responses.

The examination is scored on a 100-point scale. A minimum score of 80 points is required to pass.

Academic Integrity on the Written Qualifying Examination

Since the Written Qualifying Examination is intended to demonstrate that students have mastered the material covered in Years 1 and 2 of doctoral study, students are expected to present their own work, with no outside help from faculty, other students, advisors, consultants or editors. Graduate students at UCLA are expected to write in standard, scholarly English. No outside assistance or editors will be permitted for any graded coursework, assignments, or the Scholarly Projects. Plagiarism, copying, and deception are violations of the Student Code of Conduct. Suspected cases will be reported to the Office of the Dean of Students for investigation and adjudication. See the Office of the Dean of Students website for more information on Academic Integrity.

Students submit their exams through the TurnItIn portal (through UCLA's *Bruin Learn* platform, also known as Canvas), where they will be reviewed for originality prior to being read by faculty graders. Once the final Written Qualifying Examination is submitted to the TurnItIn portal, any incident of plagiarism or self-plagiarism that is evident through the TurnItIn originality report will be referred directly to the Associate Dean of Student Affairs to be immediately referred to the Office of the Dean of Students for investigation and adjudication.

Guidelines and Policies for the Oral Qualifying Examination

Purpose of the Oral Qualifying Examination

The purpose of the Oral Qualifying Examination is to evaluate the student's DNP Scholarly Project proposal. After passing the Oral Qualifying Examination, the student will Advance to Candidacy.

Oral Qualifying Examination

After the satisfactory completion of the Written Qualifying Examination, the student is eligible to take the Oral Qualifying Examination after completing:

- All Year 1 and Year 2 core courses
- Passing score on the Written Qualifying Examination

After successfully completing the Oral Qualifying Examination, the student must notify the Student Affairs Officer, who will then file the *Report on the Qualifying Examination and Request for Advancement to Doctoral Candidacy* form with the Division of Graduate Education. The students' advancement to candidacy will be processed and students will be billed the Advancement to Candidacy fee when the report is filed with the Division of Graduate Education.

Scheduling the Oral Qualifying Examination

Prior to scheduling the Oral Qualifying Examination, the Written Qualifying Examination must be passed. The Post-BS to DNP Scholarly Project Proposal serves as the Written Qualifying Examination after completion of the first course in the series of project courses: N470A, Project Conceptualization. See Written Qualifying Exam.

The University Oral Qualifying Examination evaluates the student's Post-BS to DNP Scholarly Project proposal. The DNP Scholarly Project Committee will evaluate the student's performance and will determine the outcome. A student passes the examination with no more than one "Not Pass" vote. If a student is unable to take the examination on the specified date due to illness or other emergency, they must notify the DNP Scholarly Project Chair as soon as possible, to request approval for rescheduling.

Advancement to Candidacy

Students are advanced to candidacy upon successful completion of the Written and Oral Qualifying Examinations. Successful completion of DNP Scholarly Project course series is necessary in order for the student to plan, implement, and evaluate the DNP Scholarly Project. Each member of the committee reports the examination as "Pass" or "Not Pass." A student may not be advanced to candidacy if more than one member votes "Not Pass" regardless of the size of the committee as stated in the *Standards and Procedures for Graduate Study at UCLA*.

Guidelines and Policies for the Final Oral Defense

Purpose of the Final Oral Defense

The purpose of the Final Oral Defense, also known as the Final Oral Examination, is for the student to orally defend their DNP Scholarly Project to the full DNP Scholarly Project Committee.

Procedure for the Final Oral Defense

A Final Oral Examination of the project is, at the DNP Scholarly Project Committee's discretion, not required of all Post-BS to DNP students. If the Post-BS to DNP Scholarly Project Committee Chair decides to waive the Final Oral Examination, all members must indicate the exemption status and sign the *Reconstitution of the Doctoral Committee and/or Change in Final Oral Examination Requirement* form, which can be obtained from the Student Affairs Officer. Only the Post-BS to DNP Scholarly Project Committee Chair can determine whether the Final Oral Defense can be waived.

Should the Chair decide that a Final Oral Examination is required, the final oral defense will follow the guidelines as stated in the *Standards and Procedures for Graduate Study at UCLA*. The examining committee will consist of all members of the Post-BS to DNP Scholarly Project Committee.

Procedures for Scheduling the Final Oral Examination (DNP Scholarly Project Defense)

- When the DNP Scholarly Project Committee Chair is satisfied with the quality of the project, the student should distribute it to the DNP Scholarly Project Committee members for their feedback.
- After allowing *at least two weeks* for the Committee members to read the DNP Scholarly Project, the student should contact them for feedback.
- The student should discuss the feedback with the Chair, make revisions and redistribute the written project to the committee *at least two weeks* before the scheduled date for the Final Oral Examination. The DNP Scholarly Project Committee must agree that the student is ready for the Final Oral Examination.
- If there are conflicting recommendations for revisions from Committee Members/Chair, a meeting between the student, Chair and relevant Committee Member(s) is needed to work through conflicts.
- The student, in consultation with the DNP Scholarly Project Chair, the other members of the Committee and the Student Affairs Officer, is responsible for scheduling the date and place of the Final Oral Examination. At the Committee Chair's discretion, the Oral Qualifying Examination can be performed virtually. If the Committee Chair requires the examination to take place in-person, the Student Affairs Officer can assist in reserving a conference room in the UCLA Joe C. Wen School of Nursing for the exam.
- The candidate will be expected to respond to any substantive and/or methodological questions raised during the meeting.
- The Post-BS to DNP Scholarly Project Committee will evaluate the student's performance on the Final Oral Examination and will determine whether the student passed or did not pass. The student will pass with no more than one "not passed" vote.
- With approval by majority of the voting members of the Post-BS to DNP Scholarly Project Committee, the Final Qualifying Examination may be repeated once.

- The same Post-BS to DNP Scholarly Project Committee evaluates a re-take of the Oral Qualifying Examination. The student will pass with no more than one "not passed" vote.
- If the student is unable to take the examination on the specified date because of illness or other emergency, they must notify the Post-BS to DNP Scholarly Project Chair as soon as possible for approval to reschedule the examination.
- Certifying Committee members will be responsible for final verification that the completed project meets the criteria set by the UCLA Joe C. Wen School of Nursing and the Division of Graduate Education for an acceptable Post-BS to DNP Scholarly Project.

When the Committee Chair determines that the project is ready for filing, the student files their final Post-BS to DNP Scholarly Project Manuscript electronically as required by the Division of Graduate Education.

Filing Final Manuscript with Division of Graduate Education

The final Post-BS to DNP Scholarly Project Manuscript must be filed by the filing deadlines determined by the Division of Graduate Education for students to participate in the UCLA Doctoral Hooding Ceremony and the UCLA Joe C. Wen School of Nursing Commencement Ceremony. The final Post-BS to DNP Scholarly Project Manuscript must follow the Division of Graduate Education's formatting requirements. Students are strongly encouraged to start formatting their manuscripts at the start of the quarter in which they intend to file. Students should attend Division of Graduate Education's Electronic Thesis & Dissertation Filing workshop and utilize the drop-in hours to learn about the filing process and to receive formatting support.

Post-BS to DNP Academic Progress
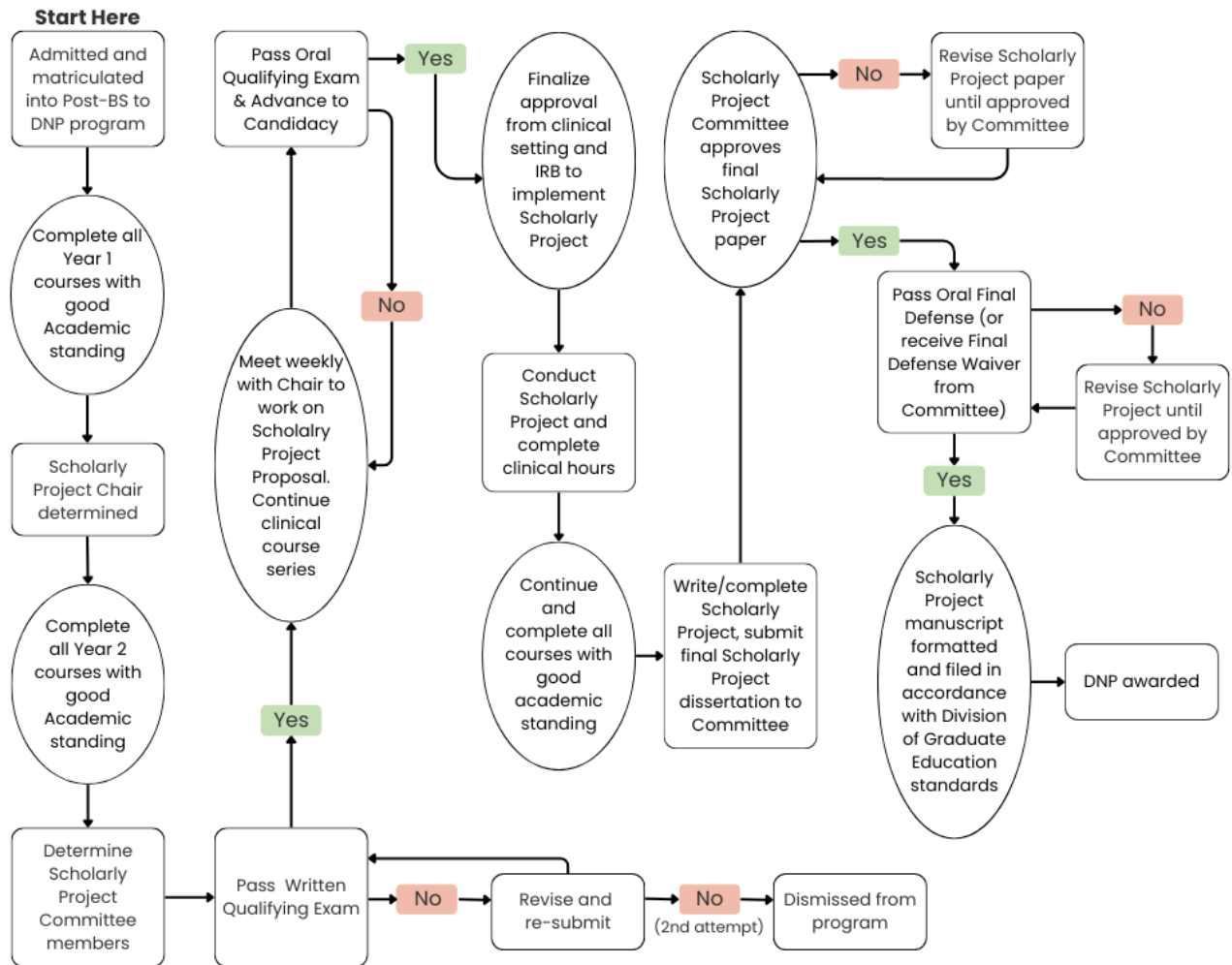
Time-to-Degree

The normative time from matriculation to degree is eleven quarters (33 months) for the DNP degree. From admission to advancement to candidacy (successful completion of the Oral Qualifying Examination), the normative time is nine quarters. The maximum time for degree completion is 20 quarters, or five (5) years.

Degree	Normative Time to Advance to Candidacy	Normative Time to Graduation	Maximum Time to Graduation
DNP	9 quarters	11 quarters	20 quarters

Advisement

Overview

Upon admission and in the first year of the program, students speak and meet with their course faculty as needed for questions. Any unresolved matters and advising questions can be addressed with the Program Director as requested and recommended by faculty. Before the second year, the student identifies an advisor who will serve as Committee Chair of their Post-BS to DNP Scholarly Project doctoral committee. Together, student, Program Director, and Advisor(s), will identify academic and personal needs and match them with available school and University resources to maximize the student's ability to reach educational and professional goals. The Post-BS to DNP Scholarly Project Chair will meet with the student on a routine basis to review and document the student's progress.

Role of the Faculty Advisor

The faculty advisor plays an important role in orienting the student to the School and the program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience and monitoring the student's progress in adjusting to doctoral study. The specific responsibilities of the faculty advisor to the student are to:

- Interpret the program's design, requirements, and policies.
- Assist in planning objectives for doctoral study and clarifying career goals.
- Assist in planning the student's program of study in accordance with program requirements, individual clinical interests, and career goals.
- Communicate with the student, DNP Student Affairs Officer, Committee Chair, DNP Program Director, and Assistant Program Director when the student is not progressing at the appropriate level and assist the student with finding methods to improve.

If a student wishes to change their faculty advisor prior to nomination of the Post-BS to DNP Scholarly Project Committee, it is recommended that the student file a General Student Petition with the Student Affairs Officer. The previous advisor, the requested/new advisor, and the Student Affairs Officer must approve the petition. The Associate Dean of Academic Affairs will be responsible for final review and approval of the petition.

Qualification and Selection of DNP Scholarly Project Committee Chair

For information on the qualifications of doctoral committee membership, see the *Standards and Procedures Guide for Graduate Study*.

Role of the DNP Scholarly Project Committee Chair

The DNP Scholarly Project Committee Chair serves as the student's faculty advisor beginning in the Spring Quarter of the first year, unless otherwise requested. The Chair has primary responsibility for guiding the student through the clinical project process and ensuring the quality and timely completion of all requirements.

Responsibilities include:

Advising and Project Guidance
- Guide the student in identifying and delineating a clinical problem and population.
- Oversee the development of the written proposal, project implementation, outcome evaluation, and final product.
- Guide the student through Institutional Review Board (IRB) review processes.
- Meet with the student, at minimum, monthly starting in Spring Quarter-Year 1, on a regular basis during the N470 clinical series and more frequently during project implementation, data analysis, evaluation, and writing of final product.

Committee Leadership
- Assist the student in selecting Committee members.
- Lead the Committee in monitoring student progress and ensuring consistent communication and expectations.
- Communicate concerns (e.g., delays in progress, recommendations for postponement) to the DNP Program Director, Assistant Program Director, and Student Affairs Officer for the DNP Program.

Examination Responsibilities
- Determine, in collaboration with the student, their readiness to take the Oral Qualifying Examination.
- Serve as Chair of the Committee administering the Oral Qualifying Examination.
- Determine, in consultation with the Committee, whether the student must complete a Final Oral Defense, and lead the Final Oral Defense, if required.

Administrative Duties
- Evaluate the student's progress toward completion of degree requirements.
- Complete and forward the report from the Examining Committee to Student Affairs Officer.
- Certify the final written DNP Scholarly Project Manuscript.

Qualification and Selection of DNP Scholarly Project Committee

The Chair, DNP Program Director, DNP Assistant Program Director, and faculty teaching in the DNP program assist students with formulating the committees. The committee consists of at minimum two UCLA Joe C. Wen School of Nursing qualified faculty members. Qualifications of

members must be consistent with the student's area of research and special interests and also with the requirements for doctoral committees as stated in the *Standards and Procedures Guide for Graduate Study*. Additional members, including those from an institution or clinical agency representing the student's clinical and research interests who meet the requirements for committee membership as stated in the *Minimum Standards for Professional Doctoral Committees* will be considered for additional membership on the DNP Scholarly Project Committee. A staff member (e.g., Statistician) may serve on the DNP Scholarly Project Committee as an additional member, in addition to the three required members.

The choice of DNP Scholarly Project Committee Members is based on mutual consent between the Committee Members, the DNP Scholarly Project Committee Chair, and the student. Students are responsible for obtaining the consent of at least three faculty members to serve on the DNP Scholarly Project Committee as certifying members. With the help of the Student Affairs Officer, the student files the *Nomination of Professional Doctoral Committee* form. A list of qualifications for service on a doctoral committee is included in the *Standards and Procedures Guide for Graduate Study*. A list of the UCLA Joe C. Wen School of Nursing's faculty who are eligible to serve on a DNP Scholarly Project Committee is available from the Student Affairs Officer for the DNP Program. The student, the Student Affairs Officer and each committee member will receive, by email, a copy of the approval form generated by the Division of Graduate Education. For specific criteria on which faculty may serve on a doctoral committee, see the Professional (Non-Ph.D.) Doctoral Committee Policy.

Role of the DNP Scholarly Project Committee

The DNP Scholarly Project Committee, selected on the basis of experience relevant to the clinical research, serves in an advisory capacity to the student. The Committee ensures that the clinical application of research and written project are of sufficiently high quality to demonstrate to the scientific community at large the student's competence as an independent clinician.

Responsibilities include:

Advisory and Mentorship
- Advise on and, when appropriate, approve the Scholarly Project plans and the written project proposal (approval requires a majority vote).
- Be available to the student for consultation regarding Scholarly Project application and outcomes. Guide and mentor student and offer subject matter expertise.
- Meet and/or communicate with the student on a regular basis and as needed during project proposal development and implementation. These meetings should be initiated and scheduled by committee member and/or student.

Evaluation
- Read and score the written proposal.
- Attend and evaluate the Oral Qualifying Examination, after the student has passed the Written Qualifying Exam.
- Read the final project in its entirety and, when appropriate, designate the project to be defensible.
- The Committee's designation of the project as complete and acceptable is based upon majority rule.
- Certify the final written DNP Scholarly Project Manuscript.

Administrative and Governance
- Ensure that final approval of the Scholarly Project (proposal, oral exam, and final written project) reflects a majority decision of the Committee.
- Serve as members of the student's Final Oral Examination Committee.
- Abide by current Committee Constitution standards and directives by the Division of Graduate Education, which are subject to change through the course of the program.

Student Responsibilities

Student Responsibilities with Respect to Advisement

The student is required to:
- Communicate quarterly with the advisor regarding progress, goals and plans.
- Select a DNP Scholarly Project Chair.
- Initiate contact with faculty member whom they would like to consider as DNP Scholarly Project Chair.
- Select, with the approval of the DNP Scholarly Project Committee Chair, members of their project committee.
- Initiate contact with faculty members being considered as members of the DNP Scholarly Project Committee. Maintain regular bi-weekly communication and meetings with the Committee Chair.
- Become familiar with and comply with all relevant policies and procedures as set forth by the Division of Graduate Education and the Curriculum Committee of the UCLA Joe C. Wen School of Nursing. Many of the policies are available on the Division of Graduate Education website.
- Report problems that delay completion of the degree requirements to the advisor and the Student Affairs Officer of the DNP Program.

Student Responsibilities Related to Completion of Degree Requirements

The student is expected to:
- Submit to their project committee, in a timely manner, a proposed project topic and a written proposal.
- Take an active part in planning their individualized course of study, including selecting appropriate clinical site and population for DNP Scholarly Project.
- Check transcript at the end of each quarter to be certain that courses are listed correctly and grades are reported accurately. If an error was made in enrolling or a grade is missing, it is the student's responsibility to follow-up with the appropriate forms or notify the instructor that the grade must be filed. This includes follow-up on courses taken on other campuses.
- Complete any incomplete coursework by the end of the next full quarter of enrollment or by an earlier, mutually agreed upon deadline.
- Maintain continuous registration or, if that is not possible, request a *Leave of Absence* through the Student Affairs Officer.
- Remain in good Academic Standing throughout the program. See Academic Policies & Procedures section of this DNP Student Handbook. Submit via General Student Petition, any request for change in major area of study, or change in advisor or Committee Chair.
- Submit all necessary forms at the appropriate time: Independent Study Petitions, yearly signed progress reports, Nomination of DNP Scholarly Project Committee, Report on Oral Qualifying Examination and Advancement to Candidacy, and Report on Final Oral Examination.
- Submit changes of name, address, phone or email in writing to the Advisor, to the Student Affairs Officer, and on MyUCLA.
- Participate in program evaluation process via completion of progress reports and surveys requested by the UCLA Joe C. Wen School of Nursing and the UCLA Division of Graduate Education.

Student Responsibilities Related to Teaching Assistantships (TAs/TA-ships)

Students can apply to serve as Teaching Assistants. Students must meet criteria for eligibility including maintaining good academic standing to be eligible to serve as Teaching Assistants (see Academic Standing section of this Post-BS to DNP Student Handbook). All students serving as Teaching Assistants must have made and continue to make normative progress towards graduation.

Students chosen to serve as teaching assistants must complete required self-learning modules and coursework to proceed in the position.

Changes in Personal Information

Change in student's name, address, and/or telephone number should be communicated in writing to each the following:

- Student Affairs Officer
- Office of the Registrar (name change form available in Student Affairs Office, change address through MyUCLA)
- Student's advisors and DNP Scholarly Project Chair

To facilitate contact with alumni, address changes following graduation should be submitted to the Student Affairs Office.

Students are expected to notify UCLA Joe C. Wen School of Nursing of changes to contact information, after graduation. For accreditation purposes, the School of Nursing will contact students to request responses to surveys. Students are expected to respond to survey requests to help ensure that the Doctor of Nursing Practice program accurately tracks students' activities and professional and academic progress post-graduation for accreditation purposes.

Leave of Absence

Students can petition to take a *Leave of Absence* (LOA) for various authorized reasons that meet the Division of Graduate Education's criteria for a LOA. Students who seek to take a LOA require approval from the Program Director and are *required* to develop a return-to-school academic plan with the Program Directors and their Committee Chair *before* the start of the LOA.

Students who take Leaves of Absence are strongly advised to fully complete and receive final letter grades for all courses before taking their leave.

Academic Policies & Procedures

Grading Scale

Progression within a course, from course to course and level to level is governed by the Student Affairs Committee regulations as stated in the progression policies, specific to each program. Students are responsible for completing and passing with the minimum required grade in all courses in a given quarter, based on the UCLA Joe C. Wen School of Nursing progression policies, before going on to the courses in the following quarter. The UCLA Joe C. Wen School of Nursing follows the university's grading scheme, which is available here.

Grading

For Post-BS to DNP students, any grade lower than a "B" is considered a fail in a clinical course; any grade lower than a "C" is considered a fail in a didactic course. Refer to the [Progression](#) section for more information.

Grading Policy

Posting of Grades

Faculty follow course-specific grade posting policies as outlined in the course syllabus. Examinations and answer sheets are the property of the UCLA Joe C. Wen School of Nursing. Exam results will be reported to students or posted in the [MyUCLA](#) Gradebook system within a reasonable time after the administration of an exam. Students may speak with an instructor to clarify assignment grading or course grade calculations. Final grades are not rounded up, only truncated. The Student Code of Conduct prohibits harassing or threatening a faculty member in order to get a preferred grade.

Letter Grades for All Graduate Students

The UCLA Joe C. Wen School of Nursing follows the university's grading policy, which is available [here](#).

Chain of Communication

Speaking to an academic advisor, lead course faculty, or student affairs professional is recommended if a student experiences a health challenge, death in the family, temporary disability, sudden financial crisis, or similar personal hardship. Faculty and staff are prepared to listen, offer referral options, and collaborate to identify course-specific adjustments when needed.

For questions about grades or course-specific issues, please follow the chain of communication by first reaching out to the appropriate faculty member.

Post-BS to DNP Chain of Communication

Student → Theory Faculty *for theory courses* / Clinical/Lab Faculty *for clinical/lab courses* → Faculty Advisor Committee Chair → Program Director → Associate Deans Academic or Student Affairs → Dean

Director & Asst. Director of Student Services

Faculty Executive Committee, Curriculum Committee, Student Affairs Committee, et al.
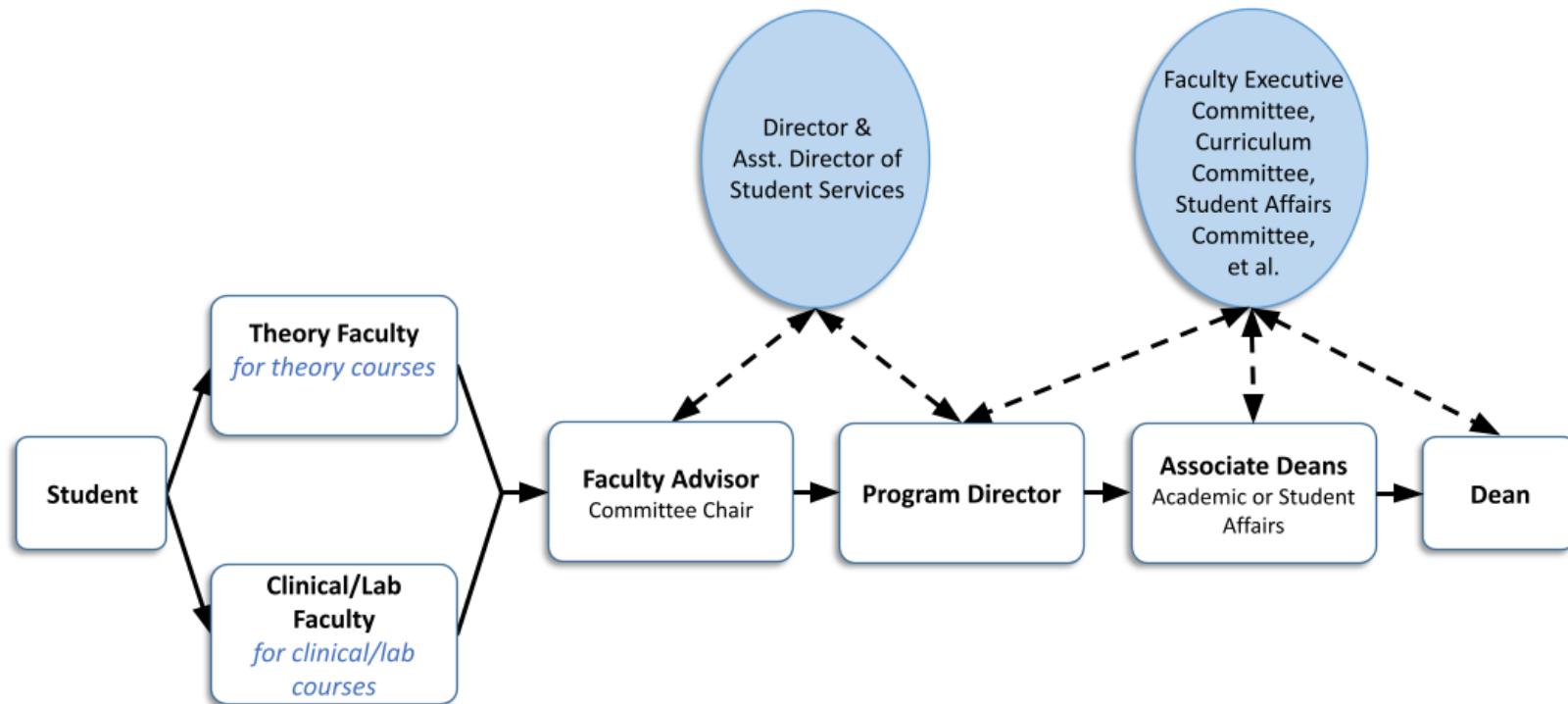
For concerns/issues related to a student' ability to succeed (e.g., sudden financial crisis, illness or family crisis), the following resources may be helpful:

1. Faculty Advisor/Committee Chair
2. Course Faculty
3. Student Affairs Office (including Director of Financial Aid in the case of financial concerns). The SAO can assist in referring to campus resources.

Incomplete Grades

The instructor may assign an incomplete ("I" grade) when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem). If coursework is below passing quality an incomplete is disallowed. If coursework is below passing quality additional work cannot be assigned to raise the grade. It is the student's responsibility to discuss with the instructor the possibility of receiving an "I" grade. Once an Incomplete (I) grade is assigned, it remains on the transcript along with the passing grade students may later receive for the course.

If an "I" grade is assigned, students may receive unit credit and grade points by satisfactorily completing the course assignments. Students should not re-enroll in the course. If the work is not completed by the end of the next full term in residence, the I grade lapses to a F (fail), NP (not pass), or U (unsatisfactory) as appropriate.

For Academic Policies on Grades, please refer to the *UCLA Catalog*.

Performance Improvement Plans (PIP)

Performance Improvement Plans (PIPs) are issued by faculty to identify and address concerning student behaviors or performance issues. They may be implemented in response to inappropriate conduct, such as failure to adhere to dress codes in lab or clinical settings, or instances of disrespectful behavior. PIPs are also used when academic or professional expectations are not met, including late assignments, late clinical requirements, and documentations required for clinical clearance). Additionally, a PIP may be initiated to remediate deficiencies or errors in nursing skills.

The faculty issuing a PIP will provide the student with a written record of the observed behavior and recommend corrective action(s) with associated deadline(s). Corrective action may include, but is not limited to, additional assignments, meeting with the nursing coach, or skills lab remediation. A student may choose to provide their own response to the PIP in writing, which will be saved in their student record.

Three PIPs in one class may result in failure of the course. However, a student may still not pass a course if the faculty member determines that the clinical or classroom performance or behavior warrants a non-passing grade, regardless of the number of Performance Improvement Plans issued.

Alternate Examination Date Policy

In compliance with Section 92640 of the California Education Code, the University must accommodate requests for alternate examination dates for any test or examination at a time

when that activity would not violate a student's religious creed, unless doing so would impose an undue hardship on the department.

Accommodation for alternate examination dates are worked out directly and on an individual basis between the student and the faculty member involved. Students should make such requests of the instructor during the first two weeks of any given academic term. The student can also make an appointment with CAE to request accommodations.

Previous Education Credit Policy

Graduate Students

In accordance with *Standards and Procedures Guide for Graduate Study*, through petition, courses completed in graduate status on other UC campuses may apply to master's programs at UCLA, provided they were not used toward a previous degree. The linked document provides detail.

Assessment and Placement of Military Veterans

In 2016, the California Board of Registered Nursing amended regulations in Division 14 of Title 16 of the California Code of Regulations. California Code of Regulations (CCR) 1418 addresses the eligibility of applicants with military education and experience for licensure. In accordance with that code, UCLA students with military education or experience who are enrolling in either the BS or MECN pre-licensure program will be informed by the Student Affairs Office that they are eligible to receive academic credit for their previous education or experience. Courses for which students may seek academic credit will include fundamentals courses and theory/clinical courses in each of the pre-licensure specialty areas required by the California Board of Registered Nursing (i.e., medical surgical nursing, pediatric nursing, mental health nursing, and obstetrical nursing).

Two avenues for obtaining course credit will be offered: 1) by review of official transcripts of previous education and training; and 2) by successful completion of challenge examinations. Students may elect to use either or both of these options. For Option #1, experienced pre-licensure faculty will conduct systematic reviews of submitted documents, such as course syllabi, to identify evidence of education and/or experience relevant to the core pre-licensure courses described above. For Option #2, challenge exams will be designed by pre-licensure faculty (usually the final examination given when the course was last offered) and approved by the UCLA Joe C. Wen School of Nursing Curriculum Committee. The Pre-licensure Program Director or Assistant Program Director will administer challenge exams. Results will be reported to the UCLA Joe C. Wen School of Nursing Student Affairs Committee. The Student Affairs Committee will make the final decision regarding whether course credit will be granted for theory or clinical courses based on the outcome of the transcript review and/or challenge examination.

Additional Policies for UCLA Graduate Students

In addition to the school policies contained in this handbook that relate to nursing students, graduate nursing students are required to abide by the policies set forth by the Division of Graduate Education regarding their graduate study. Graduate nursing students are urged to read and familiarize themselves with the annual *Standards and Procedures Guide for Graduate Study*.

Academic Disqualification and Dismissal

University Policy

A student may be disqualified from continuing in the program for a variety of reasons, most commonly for failing to maintain the minimum cumulative GPA for good academic standing (3.0 for graduate or 2.0 for undergraduate students) required by the Academic Senate. Other examples include failure of examinations, lack of timely progress toward the degree and poor performance in core courses. Students on probation or academic notice (those not meeting the minimum cumulative grade point average) are subject to immediate dismissal upon the recommendation of their department. University guidelines governing termination of graduate students, including the appeal procedure, are outlined in the *Standards and Procedures Guide for Graduate Study*.

UCLA Joe C. Wen School of Nursing Academic and Professional Policies

In addition to the standard reasons outlined above, nursing students may be recommended for termination for additional reasons regardless of overall grade point average. These include: (1) non-passing grades (C- or lower for theory courses, B- or lower for clinical courses); (2) unprofessional or unethical conduct; or (3) repeated failure (third time) of the comprehensive examination.

Appeal Process

Appealing Grades

Students wishing to challenge a test or clinical grade or a final grade in a course must first speak with the instructor of record within one week of issuance of the grade. Students who have reason to believe they have been evaluated for other than academic reasons (not simply disagreeing with a grade) can file a grievance. Refer to https://senate.ucla.edu/grading-grievances.

Appealing Progression

If the grade prevents *progression* through the program, the student may choose to submit a written letter of appeal regarding their concerns to the Student Affairs Committee (SAC). The student may choose to work with their adviser or consult the University Ombuds Office for help with constructing the appeal.

The Appeal Process:

1. The student should review the course syllabus, the course objectives and other aspects of the syllabus as it relates to the student appeal.
2. The appeal letter must clearly highlight the concern/ issue and the requested remedy. Please note that the Student Affairs Committee may not change a grade, as that is the exclusive purview of the faculty of record.
3. The student should provide any supplemental information that is pertinent to the issue and reinforces their appeal.
4. The student submits the appeal to the Student Affairs Committee via the Associate Dean for Student Affairs.
5. After submitting the appeal letter, the Chair of SAC, will review with the SAC committee and reach a decision. The student does not attend the committee meeting. Because courses build on content from previous quarters, a student will not be able to progress to courses in subsequent quarters until all courses in previous quarters are passed.
6. The Chair of SAC will send the results of that meeting to the student and the faculty of record within one week after the meeting.
7. If the graduate student determines that the final decision of the SAC is not satisfactory, the written appeal may be presented to Graduate Education for further consideration. If the undergraduate student believes that the final decision of SAC is not satisfactory, grade disputes can be presented to the Dean of Students or the Discrimination Prevention Office, depending on the nature of their complaint.
8. Students who cannot progress in the program must meet with their faculty advisor and student affairs to design a plan for success that will include what they will do in the interim prior to repeating the failed course and what actions they will take to ensure successful completion of that course. Students also are urged to consult with the Student Affairs Office about resources on campus that may be available to them.

Appealing Subject to Dismissal

Students can be subject to dismissal for failing to maintain the required cumulative GPA, unethical and unsafe behavior, or for not earning the requisite grades in the program as stated in the progression policy.

Graduate students who are subject to dismissal have **30 days** in which to write an appeal to the UCLA Joe C. Wen School of Nursing's Student Affairs Committee. See the *Standards and Procedures Guide for Graduate Study* for further details.

After deliberation, a recommendation is referred to the Division of Graduate Education for final disposition. See the Standards and Procedures Guide for further details.

Religious Creed and Option for Alternate Examination Date Policy

Section 92640 of the California Education Code "permits any student who is eligible to undergo the test or examination to do so, without penalty, at a time when that activity would not violate the student's religious creed. This requirement shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship that could not reasonably have been avoided."

Alternate examination dates for religious reasons are worked out directly and on an individual basis between the student and the lead course faculty member. Students should make requests for religious accommodation of test or examination dates during the first two weeks of any given academic term.

Attendance Policy

In accordance with the University's philosophy, regular attendance is considered fundamental to achieving the learning objectives of courses and clinical rotations in a satisfactory manner. Students are expected to attend all classes and clinical/lab sessions for the scheduled duration, and attendance is considered a legitimate basis for grading. Non-attendance may impact the course grade or being dropped from the course. Students are expected to be available on site from the first day of the quarter ("Quarter Begins" on Academic Calendar) through the last day of Finals Week ("Quarter Ends" date on Academic Calendar).

The summer quarter spans 11 weeks for nursing students, following the University's Academic Calendar, Session A 10-Week Schedule, and a finals week. Post-BS to DNP students are required to attend classes during the summer quarter. Students are advised to plan accordingly.

Absences and Punctuality

Theory Courses

Regular class and lecture attendance is expected of all nursing students. The instructor for a given theory course determines how student attendance is incorporated in the final grading, as indicated in the course syllabus.

Acceptable absence excuses for missing a quiz or examination for a theory course include one's own illness, serious illness in one's immediate family or death of a family member, or other exceptional circumstances. Ideally, the instructor or school must be notified at least two (2) hours prior to a scheduled examination. A student who misses a quiz or examination must take the missed quiz or examination within one (1) week of the scheduled examination at the discretion of the faculty member. There is no reduction applied to the grade on the examination for an excused absence. Student must provide a provider's note as proof of illness.

If a student is absent on the day of a quiz or examination without explanation, that absence is considered unexcused. In general, failure to notify the instructor or school prior to the exam time render the absence unexcused, even if the absence was due to one's own illness, serious illness in one's immediate family or death of a family member. Unexcused absences will result in a reduction of points on missed quizzes, assignments and exams. Please communicate any absences immediately with each faculty for all classes.

Clinical Courses

Refer to Clinical Education section of this handbook.

Assessments & Examinations

Examination Environment

During all examinations: unless otherwise instructed by the faculty member, all backpacks, purses/wallets, watches, phones, laptops, tablets, hats, water bottles, food, jackets, sweaters, and any other extraneous materials will need to be placed at the front of the classroom. There are no bathroom breaks during exams.

Eligibility for Licensure by Exam

Advanced Practice Certification

Students should review the guidelines for the respective certifying bodies and determine their eligibility. Faculty, the Post-BS to DNP Program Director, and the Student Affairs officer will assist students in this process.

Code of Conduct

UCLA's Time, Place, and Manner (TPM) Policies govern the use of university property, supporting our community in hosting events and defining when, where, and how Bruins and visitors can exercise their First Amendment rights, all in alignment with UCLA's mission of teaching, research, and service. Together with UCLA's Principles of Community and True Bruin Values, these policies prioritize safety, respect and well-being, while upholding UCLA's commitment to freedom of expression. Irrespective of content or viewpoints, these guidelines align with our First Amendment obligations, ensuring consistency in their application.

Our university's current policies apply to all community members, including faculty, staff, students, student groups and labor unions, as well as to non-affiliates. Campus officials will actively enforce rules and requirements pertaining to events, demonstrations and other campus activities subject to these policies. Non-compliance may result in consequences under applicable student and personnel conduct codes and/or result in citation or arrest.

For class policies please reference university policies listed in the UCLA Registrar's website. Students should also review each course syllabi for additional class expectations.

Commitment to Learning

The UCLA nursing faculty is committed to helping students learn. Learning is seriously compromised if assignments are not completed. Therefore, in order to pass each course in nursing, the student must satisfactorily complete each of the following criteria:

1. The student must submit all course work on time in the format described in the course syllabus. Any late or missed assignment may be subject to a grade reduction, as specified in the course syllabus or by the faculty.

2. The student must be present and is expected to verbally participate in classroom and clinical activities including pre- and post-conferences in the clinical area,

3. The student must meet all assigned scheduled commitments.

4. As a general guideline, students can expect that for every unit of course credit, they will be spending 3 hours a week per unit per term preparing for that course, including attending class. See the _UCLA Catalog_ for details.

5. The student must complete pre-assessment activities as required in each course.

6. Students may not bring anyone not enrolled in the course to class or leave such persons unattended in UCLA Joe C. Wen School of Nursing or at off-site clinical facilities. Students are discouraged from bringing their children into the classroom. Refer to this site for parenting resources.

7. Pets are also not allowed on campus. Refer to campus policy regarding animals on university property.

Professional Communication

Behavior and communication that is disrespectful to faculty, staff, Teaching Assistants (TAs), or fellow students are equally disruptive and prohibited. This includes communications that are aggressive or hostile in tone, including emails that demand immediate replies from faculty, TAs, or staff. Students who exhibit a chronic pattern of hostility and intimidation as indicated by the issuance of more than one PIP, including (but not limited to) verbal abuse, shouting, profanity, stalking, swearing, sexually suggestive talk, threatening communication of any kind, or any other activity that meets the legal definition of harassment, shall be referred to the Office of the Dean of Students (upper campus) to determine if a violation of the Student Code of Conduct has occurred.

Clinical Education, Policies, and Requirements

Skills & Simulation Laboratory

1. Students are required to meet all scheduled nursing skills laboratory activities based on program and course requirements.
2. Faculty may request that the student return to the clinical laboratory for practice to gain proficiency. Inability to demonstrate proficiency in an assigned skill during return demonstrations may result in the student being excluded from the associated clinical experience and/or failing to meet the course objectives.
3. Students are expected to arrive on time to laboratory experiences. Students who are late to a simulation pre-briefing session will not be allowed to participate.
4. The practice of any invasive technique on a human outside designated clinical care areas, and without the direct supervision of a faculty member or approved clinical preceptor, is **strictly prohibited**. Violating this policy may constitute a breach of the UCLA Student Code of Conduct. Accordingly, any such incident will be promptly reported to the Office of the Dean of Students for investigation. Disciplinary action may follow, which include delayed academic progression, removal from the major, or expulsion from the university. Please refer to the Safe and Unsafe Student Clinical Practice Policy section.
5. Important Safety Notice: The equipment, supplies, solutions and simulated medications in the skills laboratory and in the student lab packs are not sterile. These items are for training and learning purposes ONLY. These items are for simulated use only and should never be used on a human or any living organisms.
6. Associated lab costs for the Post-BS to DNP Program is dependent on specific course or program objectives. Information will be provided to you regarding lab costs. Students are expected to pay all lab costs and bring appropriate purchased materials to scheduled lab sessions. Details regarding supplies and what to bring to lab will be provided by course faculty.
7. Refer to the Learner Lab Code of Conduct Policy for a full list of rules to be followed in any of the nursing labs.

Health and Immunization Requirements for Clinical Rotations

Students will receive information regarding health clearance and immunization for clinical rotations from their Health Clearance Coordinator during their new student orientations as well as throughout the year, and quarter-to-quarter, depending on the requirements for each clinical site.

Clinical Experience

In order to be eligible for clinical practice, each student is required to provide documentation of the items indicated in the following sections.

Health Evaluation

1. Students must meet all the following University and UCLA Joe C. Wen School of Nursing minimum health evaluation requirements.
2. Depending on clinical placement, students will be required to meet any additional health evaluation requirements per individual institution's policy.
3. All requirements for health clearance and immunizations to begin clinical rotations are provided to students by the clinical coordinators through orientation modules in the program's Bruin Learn site. Students are expected to abide by the requirements and deadlines set forth in their orientation.

Background Check

1. A background check is required of all students of the UCLA Joe C. Wen School of Nursing because students perform sensitive tasks that include:
   a. care and security of patients, children, elderly, disabled, neuro divergent;
   b. direct access to controlled substances;
   c. access to offices, rooms or buildings
2. Students are required to submit to, and satisfactorily clear, a criminal background check prior to performing such duties.
3. Students must authorize the background check by signing the *Background Check (Criminal Record) Authorization for UCLA Nursing Students* form.
4. Students are also required to complete background check documentation.
5. Some agencies require additional background and security clearances that must be completed by students in advance of their clinical placement. Students will be given adequate time to prepare for and submit all documents for background clearances.
6. The Health Clearance Coordinators are responsible for checking each student's background check. All background checks are kept in Castle Branch and results are shared with the healthcare facility to which the student will be assigned. Students who do not pass their background check must meet with the Program Directors. After the Program Directors have reviewed the background checks, records are stored in Castle Branch.
7. Post-BS to DNP students must provide documentation of a registered nurse (RN) license in the State of California. The RN license must remain current at all times. The Health Clearance Coordinator informs the program director and student affairs if any infractions against a current RN license have occurred between quarters. If infractions are discovered, a student may be ineligible to continue in the program. Students must disclose any infractions to the program director and clinical coordinator immediately.

Confidentiality

1. Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and the right to privacy of the patient.

2. Patients often confide highly personal information to nurses, trusting them not to divulge that information carelessly.

3. Patient names should ***never*** be used when writing nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.

4. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status *must be held in absolute confidence*.

5. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.

6. When the clinical experiences terminate, the need to respect the patient's confidentiality continues. Internet access at agencies will be limited to obtaining information directly related to patient care.

7. Under no circumstances should a student photocopy any part of the patient's record.

8. Theory examinations, clinical skills, simulation scenarios and testing situations are confidential. Details of these examinations should be discussed or shared only with SON faculty.

9. Students are only to make contact with and provide care to those patients to whom they have been assigned. They may not access the medical records of other patients, friends or family members.

10. Students who fail to observe these rules may be in violation of HIPAA, which could result in termination from the program.

HIPAA Privacy and Security Screening

1. The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 in an effort to make health insurance more efficient and portable. Additionally, because of public concerns about confidentially, the Act also addresses information protection. A HIPAA violation by a student may result in student's dismissal from program.

2. Because nurses have access to individual's protected health information, all students must:
   a. Have an understanding of what information must be protected under HIPAA privacy laws;
   b. Have an understanding of the HIPAA patient rights;

c. Have an understanding of the nurse's role as a healthcare provider in maintaining privacy of protected health information for patient care, teaching, research, fund-raising, marketing and media;

d. Be aware of consequences for non-compliance with federal regulations;

e. Complete successfully the *HIPAA Privacy and Information Security Training for New Workforce Members*.

f. Complete HIPAA training every year.

Insurance

Registered students may, at the University's sole discretion, be provided a University defense and indemnity for allegations of medical negligence arising out of clinical activities rendered pursuant to a University approved affiliation agreement. Such defense and indemnity, if provided, would be limited to allegations of medical negligence for those clinical activities performed within the State of California that are required as part of their University of California degree requirements. **The University may require the student to purchase liability coverage**. University students are not considered to be employees of the University of California and any coverage provided by the University is subject to the University's sole determination and consideration of University excess insurance and legal requirements. Students provided a University defense and indemnity must cooperate with University assigned counsel and will not be reimbursed for personal expenses incurred, including travel or lost income resulting from participating in defense of any action. Nothing herein should be construed as a promise to provide defense and indemnification nor should it be construed to discourage students from purchasing their own liability insurance policies. The University does not provide workers' compensation coverage to students.

Clinical and Community-Based Agency Rules

Students are educational guests in the clinical or community-based facility and are expected to abide by each facility's policies and procedures manuals. Students are expected to be familiar with emergency protocols for each clinical and community-based facility.

No personal calls are to be placed or received while in the clinical or community-based setting. Students are not allowed to carry a beeper or use a cellular device unless doing so is required by the policies of the clinical or community-based site.

Students who fail to comply with ongoing health-related documentation will not be allowed to attend clinical and will be required to make up lost time at their expense. Students who are not immunized or who decline immunizations (such as the annual influenza vaccine), may be restricted from a clinical site. If there is no alternative site suitable for the student, the student will not be able to complete the objectives of the clinical course, which could result in a delay in degree requirements.

Students are expected to follow dress codes and/or specific rules unique to each facility, and to display professional demeanor while in the facility.

Solicitation

Unlawful solicitation of any kind by faculty and students is not allowed in any clinical site.

Clinical Coursework

1. Clinical experience provides the student the opportunity to apply theory to clinical situations. Participation in assigned clinical experiences is mandatory.
2. Advanced Practice students submit weekly e-logs and a weekly clinical journal to their faculty.
3. Preceptors complete a student performance evaluation at the end of each quarter.
4. Clinical rotations are typically conducted on days during the week; however, weekend and/or evenings are permitted if requested by the preceptors. Night shifts must be pre-approved by faculty. For clinical rotations that require night rotations, students will be informed prior to being assigned to that rotation.
5. Students who do not pass the clinical component of a nursing course will not be able to pass the course. Students are reminded that courses are offered only once per year. Students may refer to the UCLA General Catalog and the Student Affairs Office to see which courses are requisite to other courses.
6. Students review and sign the summary of clinical hours as part of their permanent folder.
7. Students may not do a clinical rotation at a unit where they are employed. Nor may students arrange their own clinical experiences as that is the purview of the faculty.
8. Students should not leave the clinical site without first notifying and receiving permission from the clinical preceptor.
9. There may be occasions when dismissal of a student by the Student Affairs Committee becomes necessary prior to the end of a rotation or course. Examples include serious medication error, a patient safety violation, HIPAA violation, or action determined unsafe by student's faculty after remediation, gross negligence/misconduct involving patients and/or professional misconduct. Reasons for prompt dismissal are not limited to these examples (see the Attendance Policy for specific details regarding attendance requirements and their impact on dismissal).

In the event of special circumstances or religious accommodations, students should contact the clinical coordinator before the start of the program in Fall Quarter.

Clinical Courses and Polices

Each student must successfully complete a total of 1,000 DNP clinical practicum hours as required by the American Association of Colleges of Nursing (AACN).

Clinical days are scheduled **Monday through Sunday** and may include days, evenings, nights or weekends. This will be determined by the clinical site. Clinical assignments are randomized to ensure fairness to the clinical experience. Students will receive their schedules as soon as possible prior to the start of clinical rotations. Every effort is made to be fair to students during the scheduling process, including rotation of weekends and night shifts. Accommodations for schedules may be taken into consideration for extenuating circumstances with documentation and faculty/director approval. Although all efforts will be made to accommodate students for extenuating circumstances, due to hospital staffing, state ratios and other UCLA/BRN/hospital regulations, requests cannot be guaranteed. Clinical rotations, regulations and policies must take priority on clinical placements and scheduling; reasons such as work, commute, or other non-nursing courses, are not considered extenuating circumstances. In the event of special circumstances or religious accommodations, students should contact the Director of Student Services at the start of the program in Fall Quarter.

An absence for missing a scheduled clinical may be considered excused if it is for one's own illness, serious illness in one's immediate family, death of a family member, appearance in court, inclement weather with hazardous driving conditions, or an unforeseen catastrophic event. Missing a scheduled clinical for any other reason will be considered an unexcused absence. The Clinical Preceptor, the Clinical Faculty member, and the Health Clearance Coordinator must be notified as soon as possible, no later than two (2) hours prior to the scheduled clinical before.

The following rules apply to the permissibility of absence from any clinical hours:
1. The maximum number of absences which can be allowed before learning is considered to be compromised is one (1) clinical day in a quarter, and this absence must be made up or the student will fail the course. This is only permitted if the student has satisfactorily met all clinical objectives in all clinical rotations. Exceptions to this rule will be considered on a case by case basis.
2. Makeup time for *excused* absences will be arranged by the Clinical Faculty on a case by case basis.
3. An unexcused absence will result in the issuance of a Performance Improvement Plan (*see section on Performance Improvement Plans). It is the student's responsibility to complete all clinical hours. If the clinical time is not made up, the student will not pass the course.
4. A release statement from a physician or Nurse Practitioner is required following a major injury, medical illness, surgery, childbirth or extended absence to indicate

suitability to return to clinical and class. This applies to illnesses and/or surgeries that occur during the holiday or summer breaks.

5. Students who become aware they have a communicable illness should notify their Clinical Preceptor promptly. The student should not attend the scheduled clinical and should also notify the appropriate clinical facility as soon as possible, no later than two (2) hours of the scheduled clinical.

6. Clinical makeup scheduling may include days, evenings, nights or weekends, depending on the clinical site availability and is to be determined by the individual faculty member involved.

7. If a student receives an incomplete because of an excused clinical absence due to a documented condition/illness or unforeseen catastrophic event, the student will be unable to proceed to the next course or the next rotation until the absence is made up and the incomplete is removed.

8. If a student becomes ill during clinical time, the Clinical Preceptor will determine if the student should be excused. If the student is sent home, this will be considered an excused absence and must be made up.

9. If the Clinical Preceptor deems a student unprepared for clinical, the student may be sent home. Time missed will be considered an unexcused absence and must be made up.

10. A student who has not turned in completed health forms and other requested documentation by the designated deadline, or who has allowed their required certifications to lapse, **will not** be permitted to go to clinical. **Time missed will be considered an unexcused absence and must be made up.** In some circumstances, the student may be denied access to the clinical site, resulting in a failure of the clinical course.

11. Students are expected to report to the clinical facility on time. Lateness is defined as **one minute** over the expected arrival time. If a student knows they will be late to the clinical site, the Clinical Preceptor must be notified as soon as possible. Lateness is considered an unexcused absence and must be made up. Lateness will result in the issuing of a Performance Improvement Plan.

12. Students should not leave the clinical unit for any reason without first notifying and getting permission from the Clinical Preceptor. Leaving the unit without permission will result in a Performance Improvement Plan and an unexcused absence.

<div align="center">References</div>

Safe and Unsafe Student Clinical Practice Policy

Definitions: Safety of patients, students, peers, faculty and other members of the healthcare team is a priority (ANA, 2016). Patient safety emphasizes creating systems of care delivery that: (1) prevent errors; (2) learn from the errors that do occur; and (3) are built on a culture of safety that involves health care professionals, organizations, and patients (IOM, 2000).

Unsafe clinical practice is defined as any act by a student that is harmful or potentially harmful to the patient, the student, or other healthcare personnel (Luhanga, Younge, & Myrick, 2008). An unsafe student is characterized as a student who performs "behavior that places the client or staff in either physical or emotional jeopardy" (Scanlon, Care, & Gessler, 2001, p. 25).
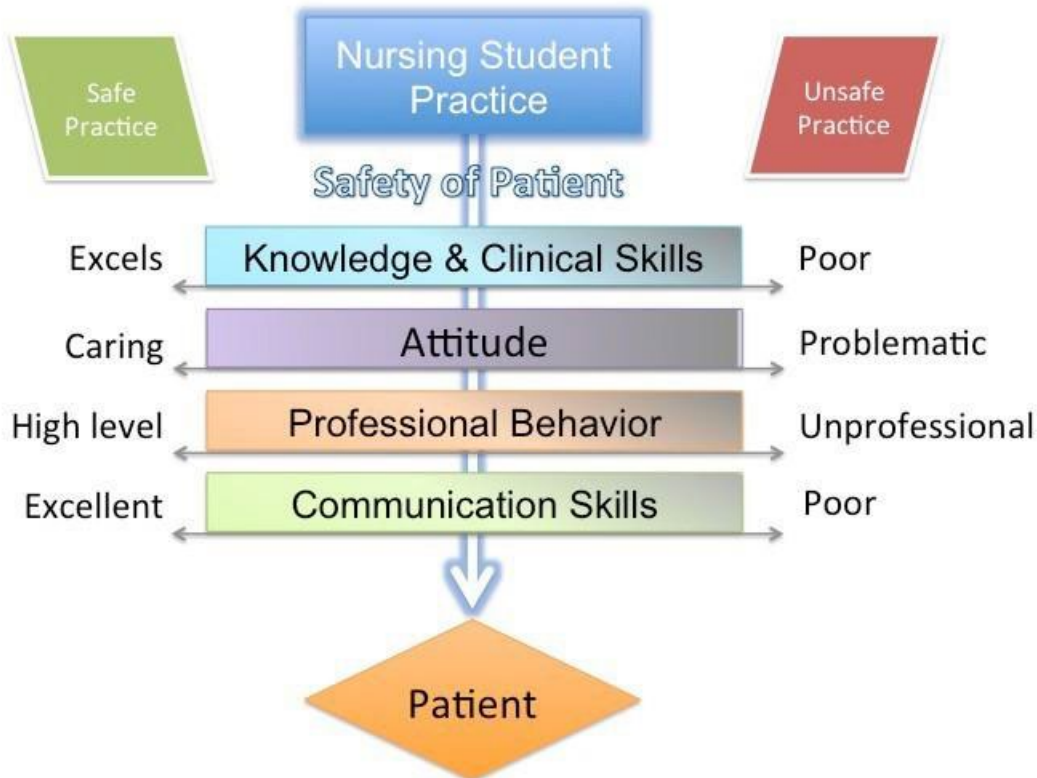
Figure 1. **Student Practices for Patient Safety Framework (Lazar, 2017).** Theory of Safe Student Nurse Practice developed by John Lazar. Figure modified by Inese Verzemnieks.

Examples of Safe and Unsafe Student Practices for Advanced Practice Students

Student Behaviors	Safe/Professional Post- BS to DNP Student Practice	Unsafe/Unprofessional Post- BS to DNP Student Practice
1. Basic Knowledge and Assessment Skills	Adequate basic knowledge and assessment skills: a. Clinical practice supported by theoretical foundation b. Able to perform full and adequate assessment, and formulate a diagnosis, and treatment plan of assigned patients c. Using evidenced-based practice guidelines d. Able to organize daily patient care for assigned patients without any careless behavior e. Ask questions as needed f. Follow instruction from preceptor using practice guidelines of the clinical site g. Always prescribes medication, diagnostic tests after the consultation with the preceptor	Lack of basic knowledge and poor clinical skills: a. Lack of theoretical foundation b. Poor assessment and diagnostic skills c. Does not follow evidenced-based guidelines for practice d. Lack of organizational skills or sloppiness (careless behavior) e. Does not seek preceptor advice/consult when situation is outside their knowledge base f. Inability to follow instructions and practice guidelines of the clinical site (safety problem) g. Prescribe medications, diagnostic tests without approval of the preceptor
2. Attitude	Attitude of respect and collaboration with patients, families, and healthcare team members: a. Confident clinical practice with acceptance of preceptor's supervision – "I just want to double check with you" b. Student always interested in learning, helping fellow students and other providers with clinical tasks and procedures c. Accept feedback positively, and use it as a tool to improve clinical practice	Evidence of defensiveness, disrespect, disengagement, or difficulty with teamwork: a. Overconfidence – "know-it-all" b. Interpret supervision as lack of trust on the preceptor's part c. Unmotivated to learn or work – not interested in clinical improvement d. Dismiss learning opportunities - "done that before" or "I don't want to repeat it." e. Defensiveness toward preceptor's feedback

3. Professionalism	Behaviors that are consistent with the ANA Standards of Professional Practice: a. Professional work ethic – punctuation, respectful to patients and staff, always "do the extra miles for everything", a role model to other students, don't use cell phone while in patient areas b. Shows confidence with patient care c. Honest to staff and preceptor – reports any error and always translate learning from errors to improve clinical practice d. Using therapeutic communication and empathy e. Understands and follows HIPAA regulations	Behaviors that are not consistent with the ANA Standards of Professional Practice: a. Poor work ethic – negligence, laziness, using cell phone while on clinical, disrespectful to the clinic staff b. Late assignments c. Lack of confidence – extreme nervousness, unsure about tasks d. Dishonesty – lying, hiding errors, not admitting one's own mistakes e. Verbal abuse of patient and acts of embellishment

| 4. Communication Skills | Effective communication with patients, families, preceptors, fellow students, faculty, and other members of the healthcare team:
a. Student demonstrates appropriate interaction with preceptors and clinical faculty
b. Student uses therapeutic communication with patients
c. Student always uses appropriate nonverbal interactions with preceptors and clinical faculty | Ineffective, incomplete, or lack of communication with patients, families, preceptors, fellow students, faculty, and other members of the healthcare team:
a. Inappropriate interaction with preceptors or clinical faculty – argument with preceptor or clinical faculty reaching to be disrespectful, "It is your fault (preceptor) that I was going to fail", "You are a poor preceptor"
b. Inappropriate interaction with patients – boundary crossings like self-disclosure, inappropriate verbal and non-verbal communication, sharing personal information
c. Inappropriate nonverbal interaction with preceptors – eye rolling, yawning, or sighing in front of patient |

Procedure for Documenting and Addressing Unsafe Clinical Behavior

In the Post-BS to DNP program, if a clinical preceptor, staff, or faculty member identifies unsafe student behavior in basic knowledge and skills, attitude, professionalism, and communication (as defined in the Student Practices for Patient Safety Framework), the following process is required:

Clinical Preceptor will notify the student and also the clinical faculty of the unsafe behavior via email or phone conversation as soon as possible. If a student's clinical performance is unsafe, the student will be sent home from the clinical area. This will be considered an unexcused absence and a "U" will be given for the day on the clinical evaluation tool with documentation of the unsafe conduct.

1. The clinical faculty will submit a Performance Improvement Plan (PIP), which includes a detailed account of events, unmet course objectives, deficit(s) in nursing skills, and the corrective action needed. The clinical faculty will email the PIP with the recommended remedy to the Program Directors, and Director of Student Services within 24-48 hours whenever possible. After review, the clinical faculty will submit the final PIP via Qualtrics for the student to view. It is the student's responsibility to follow-up with the clinical faculty regarding action items required on the PIP.
2. As needed, a face-to-face meeting is coordinated by the clinical faculty with the student. The Program Directors and Director of Student Services can also be requested for this meeting.
3. The student will review the PIP and are welcome to write their own report discussing events that occurred.
4. The student is required to complete remediation requirements and the corrective actions mentioned in the PIP in a timely manner. A progress report must be completed by the clinical faculty.
5. Three PIPs in one clinical course warrants failure of the course. However, a student may still not pass a course if the faculty member determines that the clinical or classroom performance or behavior warrants a non-passing grade, regardless of the number of PIPs.
6. A student who receives more than two reports of PIPs during an academic term will be required to meet with their faculty advisor and be referred to the Director of Student Services for counseling.

Personal Appearance and Conduct

Dress Code Policy

<u>Attire</u>

Students are expected to use good judgment in personal hygiene and professional clothing. Clothing options for students vary according to the clinical agency and Lab and students are expected to follow any agency guidelines in terms of grooming and dress codes. The dress may consist of scrub suits in acute-care clinical settings and in outpatient settings where scrubs are worn by other professionals along with UCLA laboratory coats. Business casual with laboratory coats in office or clinic and Lab settings are typically worn by most students in those settings.
It is expected that all students will wear their UCLA Joe C. Wen School of Nursing badge at all times in addition to any agency badge they may be issued.

Students also need to have any other equipment that they need to perform any usual assessments of their patients or PPE needed for their site, including, but not limited to:

1. Stethoscope
2. Clean surgical mask
3. FIT test respirator (N95)
4. Penlight

<u>Footwear</u>

- Shoes must be clean and professional.
- Athletic shoes and clogs are acceptable.
- Open-toed, open-air, backless footwear and Crocs are not permitted.

<u>Hair</u>

- Hair must be clean, secured off the face and collar, and restrained as appropriate for safety in the patient care areas, and when working with sterile equipment or supplies.

- Students and faculty members are expected to abide by the policies that our clinical partner organizations outline for nursing professionals. Achieving your goals may depend upon adherence to individual institutional policies throughout the program.

  - Be aware, extreme hair color may not be permitted in specific clinical rotation sites. Extreme hair color is defined as any color that does not naturally appear on humans (e.g., blue, pink, purple, green, primary-color red). Beards and mustaches must be clean, short and neatly trimmed; otherwise, students should be clean-shaven.

- Hats, bandannas, sweatbands or headgear are not permitted unless required for medical, safety, religious or cultural reasons or as part of the uniform.

- If worn, artificial eyelashes must be well-maintained, remain appropriately secured, and not interfere with patient care.

Jewelry
- Students must be cognizant of potential safety risks associated with jewelry.

Nails

- Fingernails must be clean and no longer than ¼ **inch**.
- Nail polish or clear polish may be worn, unless prohibited by the clinical site (e.g., maternity areas).
- No acrylic nails, gel nails, or accessories like studs and rhinestones, may be worn in the laboratory or clinical area.

Non-compliance
Students not in compliance with the dress code policy may be dismissed from the clinical/lab setting. A Performance Improvement Plan (PIP) will be issued. If dismissed from lab/clinical, students may be required to complete make-up hours, which are contingent upon the availability of the site. Failure to complete the required hours may result in an incomplete grade or course failure.

Exceptions
American Disabilities Act (ADA) and religious exceptions are made on a case-by-case basis. Students should consult with their clinical or lab instructor.

Essential Functions of a Nursing Student

In order to practice nursing, a person must possess a variety of cognitive, sensory, affective and psychomotor skills. These functions are essential to successful progression in and completion of the nursing program requirements, and are a required part of each course. If a nursing student cannot meet these standards, the student must communicate with the Center for Accessible Education (CAE), formerly called the Office for Students with Disabilities, as well as with the Director of Student Services to explore options for reasonable accommodations or modifications in order to meet program requirements. While every effort is made in the UCLA Joe C. Wen School of Nursing to comply with requested accommodations from the CAE, there are times when accommodations (e.g., additional time) may not be feasible. For instance, nursing students typically do not seek additional time on skills-based assignments such as return demonstrations or patient assessments. These include, but are not limited to Advanced Practice Patient Assessments. It is the student's responsibility to be evaluated by CAE and make sure every quarter that faculty are notified officially by CAE of requested accommodations before SON faculty are permitted to make accommodations to the student.

Faculty in the UCLA Joe C. Wen School of Nursing will work with CAE to provide accommodations for learning. Since the School of Nursing must verify to the Board of Registered Nursing that an applicant received accommodation throughout the nursing program, the Student Affairs Office requests that the student provide documentation of recommended accommodations for inclusion in the student's file.

Function	Description/Standards	Representative Activities (not all-inclusive)
Interpersonal Skills	Abilities sufficient to interact appropriately with diverse individuals, families and groups	Establish therapeutic relationships with clients, establish rapport with healthcare team members, negotiate interpersonal conflict
Communication Skills	Communicate effectively in English in verbal and written form	Explain treatment procedures, initiate health teaching, give oral reports, speak on the telephone, document on agency records
Mobility	Ability to move from place to place and to	Bend, twist, stoop, move around in rooms, administer CPR, push and

	maneuver to perform nursing activities in small spaces, stand and walk for extended periods	pull 25 pounds, move quickly, climb stairs
Motor Skills	Gross and fine motor skills sufficient to provide safe, effective nursing care	Calibrate and use equipment, position clients, basic keyboard skills, squeeze with fingers, grasp small objects with hands/fingers, reach above shoulders, below waist, maintain balance
Critical Thinking	Ability to exercise sound nursing judgment	Sequence information, identify cause effect, plan/control activities for others
Hearing	Auditory ability enough for assessment and monitoring of client needs	Hear normal speaking level sounds, hear faint body sounds, auditory alarms
Visual	Visual ability enough for accurate assessment and monitoring of client needs	Distinguish color, see objects from 20 inches and up to 20 feet away, use peripheral vision, perceive nonverbal communication, observe specimens
Tactile	Ability enough for accurate assessment and monitoring of client needs	Feel vibrations, detect temperature, feel differences in size
Emotional Stability	Ability to assume responsibility/ accountability for actions	Provide client with emotional support, adapt to stressful situations, monitor own emotions, perform multiple responsibilities concurrently

Technical Standards for Nursing Students

Nursing is comprised of a broad array of professionals, and most enter the profession as generalists. Nurses provide safe care to patients by drawing on a sound knowledge base and making critical decisions in interdisciplinary environments.

The School of Nursing is supportive of the philosophy underlying Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 2008 (collectively referred to as the "ADA"), and seeks to provide opportunities for qualified individuals with disabilities. In order to be a qualified applicant or candidate an individual must meet the School of Nursing technical standards with or without reasonable accommodation. The standards have been established to ensure that an applicant or candidate has the ability to perform the requirements of the School of Nursing academic curriculum and to practice nursing safely and responsibly.

Students are responsible for reading the UCLA Joe C. Wen School of Nursing Technical Standards for Nursing Students upon admission into their program, and submit an attestation.

Expectations for Behavior

The American Nurses Association has developed *The Code of Ethics for Nurses (2015)* as a guide to carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. Nursing faculty affirms these professional standards and believes that nursing students should perform in accordance with the provisions of the code.

Violation of any of these general standards of conduct or provisions of the code is grounds for discipline and possible dismissal from the nursing program and/or the University.

Impaired Nursing Student

UCLA Joe C. Wen School of Nursing, in accordance with the Board of Registered Nursing, considers the student use of controlled substances, drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof (B&P 2762). Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness will be directed to seek appropriate assistance through a health care provider and provide the nursing program with proof of treatment and fitness for practice to the nursing program. Evidence of rehabilitation will need to be submitted with their application for licensure to the Board of Registered Nursing. Instructors have the authority and responsibility to take immediate corrective action with regard to the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities. All matters will be handled confidentially. A student who is judged impaired is required to have a laboratory test at the clinical site at that time and to sign a HIPAA release form to allow UCLA and the UCLA Joe C. Wen School of Nursing access to results. The faculty will refer students showing signs of impairment to the Office of the Dean of Students for investigation and adjudication.

Impaired Student Expectation

Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such. The Board has established a diversion program for impaired registered nurses as a voluntary alternative to traditional Board disciplinary actions. (B&P 2770).

Health Situations Increasing Risk in Clinical Setting

Changes in student health status that may affect the safety of the student and/or patient in healthcare agencies must be reported to the Director of Student Services. This includes pregnancy, accident that causes injury, or other mental or physical condition, including infectious diseases. A healthcare provider statement may be required to provide documentation indicating it is safe for the student to function in the clinical area. The School

of Nursing will provide reasonable accommodations for student with specific needs stemming from a change in health status.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in a clinical experience, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

Student Injury at Clinical Site

1. The student should immediately notify the Clinical Preceptor.
2. The Clinical Preceptor will immediately notify Clinical Faculty/Course Faculty and the Program Director.
3. The Clinical Preceptor will complete the Student Incident Report form, which documents medical incidents and send it to the Clinical Coordinator.
4. If necessary, the student will be excused from clinical for the day to seek medical treatment.
5. If required, emergency care will be provided by the clinical site at the student's expense (a needle stick is considered an urgent medical concern). Students are required to have health insurance coverage for the duration of the program.
6. The student is responsible for contacting their healthcare provider (often the _Arthur Ashe Center_) immediately following emergent care (ideally within 4 hours) to arrange for post-injury follow-up.
7. All costs associated with immediate and follow-up treatment are the responsibility of the student.
8. Students injured at UCLA facilities will be required to complete paperwork with the Occupational Health Office at UCLA Ronald Reagan within 24 hours of the incident.

Other Injuries

Recommendations for actions in case of employee injuries can be found at UCLA Insurance & Risk Management site Report Serious Employee Injury . Guidelines for what to do when a visitor or student reports an injury are located at https://irm.ucla.edu/.

Guidelines for reporting incidents involving biohazards are located at https://ehs.ucla.edu/waste/services.

Policy on HIV/AIDS and Other Bloodborne Diseases

For more information about definitions, policy, and post-exposure prophylaxis instructions, please visit the Environment, Health & Safety site: https://ehs.ucla.edu/waste/services.

Student Support & Resources

Faculty Advisors

The UCLA Joe C. Wen School of Nursing holds quarterly group advising sessions for students to address program-related needs. These sessions provide important information and allow students to ask questions in a group setting. Students are notified of session dates and times via Bruin Learn and the newsletter, aligned with their cohort's academic schedule. Attendance at one session per quarter is required, where program directors, clinical coordinators, and student affairs staff present key updates and answer questions.

Program Directors

Program directors work closely with the Associate Deans of Student and Academic Affairs, Course Faculty, and Student Affairs to support students. The program directors host monthly program meetings where cohort representatives are invited to attend, and voice their cohorts' successes and challenges. Collaborative and solution-focused problem solving are key components for positive outcomes.

Student Services

In addition to the Scholarly Project Committee Chair, the Student Affairs Office (SAO) offers support to students throughout their course of study. The SAO's main responsibilities are to ensure the students' proper enrollment and satisfactory progress through the nursing program, facilitate the licensure process and provide educational verification for alumni. The SAO staff meets with students collectively and on an individual basis to plan their program of study. Students can direct general course questions, particularly electives and non-School of Nursing courses, to the SAO staff. Course faculty and the Scholarly Project Committee Chairs can help answer questions about UCLA Joe C. Wen School of Nursing courses and personal/professional goals.

Financial Aid

To apply for financial aid, students must complete a Free Application for Federal Student Aid (FAFSA). The application is available online in October and should be completed by the March 2nd priority filing deadline in order to receive optimum consideration for limited financial aid resources.

Financial aid may include: loans, grants, scholarships and work-study for undergraduate students and loans, fellowships, and scholarships for graduate students.

The UCLA Joe C. Wen School of Nursing has a Director of Financial Aid to assist students with any financial aid questions. For general questions and inquiries, students can contact: financialaid@sonnet.ucla.edu.

Nursing Student-Alumni Lounge

The Student-Alumni Lounge is located on the second floor of the Louis Factor Building (2-146 Factor Building). This room is card-access only and is available to all students and UCLA Joe C. Wen School of Nursing Alumni Monday through Friday from 6:00am to 6:30pm, except on university holidays.

Please note that students will get locked out of the lounge, even with their cards, during off-access hours. Should this happen, students should call UC Security (310) 267-7100.

Student Leadership Opportunities

Student input is valued in the governance of the School of Nursing and UCLA. Thus, students may be nominated, asked to volunteer, or be appointed to serve as representatives for their cohorts, or on various committees within the School of Nursing and/or the University. Students are encouraged to be actively involved in the School of Nursing and University-wide activities. The committees on which student representation is encouraged are the Curriculum Committee, Pre-licensure Faculty Program Meetings, Post-BS to DNP Faculty Program Meetings, Doctoral Faculty Program Meetings, and the SON Council on Equity, Diversity and Inclusion.

Student Cohort Representatives

The purpose of the cohort representative role is to provide a conduit for exchange of information, questions, and concerns from the student group perspective. It also provides input, as needed from the student perspective on agenda items when solicited by the faculty. The cohort representative role offers an opportunity for participation as a student leader. Peers at the start of each academic year select their student cohort representatives. A minimum of two (2) representatives for each cohort will be elected by the mid-point of the first quarter. In the beginning of the second year of the program, the cohort will then have the opportunity to elect two (2) new cohort representatives. This will provide opportunities for leadership roles to additional students. The role and responsibilities of student cohort representatives include, but are not limited to the following:

- Represent the entire cohort at the program monthly faculty meetings
- Provide both positive and constructive feedback about the program. Feedback regarding situations of concern or dissatisfaction should be accompanied with recommended solution(s) for improvement. The student cohort representative's role is not to be the voice for an individual student's situation, grades, or concerns. A student with an individual concern should approach the appropriate course faculty member and/or their advisor for assistance. The student cohort representatives must focus on the concerns of the cohort as a whole and contributions to enhancing the learning experience within the School of Nursing academic program.
- Updates to the cohort can be communicated with the support of Student Affairs

Officers.

Curriculum Committee

This committee monitors curricular matters, changes in courses, instruction, and degree requirements; oversees comprehensive and qualifying exams; recommends cognate courses for doctoral students; and to recommend policies regarding the programs. Student representatives will be elected to the Curriculum Committee and may serve until graduation.

Council on Equity, Diversity and Inclusion

The Council on Equity, Diversity and Inclusion shall serve in an advisory capacity to the Associate Dean for Diversity, Equity and Inclusion. The mission of the Council is to foster and support an inclusive climate in the UCLA Joe C. Wen School of Nursing in which faculty, staff, and students feel valued and are treated equitably. This involves consideration of the relations amongst faculty, staff, and student community members with a commitment to the core values of equity, diversity, and inclusion. A faculty, staff, and student representative is elected to serve on the Council for a two-year term.

Doctoral Programs Group

This group shall be composed of Directors of the PhD and DNP programs, faculty, staff, and student representatives. The duties of the group shall be to monitor and propose changes to curricular matters, instruction, degree requirements, comprehensive and qualifying exams, and to recommend policies regarding the programs. Student representatives will be elected to the Doctoral Programs group each academic year.

Student Organizations

We encourage students to be actively involved in our student organizations. There are many opportunities for students to be involved in nursing and UCLA organizations. Visit the UCLA Student Groups *website* for a complete list of these opportunities. If there is an organization that you would like to begin please talk to the Student Affairs Office for guidance.
There will be many volunteer opportunities throughout the year to serve the community of Los Angeles. We work closely with UCLA Health and other community partners throughout the year. These volunteer experiences include oversight by faculty members. Students should consult with their student group faculty advisor to discuss potential opportunities and liability issues.

Campus Resources

Title IX

Title IX of the Education Amendments of 1972 prohibits sex or gender discrimination in any educational program receiving federal assistance. The Title IX Office receives all inquiries and reports related to allegations of gender discrimination (which includes pregnancy discrimination, sexual harassment and sexual violence. Students may find information about their services at their

website: https://www.sexualharassment.ucla.edu/. Students who have experienced gender-based discrimination, harassment or violence may make a report to that office at titleix@conet.ucla.edu, by phone at (310) 206-3417, or in person at 2255 Murphy Hall. UCLA requires all entering and continuing students to complete yearly TITLE IX training. Information will be sent to your email on my UCLA. Non completion of the training can result in an enrollment hold.

Discrimination Prevention Office (DPO)
The Discrimination Prevention Office serves the UCLA community by providing training and guidance to the UCLA community about issues related to the prevention of discrimination and harassment based on race, ancestry, national origin, religion, age, or other protected categories. The DPO also investigates reports made by students, faculty or staff of suspected discrimination or harassment. Students who feel that they have experienced discrimination may file a complaint by visiting their *website*.

Pregnancy Support and Lactation Rooms
Pregnant and post-partum students will be accommodated to the fullest extent that the law allows. Students who are pregnant or become pregnant while in the program are advised to register with the Center for Accessible Education so that possible pregnancy or lactation related accommodations in the clinical or classroom can be provided. Lactating students who are in need of a space can visit Campus Human Resources for more information on resources and lactation facilities across the university. The School of Nursing has designated a room for lactation which is located on the 3rd floor. For further questions, please contact the Student Affairs Office for more information.

Academic Integrity and Student Conduct
UCLA is a community of scholars. All members, including faculty, staff and students, are responsible for maintaining standards of academic honesty. Cheating, plagiarism, unassigned collaborative work, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings, usually resulting in **suspension** or **dismissal.** All instances of suspected dishonesty will be referred to the UCLA Office of the Dean of Students for investigation and adjudication. In the meantime, a grade of DR ("Delayed Report") will be reflected on the transcript for that class, and the student should continue attending classes and submitting assignments.
Every student is responsible for following the *UCLA Student Conduct Code*. Nursing students who receive a sanction of suspension from the Office of the Dean of Students may be required to reapply per the policies set forth by Undergraduate and Division of Graduate Education.

Graduate and undergraduate students who are found culpable of violating the Student Conduct Code will be reviewed by the Student Affairs Committee to determine if the student may continue in the nursing program.

Registrar's Office

The *Registrar's Office* is located in 1113 Murphy Hall.
Registration consists of paying fees and enrolling in classes.

1. Registration fees and other University charges are due the **20th** of each month. Bruin Bill accounts can be viewed through *MyUCLA*.
2. Enrollment in classes is completed through *MyUCLA*.

Students must complete both processes by the established deadlines to be officially registered and enrolled for the term.

Student Health

The *Arthur Ashe Student Health and Wellness Center* (The Ashe Center) is devoted to providing quality, accessible, state-of-the-art healthcare and education to support the unique development of UCLA students. Their comprehensive services include Primary Care, Women's Health, Immunizations, Travel Medicine, Physical Therapy, Specialty Clinics, Optometry, Acupuncture and Massage – all under one roof! Students can schedule appointments online, in person, or by phone and can communicate with their primary care providers via secure electronic messaging.

Health Insurance Plan (UC SHIP)

Having health insurance is a condition of enrollment at UCLA. All students are automatically enrolled into the UCLA Student Health Insurance Plan (UC SHIP) but the decision to stay enrolled in UC SHIP is a personal one. Some will choose to keep UC SHIP, others will choose to waive, and still others will choose to keep both (dual coverage). Take the time to consider the UC SHIP plan benefits and compare them to your existing private insurance before choosing the best fit for you.

Waiving Insurance

Students can waive UC SHIP if they have active coverage under a qualified health insurance plan and submit a waiver application online. For more details, including the definition of qualified health insurance, visit the Ashe Center website.

Center for Accessible Education (CAE)

The Center for Accessible Education serves thousands of our undergraduate, graduate, and professional students enrolled at UCLA. Students seeking reasonable accommodations or support services from The Center for Accessible Education are required to register with the office as early as possible so that you can work closely with a Disability Specialist and tap into the knowledge and support available to navigate your UCLA experience. The Center for Accessible Education will work closely with you to identify reasonable accommodations for your program. Visit the *Center for Accessible Education (CAE)* for more information.

Graduate Writing Center (GWC)

The Graduate Writing Center is housed within the Graduate Student Resource Center and offers FREE appointments with friendly, experienced writing consultants to all registered UCLA

graduate and professional school students. All writing consultation appointments have an online (remote) option. Make an appointment here: https://gwc.gsrc.ucla.edu/Appointments.

Graduate Student Resource Center
The GSRC is a resource, referral and information center for graduate and professional school students. We offer advice and assistance in dealing with the challenges of graduate school, as well as a number of workshops and programs done in collaboration with our campus partners.

Graduate Reading Room (GRR)
Graduate students in nursing can use this 24-hour study space. Students are required to swipe their university-issued ID to access the reading room and must present their ID badges to security officers during daily rounds. More information can be found on their website.

Recreation
UCLA Recreation provides extensive access to a broad range of recreational activities and services. The Department offers programming which encompasses the competitive, passive, social, cultural, and instructional aspects of recreational activity. In addition, UCLA Recreation manages 14 of the University's recreational and athletic facilities offering recreation, sport, and numerous multi-use options for student and university events.

Housing
UCLA's Housing Office offers a variety of services to help with undergraduate and graduate housing needs. Their experienced staff is available to answer questions and assist students with housing options, meal plans, budget counseling, and payment information.

Parking and Transportation
The *Transportation Office* coordinates the variety of transportation options available to students and staff at UCLA including issuing parking permits, coordinating ride-share programs, overseeing campus shuttle services, and much more. Parking is not guaranteed, including at clinical sites, and all students are expected to have transportation to and from their clinical experience.

Campus Police
The UCLA Police Department (UCPD), (310) 825-1491, is located at 601 Westwood Plaza. The sworn State of California Police Officers are empowered by the State of California with the authority to enforce all state and local laws. UCLA police officers patrol the campus 24 hours a day, 365 days a year. They enforce all applicable local, state, and federal laws, arrest violators, investigate and suppress crime, and provide a full range of police services and community safety programs.

Crime Statistics and Reporting
UCLA PD distributes a systemwide annual report, and the standards of this report are summarized in this site: https://police.ucla.edu/reports-statistics

Emergency Plan

The evacuation area for the Factor Building is at the corner of Tiverton and Charles Young Drive, across the street from the building. If a fire alarm sounds, you **MUST** leave the building immediately. Take only your personal belongings with you. Re-enter the building only when the fire department tells you it is safe. Do not leave the evacuation area until instructed to do so. If an earthquake occurs, take cover immediately under a desk or table. Cover your head and neck and stay away from windows. Follow the evacuation plan when it is safe to do so.

Emergency Services

For any other emergencies on campus, please dial 911 from prefixes 206, 267, 794, or 825, or 8911 from off-campus ECS prefixes 312, 411, or 794. Call campus police at **310-825-1491** when calling from a cellular phone from campus or adjacent locations.

UCLA EMERGENCY HOTLINE: 1-800-900-UCLA (1-800-900-8252) OR 1-800-900-1234.

In order to receive campus alerts (BruinAlerts) by text messaging, students are encouraged to sign up *online*. In the event of an active shooter, The UCLA Office of Emergency Management has prepared an *Active Shooter Lockdown Checklist*.

Disclosure of Student Records

The policy on the disclosure of student records can be found on the UCLA Registrar's website: https://registrar.ucla.edu/faculty-staff/ferpa/disclosure-of-student-records.

Changes to Policy and/or Curriculum Requirements

Due to the nature and demands of an educational program and the nursing profession, the UCLA Joe C. Wen School of Nursing reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of nursing. These changes will be made known to the students as they occur.

List of Post-BS to DNP Courses

Course Number	Course Title
N200	Health Promotion and Assessment Across the Lifespan
N211	Women's Health Primary Care
N212	Family Healthcare Perspectives
N216A	Adult/Gerontology Concepts for Advanced Practice Registered Nurses in Acute Care I
N216B	Adult/Gerontology Concepts for Advanced Practice Registered Nurses in Acute Care II
N216C	Adult/Gerontology Concepts for Advanced Practice Registered Nurses in Acute Care III
N223	Childhood Development: Research and Application to Nursing
N231	Advanced Pathophysiology for Advanced Practice Registered Nurses
N232	Human Responses to Aging and Chronic Illness
N234A	Advanced Pharmacology I
N234B	Advanced Pharmacology II
N236	Pediatric Primary Care for Family Nurse Practitioners
N237A	Assessment and Management in Pediatric Acute Care I
N237B	Assessment and Management in Pediatric Acute Care II
N238A	Assessment and Management in Pediatric Primary Care
N238B	Assessment and Management in Pediatric Chronic Care
N239A	Adult/Gerontology Primary Healthcare for Advanced Practice Registered Nurses I
N239B	Adult/Gerontology Primary Healthcare for Advanced Practice Registered Nurses II
N239C	Adult/Gerontology Primary Healthcare for Advanced Practice Registered Nurses III
N269	Quality Improvement and Population-Based Quality of Practice
N291	Applied Statistics and Analytics for Health Sciences Research
N401	Scientific Underpinnings for DNP Practice
N402	Clinical Scholarship for Evidence-Based Practice

N403	Organizational and Systems Leadership for Quality Improvement
N404	Analytical Methods for Evidence-Based Practice
N405	Communication and Ethics for DNP Practice
N406	Clinical Prevention and Population Health
N407	Financial Management and Cost Analysis of Health Care
N408	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
N409	Health Care Policy for Advocacy in Health Care
N410	Dissemination and Translation of Clinical Scholarship
N411	Information Technology for Nursing Practice
N416A	Adult/Gerontology Acute Care Nurse Practitioner Practicum I
N416B	Adult/Gerontology Acute Care Nurse Practitioner Practicum II
N416C	Adult/Gerontology Acute Care Nurse Practitioner Practicum III
N416D	Adult/Gerontology Acute Care Nurse Practitioner Practicum IV
N416E	Adult/Gerontology Acute Care Nurse Practitioner Practicum V
N429A	Family Nurse Practitioner Practicum I
N429B	Family Nurse Practitioner Practicum II
N429C	Family Nurse Practitioner Practicum III
N429D	Family Nurse Practitioner Practicum IV
N429E	Family Nurse Practitioner Practicum V
N437A	Acute Care Pediatric Nurse Practitioner Clinical Practicum I
N437B	Acute Care Pediatric Nurse Practitioner Clinical Practicum II
N437C	Acute Care Pediatric Nurse Practitioner Clinical Practicum III
N438A	Primary Care Pediatric Nurse Practitioner Clinical Practicum I
N438B	Primary Care Pediatric Nurse Practitioner Clinical Practicum II
N438C	Primary Care Pediatric Nurse Practitioner Clinical Practicum III
N439A	Adult/Gerontology Primary Care Nurse Practitioner Practicum I

N439B	Adult/Gerontology Primary Care Nurse Practitioner Practicum II
N439C	Adult/Gerontology Primary Care Nurse Practitioner Practicum III
N439D	Adult/Gerontology Primary Care Nurse Practitioner Practicum IV
N439E	Adult/Gerontology Primary Care Nurse Practitioner Practicum V
N440	Advanced Assessment and Clinical Diagnosis for Advanced Practice Nurses
N441	Advanced Pediatric Diagnostics
N444	Adult/Gerontology Acute Advanced Assessment and Clinical Diagnosis II
N470A	DNP Scholarly Project Course I: Project Conceptualization and Planning
N470B	DNP Scholarly Project Course II: Project Proposal
N470C	DNP Scholarly Project Course III: Project Implementation
N470D	DNP Scholarly Project Course IV: Project Evaluation
N496	Education Strategies and Evaluation in DNP Practice
N597	Individual Study for Comprehensive Examination

Scholarly Project Conflict of Interest Guidelines

The DNP is a clinical doctorate that supports clinical practice in administration, organizational management, leadership and policy.

As a member of an interdisciplinary team, emphasizing evidence-based practice and quality improvement approaches, the graduate of the DNP will help to explore and solve critical clinical practice issues.

The purpose of the DNP Scholarly Project is to demonstrate critical analysis and synthesis of scientific evidence for application to practice, and the creation of new knowledge for evidence-based practice (EBP), the essence of scholarship for the DNP. Graduates of the DNP program will be the leaders for the translation of research into practice.

The DNP Scholarly Project is carried out in a series of 4 courses (N470A-D) providing structured didactic content and application. The DNP Scholarly Project will be directly related to a practice issue in a clinical setting. The DNP Scholarly Project courses will occur sequentially and will be held in parallel to the student's DNP clinical practice hours.

A minimum of 1,000 post-baccalaureate practice hours are required as part of the supervised academic program. Practice experiences may include clinical hours in leadership, practice inquiry, and policy; part of the fabric of professional preparation for the practice doctorate.

The clinical practice site may be a hospital, a health care system, a public health agency, a clinic, or other healthcare organization. Clinical practice hours may be carried out in the student's place of employment to provide the student the potential benefit of their employer/organization and the support systems and relationships already in place.

The line between current employment and clinical application hours must be clear.

A conflict of interest may occur if the student attempts to carry out DNP clinical practice hours during work hours. To avoid confusion, the clinical mentor, clinical faculty, and the DNP Director will monitor practice hours and sign the attached "**DNP Scholarly Project Conflict of Interest Disclosure Form.**"

If any conflict of interest is significant or cannot be managed, the student and/or the committee member(s) should immediately contact the DNP Program Director or Assistant Program Director for guidance.

If any potential for conflict of interest exists, please attach a memo describing the circumstances and explain how the potential conflict of interest will be managed.

Scholarly Project Conflict of Interest Disclosure Form

UCLA JOE C. WEN SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE

DNP Scholarly Project Conflict of Interest Disclosure Form

Student:

I, _____, understand the guidelines for clinical practicum hours required in association with the DNP Scholarly Project. These clinical hours may be carried out in my place of employment but are not to be done during work hours. My DNP clinical hours will be supervised by the DNP Director, Clinical Faculty, and the Clinical Mentor at my clinical site. I agree and abide by these guidelines.

Student Signature: _____   Date: _____

Clinical Mentor/Preceptor:

I, _____, have read and understand the guidelines for DNP clinical practicum hours. These hours will not be accrued during the student's work hours. I will be mentoring (student)

_____ at

(institution)

_____.

Clinical Mentor Signature: _____ Date: _____

Post-BS to DNP Scholarly Project Committee Chair:

Chair's Signature: _____ Date: _____

Acknowledgement and Attestation to Student Handbook

It is the student's responsibility to read the Student Handbook and be familiar with its contents. Each student is required to attest to reading and understanding the UCLA Joe C. Wen School of Nursing Student Handbook, and acting in accordance within the guidelines and spirit of the provisions outlined therein.

The attestation will be sent to students via Bruin Learn at the start of Fall Quarter and will be due before end of Week 2. The attestation is mandatory and must be submitted by this deadline. Failure to submit the attestation by the due date will result in an enrollment hold on the student's record.