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Faculty Handbook 2023-2024



Search Faculty Handbook

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Letter from Dean Lin Zhan

Dear Colleagues:

Welcome to the UCLA Nursing! I am so thrilled that you are joining an outstanding team of nurse educators, scholars, researchers, practitioners, nurse leaders, and dedicated staff. You are an integral member of UCLA, the top public research university, and UCLA Health, the top health care system in the nation.

We are committed to preparing compassionate and competent graduates to transform healthcare. With nursing leadership, we will achieve equitable, accessible, affordable, safe and high-quality care. Our commitment to discovery and nursing science will produce nursing knowledge, translation, dissemination, and implementation to guide nursing practice. Our shared vision is mission driven. As you take part in the roll-out of our strategic plan, you will see the many ways we enhance academic and practice/community partnerships, expand the nursing research mission, provide accessible and high-quality education, and embrace our core values – excellence, innovation, collaboration, and a culture of diversity, equity, and inclusivity.

The COVID pandemic has brought multifaceted challenges to all of us – from local to global. Our faculty, students, staff, and practice partners have been active, adaptive, and calm in crisis. We lead with courage. Throughout the pandemic we continue in the School of Nursing to do what we do best. We continue teaching and learning, conducting research, providing service, and saving lives!

I thank you for joining us. UCLA and the UCLA Nursing offer a myriad of faculty support services relating to teaching, research, community engagement, housing, and mentoring. We are with you in your academic journey, especially during the COVID pandemic.

Together, we can change uncertainties to understanding, complexity to clarity, ambiguity to agility, and turn the impossible into possibilities. Together, we continue advancing academic nursing and taking UCLA Nursing to a higher level of excellence!

Go UCLA Nursing!

Lin Zhan, PhD, RN, FAAN

Dean and Professor UCLA School of Nursing



Dr. Lin Zhan

About

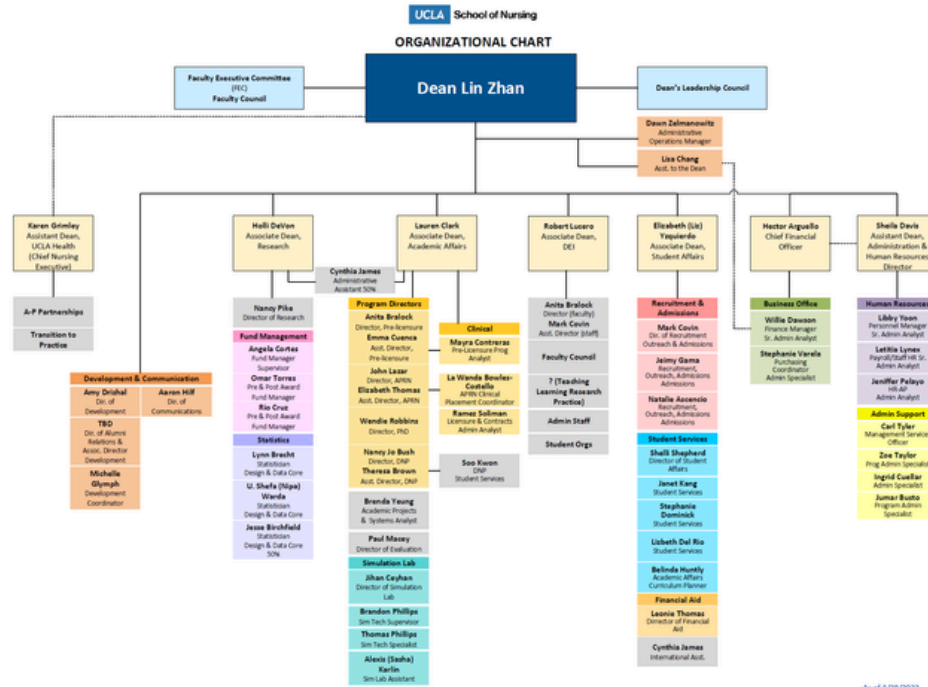
The faculty handbook is a collation of information relevant to faculty. It's called a "handbook" as it used to be a physical then pdf handbook. In it's present form, it contains both content and links to outside content.

Previous versions

Faculty handbook 2021-2022



About the SON and UCLA



As of 3/28/2022

History & Philosophy of the School

The official name of the School is: "UCLA School of Nursing".

- [History of the UCLA School of Nursing](#)
- [Philosophy of the UCLA School of Nursing](#)

History of the UCLA School of Nursing

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 Regents approved the Doctor of Nursing Science (DNSc) degree program in 1986, and in 1987 the first doctoral students were admitted. In 1996, the Office of the President and the Regents approved the change in the master's degree designation from MN to Master of Science in Nursing (MSN); the change in doctoral degree designation from DNSc to PhD in Nursing was approved in 1995. In 2013, an en route MS option was established within the existing PhD program for students in the BS to PhD pathway.

To meet the educational needs of students who are registered nurses with Associate Degrees or diplomas in nursing, the original BS program curriculum was revised in 1997 and the RN to BS Bridge Program was established and continued until 2010.

In 2006, the School of Nursing reinstated the pre-licensure bachelor's program (BS/pre-licensure), which had been discontinued due to budget cuts in the 1990s. The revised program is designed with admission at the freshman level. At the same time, the School launched the Master's Entry Clinical Nurse (MECN/pre-licensure) program within the MSN degree, which is designed for pre-licensure students with bachelor's degrees in other disciplines.

In 2018, the School instituted a self-supporting Doctorate of Nursing Practice (DNP) program designed to prepare master's prepared Advanced Practice Registered Nurses (APRN) with the terminal practice degree. The inaugural DNP cohort began classes in Fall 2018.

In 2019, the School celebrated its 70th anniversary. The Factor Building was renovated and photos, historical artifacts, and paintings by Gregg Chadwick were installed on the walls of each floor.

Pictures of Gregg Chadwick's artwork can be found at: [History of Nursing at UCLA](#)

Additional historical details may be found at: [Fast Facts | UCLA School of Nursing](#)

Philosophy of the UCLA School of Nursing

The UCLA School of Nursing is guided by a philosophy that embodies the mission and goals of the University of California. The philosophy addresses nursing, the clients of nursing, and nursing students. The school is committed to an interdisciplinary learning environment.

Nursing encompasses clinical practice, education, research, consultation, leadership, management and service to the profession at both the local and global communities. Nursing involves individuals, families, groups, organizations and communities as patients. The profession must consider the human, physical and social environments that affect these patients, who may have health conditions that range from wellness to illness. Nursing activities must, therefore, include health promotion and maintenance, intervention and treatment, rehabilitation and restoration, and palliation. At an advanced practice level, nursing involves comprehensive healthcare, which encompasses the responsibility and accountability for continuity of care across the health-illness spectrum.

Nursing research is both applied and basic and has as its core actual or potential human responses to illness and as its goal the development of nursing science. Guided by ethical standards that consider the perspectives of the patient, the healthcare provider and the larger society, nursing has a social mission that encompasses the right and responsibility to provide leadership in health policy, as well as healthcare to all patients regardless of disease status, gender, race or culture.

People who receive patient-centered nursing care are complex individuals who exist in relationship to others in their family and community. This complexity of person involves biological, behavioral, emotional, psychosocial, cultural and spiritual dimensions. Each individual reflects a unique combination of these dimensions that interacts dynamically with the environment. The patients of nursing are autonomous decision makers who have certain values and knowledge about themselves that not only are relevant, but also essential to successful healthcare outcomes. As a result, nurses have the responsibility to protect the patient's right to collaboratively participate with healthcare professionals involved in their care.

Successful nursing students are active learners who bring unique gender, cultural and ethnic life experiences to the professional practice of nursing and its advancement as a discipline. Students at all levels learn relevant theory, acquire practice skills and are socialized into the profession of nursing.

Increasing levels of complexity and sophistication of learning and socialization are expected of students in the different programs. Whether at the beginning practice, advanced practice, or scholar level, nursing students learn to apply knowledge, skills and professional attitudes in their work, which may include educative, administrative and research arenas. While students have the right and responsibility to participate in their own learning, faculty members have the right and responsibility to structure the teaching/learning environment to facilitate learning. Individual academic counseling and a variety of one- on-one, small-group, and interactive learning formats assist students to meet program and individual learning goals.

Mission, Vision, and Strategic Plan + Accreditation

- Accreditation

<https://nursing.ucla.edu/about/mission-vision-and-strategic-plan>

Pillars	Goals	Related CCNE Standards
Academics	To create and sustain educational programs to prepare the next generation of nursing leaders to provide outstanding nursing care, conduct and disseminate state-of-the-art research and scholarship, and promote interprofessional health care delivery.	Standard I-A, -B Standard II-G, -E, -F Standard III-A, -B, -C, -H
Research	To conduct innovative and transformational research to contribute to the body of scientific knowledge, promote health, advance nursing care, address health disparities, and translate knowledge into practice and policy nationally and internationally.	Standard I-A, -C Standard II-G
Diversity, Equity, Inclusion	To promote excellence in nursing education and research by creating a sustainable culture of mutual understanding and respect for the backgrounds of culturally diverse individuals, families, and populations, as well as those living with disabilities.	Standard I-A, -C Standard II-C, -G
Sustainability	To create a sustainable environment within the School of Nursing.	Standard II-A, -B, -C
Community Engagement	To expand community engagement at the UCLA School of Nursing enhances community partnerships that promote multidisciplinary collaborations that address the social, biological, and cultural determinants of health. Community engagement aligns with the SON mission for promoting research, education, culturally diverse clinical training, workforce development for population-based health care, and support of underserved communities.	Standard I-A, -B, -C, -F

Core Values:

- Excellence
- Innovation
- Strong professional and organizational culture

- Diversity, Equity, and Inclusion (DEI)

Accreditation

The UCLA School of Nursing programs of study are approved by the Academic Senate of the University of California and the California Board of Registered Nursing (BRN), 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 and master's degree programs for a term of 10 years. The BRN approved the bachelor's and master's degree programs after a successful site visit in October 2016. The UCLA Academic Senate reviewed the School in 2017-18, with a next review anticipated in 2025-26.

Revised 2018 CCNE standards are available at: www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf

Academic Senate and Adjunct Faculty Teaching Workload Guidelines (2020)

General Considerations

A. Background

1. All workloads are based on fiscal-year appointments.
2. Generally, teaching credits for theory courses are equivalent to academic credits associated with the course.
3. For clinical courses, teaching credits are determined to reflect faculty-student contact time and the use of clinical preceptors
4. Teaching assignments will be transparent and will include a mix of large and small classes, based on faculty expertise and preferences
5. Program Directors will review all teaching assignments to insure fairness and accuracy of the assigned workload

B. Description

Teaching credit assigned to individual courses will combine course size with the number of academic units credited to the course as follows:

Student Enrollment	Teaching Credits
< 60 students	= Academic units
60 – 80 students	= Academic units + 1
> 80 students	= Academic units + 2

1. When more one faculty is assigned to a course, teaching credit will be shared proportionately based on anticipated effort of each faculty member.
2. All Academic Senate faculty are eligible for teaching course reductions in proportion to the salary support they provide through extramural funding.
3. All track faculty, regardless of funding support, must contribute to the teaching mission of the school for their academic progression.
4. Faculty who serve as dissertation committee chairs will receive one unit of teaching credit for each committee. Faculty who serve as PhD committee members shall receive 0.5 unit of teaching credit.
5. The teaching workload per quarter will be examined to prevent undue burden, e.g. two large lecture courses in one quarter.

C. Process

1. Each Fall, Program Directors will solicit requests for teaching assignments for the next academic year. The call for teaching requests will include information regarding:
 - a. Each Academic Senate faculty's plans for grants submission, so that teaching assignments can be designed to avoid conflict with research priorities.
 - b. Submission of plans to innovate course delivery (including converting traditional classes to flipped, online, or mixed modality classes), which may be included in the teaching assignment.
 - c. The Dean will initiate a call for sabbatical requests and will make a determination regarding all requests by Winter quarter to inform the teaching assignments.
2. Each Winter quarter, Program Directors will distribute proposed teaching assignments to each faculty member individually.
3. Within the first month after proposed teaching assignments are distributed individually, Academic Senate faculty may initiate dialog with the Program Director and/or the Associate Dean for Academic and Student Affairs to discuss any concerns. All parties will collaborate to reach agreement regarding any changes in the initial teaching assignment. If agreement is not reached, the faculty member has the right to appeal the assignment to the Dean.
4. In addition to teaching, all faculty are expected to participate in review of admissions applications, reading of comprehensive and/or qualifying examinations, and other service and administrative activities related to instructional programs.

II. Assignment Specifications by Rank

A. Associate and Full Professors: For tenured faculty, a maximum teaching assignment for will be approximately four courses (or approximately 16 teaching credits).

B. Assistant Professors: To allow all newly appointed Academic Senate faculty sufficient time to become oriented to the School, no teaching will be assigned for at least the first two quarters in residence. Assistant professors will be expected to participate in an onboarding teaching program. Typically, for Assistant Professors, a 50% teaching assignment (i.e. two courses or approximate eight teaching credits) will be assigned for Years 1-2. After that time, maximum teaching assignments for Assistant Professors will be 12 units.

C. Teaching Overload: The purpose of this provision is to describe decisions for teaching above and beyond the normal teaching workload. Course overload is defined as any teaching above the expectations described above. The overload provision will be used to manage teaching in the School of Nursing Self-Supporting Degree Programs. Academic Senate faculty may volunteer for overload teaching in a School of Nursing Self-Support Degree program. Overload teaching will be: 1) limited to one course per academic year and 2) accompanied by an approved stipend. Approval from the Vice Chancellor for overload teaching will be required for administrators who receive reduced teaching as part of their compensation.

Best Practices for Promoting Academic Integrity

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. Graduate students who receive a sanction of suspension from the Office of the Dean of Students will be expected to reapply per the policies set forth by the Graduate Division. 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.

If a faculty member suspects a student of academic dishonesty in a classroom setting, the faculty member must allow the student to complete the exam/assignment prior to taking any action. After completion of the assignment, the faculty member is encouraged to seek consultation for the Director of Student Services prior to taking any action.

Strategies for creating conditions that decrease the opportunity for academic dishonesty include:

1. Vary the metrics/evaluation methods for each course (which decreases the pressure to do well on the exams).
2. Be aware that un-proctored exams (such as take-home tests, online quizzes or tests) are not secure.
3. Schedule at least two proctors for each exam.
4. Prepare different versions of the test such as:
 - a. randomizing the order of questions within the test
 - b. varying the order of the alternative choices within each multiple-choice question
 - c. print on different colored paper
5. Include short-answer questions in multiple choice exams.
6. Announce before the test that students cannot have anything other than a pencil (or other required materials) with them during the exam. Before the exam begins, all backpacks, electronics, phones, internet watches, class materials, books, etc. must be placed in front of the room away from students.
7. Randomly assign students to sit in a specific seat during the exam. In the auditorium, tell students they must sit in every other seat.
8. Avoid distributing extra copies of the exam (i.e., number the exams, count exact number to be distributed).
9. Explain that you will not take any questions until near the end of the exam (to avoid being distracted from proctoring the exam).
10. Prior to the exam, inform students that they will not be allowed to leave the room unaccompanied by a proctor until they have completed the exam, except in the case of an actual emergency.
11. Monitor students' behaviors during the exam (e.g., walking around the room, keeping eyes on students, informing students that proctors will be watching their behavior).
12. Consider placing a statement such as "I certify that I have maintained academic integrity as outlined in the Student Handbook during this exam" on the exam face sheet and require students to sign their names.
13. If you provide a test review, proctor the test review and do not allow students to use pencils, paper, phones, or other electronic devices during the test review.

Comprehensive Examination for MSN (APRN & MECN) Students

Purpose of the Comprehensive Examination

The purpose of the Comprehensive Examination is to demonstrate the student's ability to use and apply existing research evidence to systematically formulate and answer clinically relevant questions for registered nurse practice (MECN) or for advanced nursing practice in primary or acute care (APRN).

For APRN students, populations should be consistent with the population-based focus of the student's specialty, in accordance with the APRN Consensus Model. APRN students may further define their population of interest for the exam by a variety of characteristics such as gender, socioeconomic status, race and ethnicity, sexual orientation, occupation, clinical condition, disability, or situational context (e.g., geographic location, homeless, immigrant, and type of care setting including transitions during care).

For MECN students, the exam addresses the following Clinical Nurse Leader core competencies:

1. Critical thinking (apply research - based knowledge from nursing and the sciences as the foundation for evidence - based practice);
2. Communication (produce clear, accurate, and relevant writing);
3. Illness and disease management (synthesize data, information, and knowledge on client outcomes and modify interventions to improve health care outcomes);
4. Human diversity (provide holistic care that addresses the needs of diverse populations across the life span); and
5. Health care systems and policy (interpret health care research for consumers and officials).

Comprehensive Examination

All comprehensive exams are submitted to [Plagiarism Detector: Prevent Academic Misconduct | Turnitin](#) by the students. They are read and graded according to a grading rubric and scores are automatically tallied. The faculty review process is as follows: You will receive an email from comps@sonnet.ucla.edu & a SAO Staff informing you that you've been assigned comprehensive exams. Information Technology will provide you with instructions on how to obtain/access the Remote Desktop. A due date will be provided. All exams are blinded to the reader. There are two readers for each exam; if one reader does not pass the exam there is a third assigned reader. All faculty according to specialty are required to read comprehensive exams as part of their service unless they are on sabbatical. Program Directors will provide designated SAO staff with a list of faculty eligible to read Comprehensive Exams.

Pursuant to requirements of the UCLA graduate division, the written Master's Comprehensive Examination is administered in the last quarter of the second year of study. Written instructions are distributed to students at least one year in advance of the examination due date, usually the first day of Winter Quarter. Each student completes the Comprehensive Examination out of class and independently. A passing score is 70% or more of possible points. The Comprehensive Examination may be attempted three times. Late examinations are not accepted for grading, will count as an attempt at passing, and will be given a failing grade. Students who fail to achieve a passing score on their first attempt are eligible to participate in graduation ceremonies. However, the degree will be awarded in the quarter during which the Comprehensive Examination is passed. Students will not be certified to any Board of Registered Nursing as having completed nursing course requirements until they have successfully completed the Master's Comprehensive Examination.

For both MSN-MECN and MSN-APRN students, Comprehensive Examination formatting and grading instructions will be distributed during the information sessions. For all students (both MECN and APRN), key elements of a successful Comprehensive Exam include:

1. Critical evaluation of the selected research findings as they apply to the identified research question and the target population.
2. Evaluation of the relevance and implications of research findings explored for nursing practice at the student's level of education (MECN or APRN)
3. Application of critically-reasoned findings as a population-appropriate intervention to address the problem identified.
4. Identify methods needed to carry out a targeted intervention, including ways to measure and evaluate specific outcomes of interest.
5. A table of evidence (ToE) is required for this assignment, separate from the narrative essay. The finished ToE must summarize the 7-10 primary source articles that form the central critique portion of the comprehensive examination essay.
6. The narrative essay is limited 15 pages in length, not including the TOE. The ToE is the only table or appendix allowed.

7. This submission is the student's original work. Students may not have submitted any part of the Comprehensive Examination essay as part of any other course requirement.
8. Students may not consult with others about their examination topics, including classmates, UCLA School of Nursing faculty, preceptors and staff members. This does not preclude general questions about topics presented in class or discussion sections. Individuals are not penalized for developing similar questions, so long as the questions are developed in isolation (from one another).
9. Editorial assistance is very restricted.

Procedure for the Comprehensive Exam:

Students will select one problem from three to four selected topics for the Comprehensive examination. Students will develop a researchable question after reading nursing and other multidisciplinary literature resources. A theoretical or conceptual framework will be used to guide the development of the question. Students are encouraged to review theoretical and conceptual frameworks presented in class and in published works. During this formative phase, students are urged to read broadly and tailor their readings as they refine a researchable question. From the literature, students develop and narrow their topic to a defined (specific) target population and a specific researchable clinical question that guides the focused, thorough review of literature. The student will select, summarize and critique 7-10 relevant primary data-based source articles as the central portion of the essay. While students are encouraged to read and contemplate literature carefully as they are tailoring their question, they are also encouraged to keep organized notes about findings during this formative phase of the examination.

Students are able to use literature-review articles, clinical practice guidelines, and meta-analyses to inform the introduction and discussion portions of the essay. However, these types of articles may not be counted among the 7-10 original research articles required for the "literature review" in the Comprehensive Examination essay.

Creating a Positive and Inclusive Classroom Environment

1. Reflect and examine your classroom and clinical behaviors as a faculty member
2. Establish or introduce group guidelines during the first class of each course
 - a. Have students agree to follow established rules
 - b. Rules should apply to general class discussions and students' participation
 - c. Go beyond identifying course objectives- Describe hopes for students e.g.,
 - i. developing their abilities to understand the perspectives of others
 - ii. developing mutual respect
 - d. Making a commitment to understand other positions (view points)
 - i. When there is disagreement or a challenging discussion, a productive statement is, "I want to share the impact of that term you used on me" or "that case example on me"
 - e. Students should speak for themselves and not for others (including groups to which they belong)
 - f. Students should use "I statements" such as "I don't feel at home or comfortable here" rather than generalizing
 - g. Taking risks in speaking honest
3. Use of preferred personal pronouns e.g., he/him; she/her; they
4. Allow students freedom to decide when and how they participate
5. Bring students into discussion journey
6. Model learnings about diversity and inclusion
 - a. Instructors can share their journeys in becoming more culturally sensitive and knowledgeable, as appropriate
 - b. Avoid using generalizations about any group(s)
 - c. When offering an opinion or answering a question, support your statement with evidence rather than generalizations i. Encourage students to apply the same behaviors
 - d. Avoid using phrases that could be considered condescending (applies to both faculty and students)
 - i. e.g., "Are you sure that's a good idea?" vs "I trust that you've given it a lot of good thought."
 - ii. e.g., "Let me show you how it's done." vs "I'd be glad for us to work on this together."
7. Actively intervene in the class when necessary
 - a. Redirect students when not using "I" statements
 - b. Refer back to ground rules for course if students are violating a specific rule(s)
 - c. Stay committed to equitable participation and student learning
 - i. Intervene if students are disrespectful
 - ii. Address micro-aggressions when they occur
 - iii. Show respect for the person who made the statement when you respond
8. Provide accommodations for students with disabilities to have equal access in a course and to have an accurate measure of how they perform

*Adapted from Intergroup Relation Training Manual" (2018), Anna Yeakley and Teressa Brett

Development and Maintenance of a Course Syllabus

Common Elements

1. **Cannot be changed without formal approval by Curriculum Committee, Faculty and Graduate Division**

- a. Course Number and Title
- b. Number of Credits
- c. Course Descriptions
- d. Prerequisites
- e. For pre-licensure courses: the percent of final grade allocated for Kaplan/Kaplan related activities
- f. Scoring and Letter Grade Equivalents
- g. Final examination dates during Finals Week

2. **May be changed at the discretion of the lead faculty,**

- a. Skills/Competencies section of the syllabus
- b. Weekly course content
- c. Methods of instruction
- d. Required or optional texts (with the consultation of other relevant lead faculty if the course is part of a series)
- e. Methods of examination and evaluation
- f. Assignment due dates

3. May be changed with consensus discussion and Program Committee approval. During the multi-year process of adopting the 2021 AACN Essentials (approximately summer 2022 through summer 2024), faculty will make incremental and synchronized changes to course objectives.

- a. Course objectives can be changed by lead faculty with the review and approval of co-teachers and the Program Committee, with notification of the Curriculum Committee.

Processes to support course syllabus revision.

To facilitate syllabus revision, part of every Program meeting will be devoted to reviewing end-of-program outcome competencies.

- a. Groups of 2-5 faculty who teach related courses are encouraged to caucus, compare how their course maps onto curricular outcomes, and refine their revised, competency-based outcome objectives.
- b. When a slate of courses (or a single course) has been revised to align with the AACN Essentials, the end-of-program outcomes, and synchronized with other courses in the program, the course syllabus will be presented to the Program faculty for discussion and approval. After Program Committee approval, revised courses will progress to Curriculum Committee and FEC, then on to Undergraduate or Graduate Council.

**UCLA School of Nursing
UCLA Center for the Health Sciences
Los Angeles
N10 Introduction to Nursing/Social Justice I
Fall Quarter 2016**

Course Number and Title

N10 Introduction to Nursing/Social Justice I

Number of Credits

2 Credits Lecture: 2 hours

Course Description

Within the context of the history of Nursing, this introductory course focuses on the practice of nurses, including the role of advocacy. The effective use of self as a professional nurse in relation to ethics, cultural competence, and human diversity will be discussed. Ethical principles (justice, autonomy, veracity, beneficence, confidentiality) and professional values (altruism, autonomy, human dignity, integrity, and social justice) will be introduced in relation to nursing practice throughout history in health/illness and end-of-life contexts.

Placement of Course

This is a required course taken in the fall quarter of the first year of the G-BS program.

Prerequisites

None.

Course Objectives

Upon successful completion of this course, students will be able to:

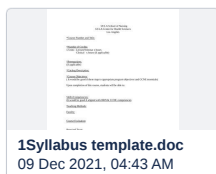
1. Analyze the historical development of nursing as a profession and identify the social, cultural, political, and ethical influences on nursing from the past to the present, with implications for the future (cultural competence, critical thinking, professional development).
2. Demonstrate understanding of the relationship between ethical principles, taken-for-granted rules or assumptions, moral actions, and personal judgments in relation to nursing practice among diverse patient populations (cultural competence, critical thinking, professional development).
3. Demonstrate understanding of professional values crucial to nursing practice critical thinking, professional development).

Skills/Competencies:

Critical thinking related to ethics, values, and nursing practices;

Basic analytic skills for understanding the context, within which the planning of therapeutic nursing interventions for culturally diverse families and communities, takes place.

Sample Syllabus



Diversity, Equity, and Inclusion (DEI)

<https://www.nursing.ucla.edu/about/diversity-equity-and-inclusion>

Dr. Robert Lucero joins the UCLA School of Nursing as Associate Dean for Equity, Diversity, and Inclusion; Professor of Nursing; and the Inaugural Adrienne H. Moseley Endowed Chair in Diversity, Equity, and Inclusion beginning May 4th, 2021. Previously, he was a University Term Professor; Associate Professor of Nursing; and Graduate Faculty in the Center for Latin American Studies at the University of Florida College of Nursing.

Dr. Lucero received his PhD in Nursing from the University of Pennsylvania School of Nursing and completed an NIH post-doctoral fellowship in Health Informatics at the Columbia University School of Nursing. Dr. Lucero has been funded consistently by the NIH and AHRQ for the last 18 years. His research focuses on enhancing the quality of care for hospitalized older adults and improving self-management of chronic health conditions among Hispanic, African-American, and LGBTQ+ populations. Dr. Lucero has nearly 50 peer-reviewed publications and has been awarded approximately \$15 million in extramural funding from NIH and AHRQ as principal investigator.



Dr. Robert Lucero

Doctoral Programs

DOCTOR OF PHILOSOPHY (PhD) PROGRAM

<https://www.nursing.ucla.edu/admissions/graduate/doctor-philosophy>

GOALS

The goal of the UCLA School of Nursing Doctor of Philosophy (PhD) degree program is to develop the foundation of knowledge upon which the practice of the profession is based through the conduct of original research and the generation of theory. Its purpose is to produce independent investigators who can conduct biobehavioral research, biologic science research or health disparities/vulnerable populations research. These research foci will advance the state of knowledge about how professional nursing practice and the delivery of health services can be improved.

Program Objectives

1. Design, conduct, and evaluate original research
2. Generate and/or test theory
3. Contribute significantly to the development of nursing science
4. Collaborate with research participants, clinicians, and researchers from multiple disciplines in the design and conduct of research and the development of science
5. Influence and contribute to the design of healthcare policy
6. Provide leadership within the nursing profession and in healthcare with cultural competence and attention to ethical decision making
7. Mentor educators and researchers

Program of Study

Nursing research at UCLA is carried out in the following areas of study as identified in the School's curricular framework. Students select a major area of study which is congruent with the scientific inquiry of our SON faculty.

1. **Biobehavioral Sciences** focuses on the influence of both biologic and behavioral factors on health beliefs and health promotion, sense of well-being and quality of life, symptom management and adherence to and utilization of prevention and treatment services.
2. **Biologic Science** focuses on phenomena in the biologic, physiologic and pathophysiologic sciences, including cellular adaptations and injury, genetics, neoplasia, inflammatory, immune and neuroendocrine responses and the effect of these on tissue and organ system function in the context of human health.
3. **Health Disparities/Vulnerable Populations** focuses on nursing science in the area of community-based interventions to prevent disease, decrease morbidity and mortality for populations at a relative higher risk for poor health and in the context of a culturally diverse environment for care.

The research areas incorporate human diversity and the influence of the psychosocial and physical environments on health and health care. Commitment to these areas enables the School to respond with appropriate flexibility to changing nursing practice needs, to changing societal needs, and to changing opportunities created by the development of faculty strengths and student research interests. Thus, the areas are broad, interrelated and contribute to an integrated whole as specified in the School's curricular framework.

CURRICULUM

Course sequences can be found at [Course Sequences | sonnet](#) .

GUIDELINES AND POLICIES FOR THE PhD WRITTEN QUALIFYING EXAMINATION

Purpose of the Written Qualifying Examination

The Written Qualifying Examination tests the ability to use knowledge in the areas of basic concepts of nursing science, nursing theory development, 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 is an evaluation of strengths and weaknesses in the mastery of content presented in the first-year courses. In addition, the exam aids in the identification of existing learning needs and facilitates appropriate academic counseling regarding program planning.

Written Qualifying Examination

The written qualifying examination will be required of all doctoral students at the successful completion of the following courses: Nursing 202, 205A, 206AB, 210AB, 299A, and Biostats 100AB. Expected completion of these courses is the end of Year 1 (APRN-to-PhD students) or the end of Year 2 (BS-to-PhD and ELM to-PhD students).

The exam will require students to:

1. Identify their researchable problem and/or phenomena of study
2. Discuss the philosophical underpinnings that shape their view of the problem or phenomena,
3. Discuss and appropriately apply a conceptual or theoretical framework
4. Provide a thorough review of the literature
5. Provide a discussion and summary that describes how the student's research will contribute to nursing science and shape nursing practice and the delivery of health care.

The exam will follow a take-home format. Specific instructions will be distributed at an information session and posted on the UCLA School of Nursing website by the end of the Spring Quarter. The Curriculum Committee Chair will offer an information session with other faculty members invited who taught the required courses to students regarding the exam procedures. A deadline for submission of the written exam will be posted. If a student is unable to submit the exam on the specified deadline, he/she should notify the PhD Program Director.

Students must submit their exam as instructed for submission to CCLE before the published deadline. All exams will be judged as PASSED or NOT PASSED. The written qualifying examination will be graded independently by two readers. The candidate needs to receive a passing score by the two independent readers. If one score is passing and the other is failing, the exam will be scored by a third reader. The candidate must achieve two passing scores. In the interest of providing students with feedback on their writing, all students who attempt the exam will receive feedback on their exam from their advisor.

Those students who do not pass the exam the first time are permitted to re-take the exam one time before the student completes their ninth quarter of study. In this case, students will meet with their advisors and develop a remediation plan that may include coursework, tutoring, and experiential learning. Students failing the examination a second time are referred to the School of Nursing Student Affairs Committee and Graduate Division for possible termination from the program.

Procedure for the Written Qualifying Examination

1. The written examination will be offered once a year in the summer.
2. Regardless of their program assignment for teaching, PhD-prepared faculty will be assigned as readers for the written qualifying exam based on their research expertise; assignments will be made by the PhD Program Director in consultation with the Associate Dean for Academic & Student Affairs.
3. Based on a faculty approved grading rubric, all exams will be judged as PASSED or NOT PASSED.
4. For exams that are NOT PASSED, faculty readers are required to include specific comments to support their evaluation.
5. The PhD Program Director will give a briefing about examination procedures for faculty before administering the examination.
6. The Curriculum Committee Chair and faculty who have taught required courses before examination will provide an information session to the students regarding the exam.
7. Should a student be unable to submit the examination on the specified date because of illness or other emergency, he/she should notify the PhD Program Director as soon as possible.
8. Students' examinations are submitted through CCLE.
9. The Director of Student Services will email examination results to the student's official UCLA email address. For students who failed the examination, their comments from faculty readers will be downloaded and sent to the PhD Program Director. . Then, the PhD PD will send the comments to each faculty advisor whose student failed the examination for use during the coaching for an exam retake, but not share the comments with student.

Student examinations are kept in electronic files for a period of two years after completion of the PhD program.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

GOALS

The UCLA School of Nursing Doctor of Nursing Practice (DNP) degree program is a professional practice doctorate designed to develop competencies for advanced clinical and leadership roles beyond the master's degree. This new degree is rapidly becoming the accepted degree for advanced practice. Leadership, health system knowledge, patient safety and quality, as well as health-care policy are critical content emphasized in the DNP program. The program is offered currently as a self-supporting program only.

Program Objectives

1. Critically appraise and translate research evidence into clinical practice.
2. Evaluate organizational and systems impact on practice change and health policy.
3. Carry out quality improvement and safety measures across diverse populations.
4. Provide leadership within the nursing profession and in healthcare with cultural competence and attention to ethical decision making.
5. Influence and contribute to healthcare change and policy within an inter-professional team focus.
6. Educate patients, nursing staff, and nursing students applying learning principals and evaluation criteria.
7. Utilize information technology to improve care delivery and clinical practice.
8. Assume leadership roles across healthcare settings.

Program of Study

The DNP program at UCLA focuses in the following areas of study as identified in the American Association of Colleges of Nursing (AACN) 2021 competency-based Essentials Level II for Advanced Practice:

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

The translation of research into practice is conducted through the DNP student's Scholarly Project. This clinical project may be implemented in the student's place of employment. Foci of the DNP Scholarly Project varies according to the DNP student's specialty practice and clinical interest.

The first year of didactic content prepares the student in the development of the project proposal and oral qualifying exam. Implementation and evaluation of the project is conducted during the second year of study. The DNP Scholarly Project counts towards the 1,000 clinical hours required by the AACN for the DNP degree.

CURRICULUM

Course sequences can be found at <https://www.nursing.ucla.edu/admissions/programs>

Faculty as Academic Advisors to Students

On acceptance to the school, students are assigned a faculty advisor, with expertise in their assigned program. The advisor assists in monitoring the student's progression and provides advice and counsel if any problems should arise.

Faculty advisors help answer students' questions about nursing in general and the program of study in particular. Specifically, students are encouraged to meet with their advisor regularly and as needed to:

- Identify academic and personal needs and match students with available school and University resources
- Confirm university and major-related requirements
- Maximize the student's abilities to reach educational and professional goals.

Virtual group or individual meetings are preferred. Faculty should document each meeting in writing using the "Advisee Meeting" form in eValue. Completed forms are visible to student and stored in the student's eValue electronic profile.

 [eValueAdviseeFormInstructions09222023.pdf](#)

Faculty whose student advisees are experiencing academic difficulties should refer to the policy on progression in the Student Handbook and the remediation process in the Faculty Handbook. As early as possible, faculty should consult with the Director of Student Services to insure early intervention and resolution of problems.

In addition to the Director of Student Services, the Student Services Coordinator offers support to students throughout their course of study. The Coordinator's main responsibilities are to ensure the students' proper enrollment in the program, satisfactory progress through the nursing program, facilitate the licensure process, and provide educational verification for alumni. The Coordinator meets with BS1 and BS2 students collectively and on an individual basis to plan their program of study. The Coordinator also is available to meet with students in other cohorts if necessary. Faculty can direct general course questions (electives and non-School of Nursing courses) to the Coordinator.

Students are encouraged to take clinical or classroom-related concerns to the appropriate faculty member, usually the Lead Faculty for the course. If a concern is not resolved, the student can contact his/her faculty advisor, the Director of Student Services, Program Directors, the Associate Dean of Academic and Student Affairs, or the Associate Dean or Director for Diversity, Equity, and Inclusion. Also, representatives of the Safe Zone (indicated by a Safe Zone sign on the door) are also available.

Faculty Code of Conduct (APM-015-APM-016)

Every faculty is responsible for following the [UC Faculty Code of Conduct](#). The intent of the Faculty Code of Conduct is to protect academic freedom and preserve the highest standards of teaching and scholarship. Faculty are expected to adhere to the ethical principles described in the UC Faculty Code of Conduct, which include:

- Faculty demonstrates respect for students as individuals
- Adhere to proper roles as intellectual guides and counselors
- Foster honest academic conduct
- Assure evaluations of students reflect each student's true merit
- Respect confidential nature of faculty-student relationship
- Avoid any exploitation, harassment or discriminatory treatment of students

Types of Unacceptable Faculty Conduct (APM 015)

- Discrimination –defined to include harassment against a student on political or for reasons of – Race, color
 - Religion
 - Sex, Sexual orientation, gender, gender expression, gender identity
 - Ethnic origin and national origin, ancestry
 - Marital status
 - Pregnancy (Title IX)
 - Physical or mental disability
 - Medical condition
 - Service in the Unified Services as defined by the Unified Services Employment and Reemployment Rights Act (1994)
 - Sexual violence and sexual harassment as defined by university policy

UCLA Title IX

UCLA prohibits sexual or gender discrimination in any education program or activity receiving federal financial assistance. UCLA is committed to supporting faculty, staff and students with all gender identities i.e., lesbian, gay, bisexual, transgender, and queer. The Title IX Office responds to discrimination based on sex, gender, gender identity, gender expression, sex-or gender-stereotyping, and sexual orientation. Faculty are required to report to the Title IX Office allegations of sexual discrimination and sexual violence, gender discrimination; and pregnancy discrimination.

UCLA students and employees are protected from pregnancy discrimination. Other federal and state laws also protect pregnant employees from discrimination. Under the University of California's nondiscrimination statement, the University of California does not discriminate on the basis of pregnancy, childbirth, and medical conditions related to pregnancy or childbirth. Pregnant students are entitled to reasonable accommodations. Faculty have responsibilities for excusing medically necessary absences for pregnancy and related conditions, including childbirth, and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, and any other required activities. Access to lactation spaces on campus needs to be available to parenting students. Pregnant students may work directly with faculty or reach out to the Center for Accessible Education (CAE), 310-825-1501.

All reports, inquiries and questions related to sexual or gender discrimination should be directed to the Title IX Office at titleix@conet.ucla.edu, or by calling (310) 206-3417. Advice and guidance is available from the Title IX Office to anyone in the UCLA community regarding rights and responsibilities under Title IX as well as policies and procedures.

Additional Resources:

1. UCLA Dean of Students. *Student Guide to Academic Integrity*. Available from <http://www.deanofstudents.ucla.edu/portals/16/documents/studentguide.pdf>

2. UCLA Dean of Students. (2016). *UCLA Student Conduct Code*. Available from http://www.deanofstudents.ucla.edu/Portals/16/Documents/UCLACodeOfConduct_Rev030416.pdf
3. Barthell, M. (2016). How to stop cheating in college. *The Atlantic*. Available from [What's the Best Way for Colleges to Prevent Cheating?](#)
4. Ted Talk: Our buggy moral code (Behavioral economist Dan Ariely studies the bugs in our moral code: the hidden reasons we think it's OK to cheat or steal (sometimes). Clever studies help make his point that we're predictably irrational — and can be influenced in ways we can't grasp.) [Our buggy moral code](#)
5. UCLA Title IX Office - [Welcome to UCLA Title IX Office | Title IX Office/Sexual Harassment Prevention](#)
6. UCLA Title IX Pregnancy Guidelines: [Pregnancy | Title IX Office/Sexual Harassment Prevention](#)
7. UC Policy on Sexual Violence and Sexual Harassment: [Sexual Violence & Sexual Harassment | Title IX Office/Sexual Harassment Prevention](#)
8. Supporting the Academic Success of Pregnant and Parenting Students – U.S. Department of Education Guide: <https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

Frequently Asked Questions

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Subpages

- [How do I find my course evaluations?](#)
- [How do I use course evaluations for participation?](#)

How do I make a room reservation?

Go to the School of Nursing Intranet site (<http://sonnet.ucla.edu>). Click the "Room Reservation" icon. You will be asked to login. Use your university login credentials.

Click on the calendar icon toward the center of the screen and navigate to the date of your event (or the first date in a recurring series). Hover over the room list on the left. You will see occupancy and a snapshot of the arrangement of the rooms. Select the room you want by click and dragging across the time window you wish. If you have any questions, please contact Stephen Austin at 310-825-4656 or saustin@sonnet.ucla.edu.

To make reservations for the Dean's Conference Room, contact Lisa Chang at lchang@sonnet.ucla.edu

How do I access the printer and scanner?

The access code is the last six digits of your Bruin ID, which is on the UCLA ID badge.

How do I request parking for guest lecturers?

Go to the School of Nursing Intranet site (<http://sonnet.ucla.edu>). Click on the "Admin Support" icon. Click on open a new ticket. Follow the prompts and select your request using the drop-down menu.

Who do I contact for my parking pass and permit?

Human Resources – Letitia Lynex, llynex@sonnet.ucla.edu

Where is the closest cup of coffee or snacks?

1. SON Faculty/Staff Kitchen – 2nd floor of Factor Bldg across from the Dean's office
2. Café Med - Burgers, sandwiches, sushi, salad and soup bar; includes Starbucks, El Pollo Loco, Au Bon Pain.
3. Café Synapse near the Neuroscience Research Center.
4. Court of Sciences Food Court

How do I become a member of the UCLA faculty center?

Click on the "membershipt" tab <https://facultyclub.ucla.edu/>

How do I access the UCLA SON faculty/staff lounge break room?

Your ID badge should grant you access to the faculty break room. If not, please contact

Zoe Taylor (ztaylor@sonnet.ucla.edu)

Program Admin Specialist

Factor Building, room 4-934A

310-267-2200 / Office

310-210-9124/ Work Cell

How do I get business cards?

Go to the School of Nursing Intranet site (<http://sonnet.ucla.edu>), click on the “Admin Support” icon. Click on open a new ticket. Follow the prompts and select your request using the drop-down menu.

How do I request my course textbook for my class?

Place faculty textbook requisitions to this website: [Faculty Requisitions | UCLA Store](#)

To speak with someone directly, please call Faculty Textbook Services at 310-206-0775.

Where do I get needed course materials such as scantrons?

You may get scantrons, notebooks, copied documents, and other course resources from the Administration

Support Team. Go to the School of Nursing Intranet site (<http://sonnet.ucla.edu>), click on the “Admin

Support” icon. Click on open a new ticket. Follow the prompts and select your request using the drop-down menu.

How do I book a scantron grading appointment?

You may make a scantron grading appointment via phone or the online appointment booking system via the UCLA Center for the Advancement of Teaching: [UCLA Home](#)

Who do I talk to about Teaching Assistants? Where do I get a TA evaluation form?

TA information and TA evaluation forms can be access via UCLA SON intranet-> Academic Affairs-> Teaching Apprenticeships. Contact Janet Kang, jkang@sonnet.ucla.edu, for questions regarding TA's. There is also a Teaching Assistant Consultant who can be reached at TA@sonnet.ucla.edu.

How do I navigate MyUCLA gradebook?

Link to a MyUCLA gradebook manual: <https://my.ucla.edu/gradebook/print.pdf>

Link to MyUCLA gradebook tutorial: <http://web.cs.ucla.edu/classes/ta/Gradebook.pdf>

If you need additional assistance, contact UIT by phone: (310) 206-4525, 8am-5pm, Monday-Friday.

Who do I contact if I am having issues with CCLE?

Before contacting CCLE or School of Nursing IT help, it's worth checking out the extensive help documentation within CCLE. This can be accessed by hovering over the yellow Need Help? Button in the upper right-hand corner of any CCLE page.

When hovering, it presents a list of dropdown options, including “View self-help articles”—this is often the best place to start researching how to get started with a variety of core CCLE features.

If you get stuck or need additional assistance, submit a ticket with the IT helpdesk. Go to the School of Nursing Intranet site (<http://sonnet.ucla.edu>), click on the “IT helpdesk” icon. Click on open a new ticket. Follow the prompts and select your request using the drop down menu.

Who do I contact if I'm having audiovisual trouble or have a special request for teaching in my classroom?

AV Support

1. Classrooms have computers
 - a. [Upcoming] Use your own Mednet AD account credentials to log in
 - b. Post your classroom materials to CCLE or [Upcoming] use your UCLA HS Box account
2. Contact Customer Care for additional assistance with video or DVDs
 - a. Call Customer Care at 310-267-CARE (x72273)
 - b. Create a Ticket in the UCLA HS Service Now Ticket System (<https://uclahsprod.servicenow.com> – Mednet AD account is required)

Who do I contact to find out about future class schedules and final exam dates?

Belinda Huntly

Academic Affairs & Curriculum Support Analyst

310-825-3947

bhuntly@sonnet.ucla.edu

If students need to take exams via computer, how do I book The Learning Center (TLC) computer lab in the biomed library?

You can reserve The Learning Center (TLC) Lab by logging on to the website below: <http://www.library.ucla.edu/destination/technology-learning-center>

Who do I contact regarding Prelicensure Kaplan IT scoring, sequencing, programming?

Anita Bralock or Emma Cuenca as Prelicensure Program Directors

The Kaplan Representative for UCLA: Robin Laferney, 713-201-5697, robin.laferney@kaplan.com ???

How do I book the skills lab or simulation?

Jihan Ceyhan is the Director of Lab and Simulation. To schedule simulation, you may contact her at jceyhan@sonnet.ucla.edu or lab tech Brandon bphillips@sonnet.ucla.edu

All simulation and lab requests must have a formal written request submitted. These forms and directions can be found in the UCLA SON intranet: [Skills & Sim Lab Forms | sonnet](#)

What is Zoom? How do I create a Zoom meeting?

On the main School of Nursing Intranet page, click on "Informational Technology."

From there, hover over Educational Technology and select the section titled Zoom Video Conferencing. Follow the documentation to get started with Zoom. It's worthwhile to bookmark this help page directly as well as the direct link to logging into Zoom, [UCLA Zoom](#), for quick access in the future. Note: [Upcoming] DGIT Provides Access to HIPAA Compliant Video Conferencing Via UCLA HS Zoom

How do I refer a student in crisis?

Counseling and Psychological Services (CAPS) at UCLA offers a range of services including individual and group therapy, referrals, psychological testing, crisis consultation, and psychoeducational programs and workshops. CAPS is located at John Wooden Center West and can be reached at (310) 825-0768.

<https://studentincrisis.ucla.edu/file/39679e1c-a57d-48d0-83a2-a906c1e53669>

 [Counseling & Psychological Services | Counseling and Psychological Services](#)

The Discrimination Prevention Office (DPO) investigates complaints of discrimination or harassment based on race, ancestry, national origin, religion, age, and other protected categories. Complaints may be filed online: <https://equity.ucla.edu/about-us/our-teams/discrimination-prevention/>

There is also a list of resources within UCLA SON intranet under Academic Affairs-> Student Affairs-> [Resources for Students in Crisis](#). Please notify the appropriate program directors, the Associate Dean of Academic Affairs & Student Services (Lauren Clark), and Director of Student Services (Shelli Shepard).

How do I coordinate remediation with a student in need of focused instruction? What are some remediation topics or services offered for students within the School of Nursing?

Please see the section in the Handbook under “Remediation Process and Policy.” There is also a Coaching Program available for students who are experiencing academic difficulties. Students may self-refer to the program or are directly referred by a faculty member.

How do I receive my assigned student advisees? How frequently do I meet with students? What are the forms I use as an advisor with each student meeting?

You will receive your assigned student advisee list from Janet Kang, SAO III. You are asked to meet with your advisees once per quarter and more frequently as needed. You may ask program directors for advisor forms. Please complete a form and keep for each student meeting.

Who do I contact for IT Support and other IT questions?

> IT Support for the SON Faculty is Provided by UCLA Health Sciences DGIT

> DGIT Support is Provided by Various Methods

- Call Customer Care at 310-267-CARE (x72273)
- Create a Ticket in the UCLA HS Service Now Ticket System (<https://uclahsprod.servicenow.com> – Mednet AD account is required)
- Walk-in Service – Use IT Connect

(<https://dgit.healthsciences.ucla.edu/pages/support#itConnect>)

> See **Question #15** for AV Support.

What other services does DGIT provide?

> DGIT Support Options are Summarized at the Support Website

> Faculty and Research Onboarding is at <https://dgit.healthsciences.ucla.edu/pages/onboarding>

> Discount for UCLA employees at Ackerman Student Union store for purchase of computers

(<https://dgit.healthsciences.ucla.edu/pages/support>)

HIPAA and Security Training are part of the Onboarding Process

[ [Box](#) | [Login](#)] DGIT Provides Access to Secured E-mail Via a Mednet AD Account

[ [Services](#)] DGIT Provides Access to HIPAA Compliant Cloud Storage Via UCLA HS Box

[<https://it.uclahealth.org/about/dgit/dgit-services/communication-and-collaboration/productivity-and-collaboration/web>] DGIT Provides Access to HIPAA Compliant Video Conferencing Via UCLA HS Zoom

What is “administration”? What does it mean if a faculty member is “in administration”?

See APM-241; note also ruling from Rules and Jurisdiction (R&J) [6.21B](#)

Faculty administrator titles are enumerated in [APM-241](#) and [APM-246](#). Additionally, substantially similar titles including “Special Advisor” and “Faculty Equity Advisor,” constitute administrative officers.

Definition of Faculty Administrator less than 100% (from APM-241)

A faculty member [as defined in APM - 110-4(15)], who is appointed to assume administrative responsibility in addition to, or in partial replacement of, faculty responsibilities is considered a Faculty Administrator. In this case, scholarly activity is expected to continue at a proportionate level that would allow for normal progression in the faculty member's series.

Faculty may be appointed to administrative service positions (less than 100%) in the following titles:

- a. College Provost
- b. Vice Provost, Associate Vice Provost
- c. Associate Vice Chancellor, Associate Dean
- d. Department Chair, Department Vice Chair (See APM - 245, Department Chairs)
- e. Director, Associate Director
- f. Faculty Assistant to the Dean or Vice Chancellor or Chancellor, Academic Assistant to the Vice Chancellor or Chancellor
- g. Interim or Acting appointment in the titles listed above

Chancellors may designate additional eligible titles as appropriate.

Definition of Faculty Administrator 100% Time (from APM-246)

Faculty may be appointed to administrative service positions at 100% time into the following titles:

a. Vice Provost, Associate Vice Provost, Associate Vice Chancellor, or Associate Dean

The Faculty Administrators in these titles assume a portion, or a specific function of the duties assigned to the respective Provost, Vice Chancellor, or Dean and may act in their behalf as requested.

b. College Provost

A College Provost is the head of an undergraduate college and has administrative responsibility for the College.

c. Other Titles

Chancellors may designate additional eligible titles as appropriate.

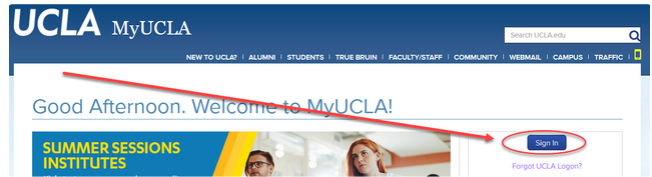
How do I find my course evaluations?

Student evaluations are managed by UCLA's Center for the Advancement of Teaching (CAT). These are available after the final grades are submitted.

Instructions shown below; you can also see instructions from CAT ("Instructor Access to Online Evaluations Reports").

- Go to my.ucla.edu
- Sign In
- Go to Classes (default page)
 - Select the quarter your class was in
 - Note: if you need to navigate back to your classes, Go to Academics tab, => Classes (not Classes tab - confusingly! See right)
- Click on "Evaluation Status...", then you can download as pdf

Sign In button on right

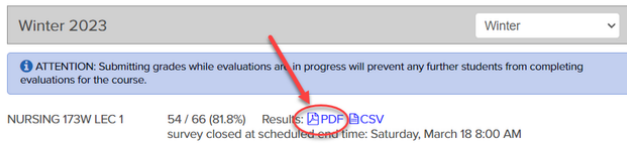


Find class, look for link to Evaluation Status



Evaluation of Instruction Reports

Your evaluation reports for each class will be available on this page after the evaluation period has ended and you have



To navigate back to classes



How do I use course evaluations for participation?

What: You can assign participation points for completing the course evaluations. 1% seems to encourage most students to do them.

How: Gradebook has been integrated to work with our evaluation system so that instructors can import participation data from the "Evaluation of Instruction Reports" MyUCLA page into Gradebook.

The method that should be used is to set up participation points/percentages within the course grading schema on Gradebook. Instructors using this feature usually set it up and inform students that it will be included in their grade at the beginning of the quarter.

Then when the evaluation period is over, you can go to the "Evaluation of Instruction Reports" page on MyUCLA and click the "Import to Gradebook" link for that course. When this feature is used, Gradebook will handle all the calculations and you will simply need to review the results before proceeding. This feature only works if there were at least 4 students in the class section and 4 responses collected.

Help: If you need assistance with Gradebook, then please contact the UIT Help Desk since their office administers all the services on MyUCLA. They have an email address of Gradebook@college.ucla.edu for use with that specific feature, and a more general address of helpdesk@college.ucla.edu. Their phone number is 310.206.4525 and the phone line is being answered.

See also: [How do I find my course evaluations?](#)

General Academic Policies for the School of Nursing

- [GRADING SCALE](#)
- [GRADING POLICY](#)
- [STUDENT QUESTIONS ABOUT GRADES](#)
- [INCOMPLETE GRADES](#)
- [POLICY ON ALTERNATE EXAMINATION DATES](#)
- [ACADEMIC DISQUALIFICATION AND DISMISSAL](#)
- [Appeal Process for Grades and Progression Through the Program](#)
- [Expectations for Behavior and Accommodations](#)
- [Essential Functions of a Nursing Student](#)

GRADING SCALE

The following grades are used to report the quality of student work at UCLA School of Nursing. The grading is also consistent for each nursing course.

EXPLANATION OF LETTER GRADES FOR UNDERGRADUATES

The following grades are used to report the quality of undergraduate student work at UCLA:

A+ Extraordinary

A Superior

B Good

C Fair

D Poor

F Fail

P Passed (achievement at grade C level or better)

NP Not Passed

I Incomplete

IP In Progress

DR Deferred Report

Grades A, B, C, and D may be modified by a plus (+) or minus (-) suffix. Grades A, B, C, and P denote satisfactory progress toward the degree, but a D grade must be offset by higher grades in the same term for students to remain in good academic standing. An F grade yields no unit or course credit.

EXPLANATION OF LETTER GRADES FOR GRADUATE STUDENTS

The following grades are used to report the quality of graduate student work at UCLA:

A Superior Achievement

B Satisfactorily demonstrated potentiality for professional achievement in field of study

C Passed the course but did not do work indicative of potentiality for professional achievement in field of study

F Fail

S Satisfactory (achievement at grade B level or better)

U Unsatisfactory

I Incomplete

IP In Progress

DR Deferred Report

The grades A, B, and C may be modified by a plus or minus suffix. The grades A, B, and S denote satisfactory progress toward the degree, but a C grade must be offset by higher grades in the same term for students to remain in good academic standing. Courses in which a C grade is received, however, may be applied toward graduate degrees unless otherwise prohibited by the program requirements as outlined in the student handbook.

GRADING POLICY

POSTING OF GRADES AND/OR DISTRIBUTION OF EXAMS

1. Examination and final course grades are the purview of the faculty as outlined in the course syllabus. As a general rule, final grades are not rounded up, only truncated.
 - a. Examinations and answer sheets are the property of the UCLA School of Nursing.
 - b. Exam results will be reported to students or posted in the MyUCLA Gradebook system within a reasonable time after the administration of an exam.
 - c. While students are encouraged to speak with the instructor if there are questions about a grade in a class, students are reminded that it is an Student Code of Conduct violation to harass or threaten a faculty member in order a preferred grade on an assignment or in the final grade.

STUDENT QUESTIONS ABOUT GRADES

If a student has a question about their clinical experience or a clinical grade, they should go to:

1. Clinical Faculty
2. Lead Theory Faculty
3. Program Director/Assistant Program Director
4. Associate Dean for Academic Affairs
5. Dean

If a student has a question about their theory course grade or a theory course experience, they should go to:

1. Theory Faculty
2. Program Director/Assistant Program Director
3. Associate Dean for Academic Affairs
4. Dean

If a student has concerns/issues related to their ability to succeed (e.g., sudden financial crisis, illness or family crisis, personal issues/concerns):

1. Faculty Advisor
2. Theory Course Faculty
3. Student Services (including Director of Financial Aid in the case of financial concerns)
4. Program Director/Associate Program Director
5. Dean

INCOMPLETE GRADES

The instructor may assign the "I" grade when work is of passing quality but is incomplete for a good cause (such as illness or other serious problem). An incomplete is not assigned if the work up until that point has been of non-passing quality or so that a student may do extra credit in order to pass the course. It is the student's responsibility to discuss with the instructor the possibility of receiving an "I" grade as

opposed to a non-passing 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 coursework as specified by the instructor. Students should not reenroll in the course. If the work is not completed by the end of the next full term in residence, the "I" grade lapses to an F, NP, or U as appropriate. The College or school may extend the deadline in unusual cases (not applicable to graduate students).

For Academic Policies on Grades, please refer to the [UCLA Catalog](#).

POLICY ON ALTERNATE EXAMINATION DATES

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.

ACADEMIC DISQUALIFICATION AND DISMISSAL

UNIVERSITY POLICY

A student may be disqualified from continuing in the program for a variety of reasons. The most common is failure to maintain the minimum cumulative grade point average (3.0 for graduate or 2.0 for undergraduate students) required by the Academic Senate to remain in good standing (some programs require a higher grade point average). Other examples include failure of examinations, lack of timely progress toward the degree and poor performance in core courses. Probationary students (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 [Standards and Procedures for Graduate Study at UCLA](#).

SPECIAL DEPARTMENTAL OR PROGRAM POLICY

In addition to the standard reasons outlined above, a Nursing student may be recommended for termination for additional reasons regardless of overall grade point average. This includes non-passing grades in clinical theory/practice courses. A master's student may also be specifically recommended for termination for failure of the comprehensive examination a third time. Conduct problems are referred to the Office of the Dean of Students.

Appeal Process for Grades and Progression Through the Program

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. If the grade prevents progression through the program, the student may choose to submit a written letter of appeal regarding his/her concerns to the

Student Affairs Committee (SAC). The student may choose to work with his/her advisor or consult the University Ombuds Office for help with constructing the appeal. The following guidelines are meant to help the student understand the process and submit a detailed appeal:

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 his/her appeal.
4. The student should include a feasible plan for their academic success moving forward.

After submitting the appeal letter, the Chair of SAC, in conjunction with the Director of Student Services, will review the appeal and request pertinent information from the faculty of record. Once the information is received, the committee will be convened to review the appeal and determine if the student may progress in the program.

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. If the graduate student determines that the final decision of the SAC is not satisfactory, the written appeal may be presented to the UCLA Graduate Division for further determination.

APPEAL PROCESS FOR STUDENTS SUBJECT TO DISMISSAL

Students can be subject to dismissal for failing to maintain the required cumulative GPA and for not earning the requisite grades in the program as stated in the progression policy. Graduate students who are subject to dismissal will be referred to Graduate Division with the recommendation that they be terminated from the program. If the recommendation is upheld and the student is terminated by Graduate Division, the student has 30 days in which to write an appeal to the School of Nursing's Student Affairs Committee, who may either uphold the original decision to recommend termination or overturn it. See the Standards and Procedures Guide for further details.

Expectations for Behavior and Accommodations

The American Nurses Association has developed *The Code of Ethics for Nurses* 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.

Technical Standards for Students

Approved by ADA/504 Compliance Office and CAE 2/20/20

Approved by SON SAC 2/24/20

Students are sent information on the Technical Standards along with an acknowledgement form upon admission to the School of Nursing and annually. Students must complete a form that acknowledges receipt and affirms their ability to meet the Technical Standards for Students. The form offers the opportunity for student self-disclosure of any accommodation needs. These forms are reviewed by Student Services and all students are referred to CAE for evaluation of any needed accommodations. **CAE evaluation must occur prior to any accommodation offered by faculty in any course to any student.**

Values

The School of Nursing faculty value diversity, equity, and inclusion of people who embody a wide range of life experiences, abilities, and disabilities. We welcome the opportunity to learn together in diverse classrooms, incorporating the unique assets that each nursing student brings to the profession. This document explains the technical standards and expectations applicable to all nursing students, with or without accommodations.

Introduction

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.

The declared intent of an individual student to practice only a narrow part of nursing or to pursue a non-clinical career does not alter the requirement that all nursing students complete the full curriculum required by the faculty for their specified program.

The School of Nursing has an ethical responsibility for the safety of patients with whom students and graduates will interact. Although students learn and work under the supervision of faculty, students interact with patients throughout their nursing education. Patient safety and well-being are therefore major factors in establishing requirements involving the physical, cognitive, and emotional abilities of students for admission, progression, and graduation. The program requirements and technical standards described herein are listed in several broad categories:

- Communication
- Observation and data interpretation
- Intellectual, conceptual, integrative, and quantitative abilities
- Motor function
- Behavioral and social attributes
- Ethical and legal standards

In addition, candidates must have the physical and emotional stamina to function in healthcare settings that may involve time-sensitive nursing action.

Reasonable Accommodations for Qualified Individuals with Disabilities

The process for requesting reasonable accommodations must be initiated by the student and can be started at any time. However, accommodations may not be implemented retroactively. To plan proactively for future classroom, simulation, and clinical course experiences, students are encouraged to work with the UCLA Center for Accessible Education (CAE) well in advance, preferably six months in advance of anticipated lab or clinical coursework in nursing. This allows time for the accommodation requests to be processed. The UCLA School of Nursing faculty will make every effort to accommodate students' disability-related needs. Delay in requesting accommodations can negatively affect crucial clinical placements and potentially affect progression in the program.

Under the ADA a person with a disability is someone who:

- (1) has a physical or mental impairment that substantially limits one or more major life activities; OR
- (2) has a record of such an impairment; OR
- (3) is regarded as having such an impairment.

Learning disabilities, attention deficit hyperactivity disorder, and other impairments are included in this definition. Students are encouraged to meet with a professional at the UCLA Center for Accessible Education (CAE) to discuss if a condition qualifies as a disability.

The CAE determines qualified disability status and assists students in obtaining accommodations and services. Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability related needs, disability documentation, and program requirements.

A reasonable accommodation is one that does not create a fundamental alteration of the program or lower academic standards. The School of Nursing is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students should review the information found on the CAE website for more information: <https://www.cae.ucla.edu/students/accommodation-requests>

Technical Standards Domains

Delineation of technical standards is required for the accreditation by the Commission on Collegiate Nursing Education (CCNE). In conjunction with academic standards established by the faculty, the following domains of technical standards are required for admission, progression, and graduation.

I. Communication

Competencies: Communicate effectively with individuals, communities, patients, their supports, other professional and non-professional team members.

Examples of communication competencies include:

- Communicate clearly, in a professional and sensitive manner, to patients or to a patient language interpreter.
- Elicit accurate information from patients, health team members, and faculty.
- Determine a deeper meaning or significance in what is being expressed.
- Accurately convey information and interpretation of information using one or more

means of communication (verbal, written, assisted [such as TTY] and/or electronic) to patients and the health care team.

- Use and comprehend standard professional nursing and medical terminology.

II. Observation and Data Interpretation

Competencies: Make observations in connection with other identified professional nursing student competencies.

Examples of observation competencies include:

- Obtain and interpret information from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools that monitor physiological phenomena.
- Obtain and interpret patient data during the course of a comprehensive or focused physical assessment to determine signs and symptoms of disease, pain, and infection.
- Obtain and interpret information from assessment of patient's environment and responses to environmental conditions.
- Obtain and interpret evaluative data about responses to nursing action.

III. Intellectual, conceptual, integrative, and quantitative abilities

Competencies: Learn in classroom, simulation activities, and clinical settings, and demonstrate critical and adaptive thinking in connection with the other identified professional nursing student competencies.

Examples of cognitive competencies include:

- Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.
- Measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, interventions, and evaluation.
- Comprehend written documents, visual and/or oral presentations, and patient computer information systems in order to carry out the nursing process.
- Prioritize patient care in a timely fashion.
- Use synthesized data to initiate a nursing plan of care that appropriately integrates patient preferences in order to provide appropriate, quality, and safe patient care.

IV. Motor function

Competencies: Provide comprehensive general nursing care and treatment in a team environment in connection with other identified professional nursing student competencies.

Examples of motor competencies include:

- Obtain accurate physiologic assessment data from patients using gross and fine motor skills appropriate to the technique (e.g., palpation, auscultation, and percussion) using common digital, analog, and waveform diagnostic tools and equipment (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG).
- Perform or assist appropriately with expected nursing student procedures, treatments, and medication administration using sterile or clean techniques appropriate to the type of procedure, treatment or medication administration (e.g., drawing medications into syringes in precise measurements; giving a medication IV, IM, or subcutaneously using the appropriate syringe or apparatus; performing tracheotomy care and suctioning; inserting urinary catheters; creating sterile fields; sterile and clean dressing changes) and administering basic life support (BLS) cardiopulmonary resuscitation or advanced cardiopulmonary life support (ACLS), depending upon the nursing student's program level.
- Move, transfer, and position patients or equipment safely under a variety of circumstances with or without a lift team or assistive devices during the delivery of general nursing care or in emergency situations.
- Have the endurance to complete all required tasks during the timespan allowable in assigned clinical practice in order to carry out the nursing process in the context of patient care delivery.
- Navigate workspaces, patients' rooms, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations.

V. Behavioral and Social Attributes

Competencies: The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and clinical settings in connection with other identified professional nursing student competencies included in the AACN's Essentials of baccalaureate, Master's and Doctoral Education for Professional Nursing Practice.

Examples of behavioral and social attributes competencies include:

- Conform to all requirements set forth by UCLA and the healthcare agency's affiliation agreements as well as any additional requirements of any clinical setting.
- Uphold professional nursing standards related to the student's scope of practice.
- Conform to UCLA School of Nursing attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning sessions.
- Communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members, members of the healthcare team, faculty, staff, and peers.
- Adapt to changing environments and exhibit flexibility and composure in the face of uncertainties inherent in the clinical problems of diverse patients.
- Integrate constructive criticism received in University, on-campus clinical simulation, and off-campus clinical learning settings.
- Correctly judge when a nursing intervention requires additional assistance and seek help from the clinical instructor, preceptor, or appropriate agency health care team member.
- Critically assess and develop content that uses new media forms, and leverage these media for persuasive communication.
- Operate in different cultural settings (including disability culture).
- Work productively, drive engagement, and demonstrate presence as a member of a virtual team.

VI. Ethical and Legal Standards

Competencies: Demonstrate ethical conduct and conformity to legal standards of practice in the State of California, as outlined by the National Student Nurses' Association, Inc.® Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements, and UCLA student academic integrity policy.

Examples of ethical and legal competencies include:

- Acknowledge and provide written explanation of any felony or misdemeanor offense(s) prior to admission; after matriculation, notify the Associate Dean of Students of any arrest, charge, or conviction.
- Work cooperatively with honesty and integrity with peers, faculty, and members of the healthcare team.
- Maintain effective, mature, and sensitive relationships with patients, patients' family members, paraprofessionals and patient support personnel, and other healthcare professionals.
- Use conflict resolution strategies effectively.
- Report via the chain of command any witnessed or suspected violations of ethical standards (e.g., academic dishonesty or cheating, safety, HIPAA violations)

Faculty in the School of Nursing will work with CAE to provide accommodations for learning. Since the School of Nursing must verify that an applicant to the Board of Registered Nursing received accommodation throughout the nursing program to be eligible for NCLEX accommodations.

To assist and support faculty and students with provision of needed accommodations for lab and clinical courses faculty may ask for consultation with the Student Affairs Committee Subcommittee on Student Accommodations (SSA). The SSA is described and the process for seeking consultation outlined below.

Student Affairs Committee

Sub-committee on Student Accommodations

The Sub-committee on Student Accommodations (SSA) is a subcommittee of the Student Affairs Committee (SAC). Members of the SSA are appointed annually by SAC Chair and include the following five members:

- One SAC member from prelicensure
- One SAC member from APRN
- One additional SAC member (from either prelicensure or APRN)
- Director of SON Student Affairs
- Assistant Director of Academic Affairs (ex officio)

Purpose:

The purpose of the SSA is to provide consultative services to support students and faculty in fulfilling accommodations particularly related to skills lab and clinical practicum courses as well as clinical settings and related placements. The SSA works collaboratively with UCLA Center for Accessible Education (CAE), UCLA School of Nursing faculty, Program Directors, and the Associate Dean for Academic Affairs to provide resources and problem solve provision of accommodations for students in lab and clinical courses. The SSA provides recommendations and guidance to Program Directors and the Assistant or Associate Dean for Academic Affairs to share with clinical sites/settings and clinical preceptors for communicating individual student's accommodation needs.

Program Directors and the Assistant or Associate Dean for Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a specific laboratory skills course and/or clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific laboratory skills course and/or clinical setting/site.

The SSA meets quarterly at least one month prior to the start of the next academic quarter, and on an as requested and as needed basis. Quarterly meetings occur a minimum of 1 month before end of quarter. Summer quarter meeting occurs end of July/beginning of August.

The SSA reports to the SAC monthly.

Process for faculty to request a consultation:

1. Faculty request SSA consultation by completing a referral form which is communicated to the SAC Chair.
2. The SAC chair requests a SSA meeting to discuss the referral.
3. The SSA discusses the accommodation issue/cases anonymously and makes recommendations for accommodations and/or alternative clinical solutions and completes the action on the referral form and emails the completed referral form to the SAC chair, the referring faculty member, the Program Director and the Assistant or Associate Dean for academic affairs.
4. Program Directors and the Assistant or Associate Dean for Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a specific laboratory skills course and/or clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific laboratory skills course and/or clinical setting/site.

Process for review of accommodations of new and continuing students:

1. Director of student services informs student of the need for CAE evaluation prior to any accommodation provision.
2. Director of Student Services completes a referral form for students requesting and self-disclosing need for accommodations for laboratory skills and/or clinical courses and communicates the referrals to SAC Chair.
3. The SAC chair requests a SSA meeting to discuss the referral.
4. The SSA discusses the accommodation issue/cases anonymously and makes recommendations for accommodations and/or alternative clinical solutions and completes the action on the referral form and emails the completed referral form to the SAC chair, the Program Director and the Assistant or Associate Dean for Academic Affairs.
5. Program Directors and the Assistant or Associate Dean for Academic Affairs provide feedback to SSA: 1) when accommodations are not able to be accomplished in a clinical setting/site or because the course objectives are modified and 2) when specific accommodations are successful in a specific clinical setting/site.

Workflow:

1. The accommodation packet is sent to students as a google form as part of the admission process and prior to the start of the academic year.
2. When the student completes the google form and submits it, the form remains in the google drive.
3. A work study can verify that all students have submitted the accommodation packet.
4. Stephanie and/or Janet and/or Shelli reviews the accommodation packets for affirmative response and need for accommodations.
5. For students who do not state/disclose needed accommodations and those who provide affirmative responses/disclose the need for accommodations, Student Services sends a reminder to students to be evaluated by CAE.
6. After a student has been evaluated by CAE and has identified needed accommodations,
7. The Director of Student Services will receive the CAE letter in addition to the students' faculty.
8. Student Services flags accommodations that are potentially transferable to clinical settings/skills lab settings and follows the process for review of accommodations of new and continuing students as outlined above.

The Program Director and the Assistant or Associate Dean for Academic Affairs provide reports to specific faculty that will be teaching student in the academic year, if applicable. The Program Director and/or the Assistant or Associate Dean for Academic Affairs notify the clinical team, including clinical preceptor and clinical settings/sites. When the clinical team is notified, the CAE and student are also notified.

SSA Accommodation Referral Form (Faculty to fill out in eValue)

Faculty Referring Case _____ Date _____

Academic Quarter the Accommodation is needed _____

Clinical Accommodation Need Lab Accommodation Need Course # _____

CAE has evaluated the student? Yes No

CAE accommodation granted Yes No Date/Quarter approved _____

List of CAE approved accommodations:

Clinical setting/site the student is currently assigned to _____

Program of Study BSN MECN APRN 1st year APRN 2nd year Specialty _____

Brief description of the accommodation needs for clinical or lab related course activity:

SSA Committee ONLY -----

Committee meeting (date and time) _____

Members present: _____

Specific accommodation need identified _____

Recommendation:

Essential Functions of a Nursing Student

In order to practice nursing, a person must possess a variety of cognitive, sensory, affective and psychomotor skills (See Table below). 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), their program director and the Associate Dean for Services to explore options for reasonable accommodations or modifications in order to meet program requirements (see ACCOMMODATIONS section).

Faculty in the School of Nursing will work with CAE to provide accommodations for learning. To be eligible for NCLEX accommodations the the School of Nursing must verify to the Board of Registered Nursing that the student received accommodation throughout the nursing program.

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 term preparing for that course, including attending class. This guideline can be found in the

[UCLA General Catalog](#).

1. The student must complete pre-assessment activities as required in each course.
2. Pre-licensure students must purchase and take the periodically scheduled Kaplan Examination series, as well as Medication and OSCE examinations as outlined in the course syllabi.
3. Students may not bring anyone not enrolled in the course to class or leave such persons unattended in School of Nursing or at off-site clinical facilities. Students are discouraged from bringing their children into the classroom.

Learning is also seriously compromised by classroom disruptions. Therefore, in order to maximize learning, cellular phones and other electronic devices that can be used for communication must be turned off and stowed in book bags during class. Any student using a cellular device for any reason (without permission) will be asked to leave clinical site or classroom and an unexcused absence will be recorded. Students who require use of a cellular device for health reasons must present an accommodation approved by Center for Accessible Education (see below). Students using electronic devices or using lecture materials during exams or graded activities may be cited for cheating (at the professor's discretion). In the case of an unexpected emergency, students may seek permission from the professor to leave their cellular device on during class, but the device must remain in silent or vibrating mode and placed in a pocket. Internet access at agencies will be limited to obtaining information directly related to patient care.

Other prohibited classroom behaviors include refusing to be seated, talking during lectures, sleeping, eating, non-class reading, entering the classroom late or leaving early without authorization. Faculty may also communicate the time and manner for student questions and expression of points of view in the instructional setting. Faculty will establish, communicate and enforce reasonable rules of classroom behavior and decorum. Behavior expectations are specified in the syllabi. These rules are not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Disruptive or disrespectful behaviors in the classroom are grounds for disciplinary action and possible recommendation for termination.

Creating a climate that is conducive to the honest exchange of ideas assists students in their pursuit of quality scholarship. While enforcement is important, you also play a major role in prevention. The side bar contains some links which are helpful in protecting

academic integrity at UCLA. Academic integrity is taken seriously at UCLA. The UCLA Dean of Students Office is charged with responding when students are accused of committing a violation of policy.

For suggested language for syllabi please see <https://deanofstudents.ucla.edu/file/4b995724-f033-476a-bccc-f6103528d959>

PROFESSIONAL COMMUNICATION

Behavior and communication that is disrespectful to faculty, staff, Teaching Assistants (TAs), or fellow students, are 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 Anecdotal Note/Performance Improvement Plan, 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 Associate Dean for Student Services may be referred to the Office of the Dean of Students to determine if a violation of the Student Code of Conduct has occurred.

ACCOMMODATIONS

If a nursing student cannot meet the standards described above for any reason, including pregnancy, the student must communicate with the [Center for Accessible Education \(CAE\)](#), formerly called the Office for Students with Disabilities. The CAE is the sole University entity authorized to determine a student's eligibility for accommodations and services by reason of disability. Accommodations may **not** be granted retrospectively.

Faculty are responsible for accommodating students with declared disabilities. Disabilities may include: learning disabilities, ADHD, psychological disabilities, autism, chronic health conditions, vision and hearing, pregnancy (when it fits the definition of disability), and mobility temporary disabilities. More information regarding the state laws and University policies governing CAE are available at [ADA/50](#) [4 Compliance](#) .

Faculty are encouraged to collaborate with CAE staff to ensure that all students receive needed accommodations in a manner that promotes their likelihood of success and insures confidentiality.

As a recommended best practice designed to promote an inclusive classroom environment, faculty should include a syllabus statement directing students to the CAE for disability-related academic accommodations. Consider including the following statement on your course syllabus:

"If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website (www.cae.ucla.edu), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501."

Since the School of Nursing must verify to the Board of Registered Nursing that an applicant received accommodation throughout the nursing program to be eligible for NCLEX accommodations, students should be encouraged to provide documentation from CAE of their recommended accommodations to the Student Affairs Office prior to graduation, so that it may be included in the student's file.

Further resources for faculty regarding procedures for providing approved accommodations are available at [Information For Faculty | Ce](#) [nter for Accessible Education](#) .

Human Resources Information

ACADEMIC PERSONNEL OFFICE POLICIES AND PROCEDURES

All processes and procedures related to recruitment, appointment and promotion of academic personnel are guided by the University of California Academic Personnel Manual (APM) (<https://www.ucop.edu/academicpersonnel-programs/academic-personnel-policy/index.html>).

Academic appointees subject to policies and procedures within the APM include, but are not limited to, faculty such as professorial rank faculty, lecturers and clinical faculty; academic research professionals such as professional researchers and specialists; academic service professionals such as librarians and cooperative extension specialists and advisors; and graduate student employees such as research and teaching assistants. The APM applies only to the extent provided for in a Memorandum of Understanding (MOU) for academic appointees covered by collective bargaining.

Complete descriptions of key elements of the APM (including those listed below) can be found at <https://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/general-university-policyregarding-academic-appointees/index.html>:

Some key general policies:

APM-010	Academic freedom
APM-005	Privileges and Duties of Members of the Faculty
APM-015	The Faculty Code of Conduct
APM-016	University Policy on Faculty Conduct and the Administration of Discipline
APM-130	Tenure
APM-036	Employment
APM-110	Academic Personnel Definitions
APM-160	Academic Personnel Records
APM-190	University Policy on Integrity in Research, Appendix B

Processes for Academic Personnel Reviews

Academic reviews undergo a complex process. The following steps are as follows:

1. Departmental Review: In the School of Nursing, the candidate assembles their dossier and submits it to the SON Academic Personnel Office. The dossier is checked to completeness by the staff and forwarded to the appropriate faculty committee (CAPA for appointments and barrier reviews; MAC for merit reviews). The respective committee reviews the dossier and writes a summary letter

Holidays and periods between terms

Administrative holiday dates are set annually by each campus. Periods of academic recess between terms are not regarded as holidays. While faculty do not meet formal classes during an academic recess, the intersession is considered part of the service period, and they are expected to continue their research and other administrative duties as required.

Vacation leave

Academic-year appointees (appointed for less than 12 months) do not accrue vacation time but may take vacations during the summer months. Fiscal-year appointees (appointed for a full fiscal year) accrue vacation leave at the rate of two days a month for full-time service (see [APM – 600](#)).

730-1 Policy b. Fiscal-Year Appointees

Except for Postdoctoral Scholars (see [APM - 390](#)), academic personnel appointed on a fiscal-year basis for 6 months or more at 50 percent time or more accrue vacation leave.

Student academic personnel appointed on a fiscal-year basis for 12 consecutive months or more at 50 percent time or more accrue vacation leave.

730-18 Rate of Accrual

Academic personnel appointed on a fiscal-year basis accrue vacation at the rate of two working days per month for full-time service. Fiscal-year appointees at 50 percent or more time accrue vacation at a proportionate rate; appointees at less than 50 percent time do not accrue vacation.

Vacations are subject to the following provisions:

1. Regularly scheduled days off and University administrative holidays shall not be charged against vacation time.
2. Periods of academic recess are not regarded as vacation. (See [APM - 720-4](#).)
3. Vacation shall not accrue during a leave of absence without salary.
4. Vacation credit may accumulate to a maximum of 48 working days for full-time employees. The maximum accumulation for appointees working half-time or over is the same maximum number of hours as that of full-time employees.

730-20 Use of Accrued Vacation

1. Accrued vacation shall be used at a time or times in keeping with the program of work being conducted by the appointee and approved by the appointee's supervisor or department chair or chair's designee.
2. If appointees are given written notice, appointees will be required to use vacation accrued after the notice date before the expiration of their appointments or the expiration of the funding source(s) of their appointments.
3. An appointee may not anticipate vacation, i.e., vacation is limited to the allowance actually accrued by the date set for the appointee's vacation except when authorized by the Chancellor for use during holiday closures.
4. Accrued vacation may be used for sick leave purposes (see [APM - 710, 715, and 760](#)).
5. Records of vacation leave used shall be recorded in one-day increments only or in increments not less than that portion of a day during which an appointee with less than a full-time appointment is normally scheduled to work.

730-21 Vacation Pay

1. An appointee leaving University service shall be paid for accrued vacation at the appointee's pay rate at the time of separation.
2. An appointee who transfers from a vacation-accruing title to a non-accruing title shall be paid for accrued vacation.
3. An appointee who transfers to or from a UC-managed Department of Energy Laboratory shall be paid for accrued vacation.

730-23 Transfer of Vacation

An appointee who transfers to another University location with no break in service shall have accrued vacation hours transferred to the new location.

730-95 Records

Chancellors and Vice Presidents shall assure that records are maintained in the department (or other specified unit) for those academic appointees under their respective jurisdictions who accrue vacation leave.

Faculty Vacation Policy

Vacation and Leaves of Absence

Faculty on fiscal-year appointments are expected to be in residence from the beginning of the Summer Term through the end of the Spring Term.

Absences must be requested via submission of a Sabbatical or Leave Form and must be approved by the individual's Program Director (link to [Sabbatical and Leave of Absence Form](#); download pdf file).

Note: requests are required for any absence; previously (before 2022), there was an informal understanding that approval was only required for periods of 1 week or longer.

- The sabbatical/leave form is used to request vacation.
- The "Personal" leave type is selected for vacation.
- In section "A", the reason section, state the dates of vacation.
- Under section "D" sign/date as the employee and no need to select the check boxes.
- The last step will be to have your program director sign as the "Primary Dept Chair"
- After approval by the program director, faculty submit the form to the personnel manager (Libby Yoon for academic employees as of March 2022).

UCLA Sabbatical & Other Leaves of Absence Form | APM-740 & APM-700

Name (Last, First, Middle Initial) Macey, Paul, M		Date Prepared Mar 14, 2022
UCPath ID	UCPath Job Code Description	
Primary Department Nursing	Other (Split) Department	Other (Split) Department

Type of Leave	
Sabbatical - Complete Sections A, B, C, D Select type of sabbatical from dropdown: Regular, Full Salary	Other Leaves of Absence - Complete Sections A, C, D Select type of leave from dropdown: Government and Public Service Illness (less than or equal to 6 months) Military Leave (with Pay) Military Leave (without Pay) Pregnancy Disability Personal Professional Development Special Research Worker's Compensation Other
Academic Year/Fiscal Year Information	
	Pay Period of Leave
Academic Year <input type="checkbox"/> Begin Date: _____ Return Date: _____ Fiscal Year <input type="checkbox"/> Begin Date: _____ Return Date: _____	

Types of leave and approval authority are detailed in Academic Personnel Manual Section 700 (https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-700.pdf). General instructions on filling out this form are on the APO site. Note that, during a period of unpaid leave, the faculty member is responsible for continuing enrollment in health care and certain other welfare plans. Check with your Benefits representative for details.

[All Forms at APO](#) (Box site)

Communication (emails)

Tuesday June 21, 2022; sent to DL's All Staff, and Senate and and Adjunct Series

Dear All,

Vacations and "days off" are important benefit to UCLA employees.

Based on Faculty Vacation Policy, "... Absences must be **requested** via submission of FACULTY LEAVE OR SABBATICAL FORM (see attached 1 for policy and 2 for the form) and must **be approved** by the individual's Program Director. Types of leave and approval authority are detailed in Academic Personnel Manual Section 700." Under the "other leaves of absence" section, faculty may select "personal" or "other" and state the reason in section A. Once the form is approved, the hours reporting should be reported on your Leave Report (TRS) for the month.

The School of Nursing is one of the Schools on the UCLA campus follows a **fiscal Year Policy**. Fiscal year appointees can accrue vacation times at the rate of two days a month for full-time service. Based on this policy, all School of Nursing employees are expected to **submit monthly timesheet** to report vacation days and /or sick days if any. Your accurate reporting vacation dates/times allows the School of Nursing to recoup earnings from your vacation time.

To ensure vital functions of the School and especially adequately cover teaching needs for our students from BS to doctoral programs who take courses four quarters/year, we appreciate that you responsibly submit your request for "absence" to your program director for approval prior to taking your "leave" or "absence".

For **all staff** of the School of Nursing, you must submit your request for "Vacation" to your supervisor for approval prior to taking your "leave."

Should you have any questions about the policy or procedures please feel free to contact Sheila Davis @ 310-897-3880 or sdavis@sonnet.ucla.edu.

With appreciation,

Dean Zhan & Assistant Dean Davis

Kaplan Scoring Policy

<https://www.sonnet.ucla.edu/academic-affairs/teaching-resources/kaplan>

The Kaplan Integrated Test (IT) scores are benchmarks for the curriculum and are mandatory for clinical courses and other key nursing courses. IT examinations are proctored examinations monitored by the School of Nursing and *Kaplan Nursing*. The proportion of the final course grade assigned to all Kaplan-related activities and the course-related IT exams is set by the Curriculum Committee as the following:

- For Y1 MECN and Y3 BS pre-licensure students (fall to spring quarters): 5% of the course grade; no less than 2.5% may be assigned for corresponding Kaplan IT exams.
- For Y2 MECN and Y4 BS pre-licensure students (summer to spring quarters): 10% of the course grade; no less than 5% may be assigned for corresponding Kaplan IT exams.

Activities to be included in the allocation of these percentages are the following: Kaplan Focused Review Tests, remediation, actual IT exam results, and any other activities deemed relevant for content mastery by course faculty. The percent effort allocated for each activity may vary across courses, but the total percent of a student's grade toward Kaplan-related activities must conform to the above criteria. Course faculty members will outline all Kaplan IT-related activities in the course syllabus, including the examination times and dates, and a breakdown of points applied to the final course grade. Kaplan Blueprints for IT Exams are for faculty use only and not to be shared with students. Exams may be scheduled as early as Week 8 and must be proctored in person.

To determine the exact Kaplan IT examination score applied toward the final grade, two scores will be evaluated: the (Kaplan) national percentile score and the proportion of questions answered correctly. The higher of these two scores will be applied to total points earned. For example, if the student answers 60% of test items correctly and achieves a score that falls in the 82nd percentile for the nation, 82% of possible points for the IT exam will be added to compute the course grade.

MSN-Advanced Practice Registered Nurse (APRN) Program

<https://www.nursing.ucla.edu/admissions/graduate/msn-advanced-practice-registered-nurse-aprn>

FACULTY AND ADMINISTRATOR ROLES AND RESPONSIBILITIES

ASSOCIATE DEAN FOR ACADEMIC AND STUDENT AFFAIRS

Role: Appointed by the Dean, the Associate Dean for Academic & Student Affairs, is responsible for providing overall leadership and oversight of all activities related to both Academic and Student Affairs and for overall administration of all educational programs.

The Associate Dean is a key member of the education leadership team, and is responsible for administration of both APRN educational programs and the services that support the educational experiences of APRN. The Associate Dean for Academic and Student Affairs works in collaboration with the Dean, the APRN Program Director and Coordinators, the Curriculum Committee, APRN faculty, and

staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean for Academic & Student Affairs ensures program quality and maintains appropriate accreditation by

1. Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty) and outcome assessment
2. Coordinating campus and community relations
3. Responding to and advocating for the needs of the students
4. Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean for Academic & Student Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Collaborate with Student Affairs Committee and supervise Student Affairs staff to ensure that the school has a pool of qualified and diverse candidates to fill each entering class, and assist in outreach and recruitment efforts.
2. Work with Student Affairs staff to ensure that the needs of the students are met with regard to financial aid and registrar functions, while maintaining compliance with University of California, state, and federal standards.
3. Ensure a safe, healthy, and supporting learning environment for students, through oversight of, participation in the planning for, and dissemination of information regarding:
4. Policies and regulatory requirements, including but not limited to:
 - a. University Code of Conduct
 - b. Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 - c. Diversity training
 - d. HIPAA training
 - e. Training for limiting exposure to infectious agents and environmental hazards
 - f. Required immunizations and other occupational health requirements
 - g. Safety and Security Training, in compliance with state and federal statutes
5. Resources for student support, including but not limited to:
 - a. UCLA Arthur Ashe Center for Student Health (including compliance with required immunizations)
 - b. Office for Students with Disabilities
 - c. Ombudsperson
 - d. UCLA Counseling and Psychological Services
6. Oversee, develop and implement programs to support the personal and professional development of students.

7. Ensure that the school is in compliance with all LCME standards that relate to student services (academic and career counseling, financial aid counseling and resources, health services and personal counseling) and the learning environment.
8. Ensure effective communication with students through all available media.
9. Actively participate in regional and national networks of Academic and Student Affairs Deans, such as CACN and AACN
10. Review course evaluations quarterly
11. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean for DEI as appropriate

APRN PROGRAM DIRECTOR

Role: Appointed by the Dean, the APRN Program Director administers and provides oversight of all the

APRN specialty programs. The APRN Program Director works in collaboration with the Associate Dean for Academic and Student Affairs, the Curriculum Committee, APRN faculty, and staff to ensure the highest level of quality for the APRN program. In this capacity, the APRN Program Director shall organize and lead program implementation by:

1. Ensuring fidelity to the approved curricula
2. Assessing and monitoring teaching effectiveness
3. Maintaining positive communication among all program stakeholders (faculty, preceptors, clinical affiliates, students)
4. Monitoring program effectiveness regularly. In fulfilling these duties, the APRN Program Director shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA. With approval of the Board of Registered Nursing, the APRN Program Director shall serve as the Assistant Director of the APRN specialty programs and shall have full authority and responsibility to administer the APRN program independently in the absence of the Associate Dean for Academic and Student Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision
2. Manages the delivery of educational services within the program
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the faculty, curriculum committee, and Associate Dean
4. In collaboration with the **Director of Clinical Placement, Post-License Student's Health Clearance & Affiliation Agreement Coordinator** and faculty, facilitates partnerships with appropriate public and private entities that provide services to students, including clinical placements
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration
7. Schedules routine meetings to discuss implementation of programs and other resource needs
8. Consults with the Associate Dean about teaching needs and participates in hiring of new faculty
9. Mentors faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations
10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed
11. In consultation with the Associate Dean for Academic & Student Affairs, discusses course evaluations when making faculty assignments, as well as data from climate and exit surveys

ASSISTANT APRN PROGRAM DIRECTOR

Role: The Assistant APRN Program Director is appointed by the Dean, with consultation with the APRN

Program Director and the Associate Dean for Academic and Student Affairs. The Assistant APRN Program Director works under direct supervision of the APRN Program Director. The Assistant APRN Program Director assumes duties delegated to her/him by the APRN Program Director.

Responsibilities:

1. Collaborates with and oversees of administrative staff related to collection of required documentation from student and/or faculty
2. Collaborates with faculty to identify, maintain, and evaluate clinical placement
3. Collects quality indicators from students, faculty, and preceptors
4. Consults and engages in problem-solving regarding student or curricular issues
5. Consults with APRN Program Director regarding teaching assignments Establishes and maintains effective communication with faculty and members of the staff about

Responsibilities as delegated by the APRN Program Director:

1. Evaluates the delivery of educational services with the program
 2. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the APRN Program Director
 3. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements
 4. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting
 5. Establishes and maintains effective and consistent communication with faculty, staff, and students about general aspects of the program administration
 6. Schedules routine meetings to discuss implementation of programs and other resource needs
 7. Consults with the APRN Program Director about teaching needs and participates in hiring of new faculty
 8. Mentors and evaluates faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations
 9. Participates in development of teaching assignments for annual teaching schedule
- Communicates with Student Affairs staff regarding individual student concerns

APRN SPECIALTY TRACK COORDINATORS

Role: The APRN program coordinator for Primary and Acute Care programs are appointed by the Dean, with consultation with the APRN Program Director and the Associate Dean for Academic and Student Affairs. The Specialty Track (i.e., Primary Care, Acute Care, and Pediatrics) APRN Coordinators work under direct supervision of the APRN Program Director. The Specialty Track Coordinators assume duties delegated to her/him by the APRN Program Director. These may include:

1. Collaboration with and oversight of administrative staff related to collection of required documentation from student and/or faculty
2. Communication and coordination with the Licensure & Contracts staff
3. Collection of quality indicators from students, faculty, and preceptors
4. Consultation and problem-solving regarding student or curricular issues
5. Consultation regarding teaching assignments
6. Communication among any or all School of Nursing stakeholders. In fulfilling these duties, the APRN Specialty Track Coordinators shall apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities as delegated by the APRN Program Director:

1. Evaluates the delivery of educational services with the program
2. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the APRN Program Director
3. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements
4. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting
5. Establishes and maintains effective and consistent communication with faculty, staff, and students about general aspects of the program administration
6. Schedules routine meetings to discuss implementation of programs and other resource needs
7. Consults with the APRN Program Director about teaching needs and participates in hiring of new faculty

8. Mentors and evaluates faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations
9. Participates in development of teaching assignments for annual teaching schedule
10. Communicates with Student Affairs staff regarding individual student concerns
11. Coordinates student clinical assigned placements with Senior Admin Analyst

FACULTY ROLES

LEAD FACULTY

Role: Under direction of the APRN Director/Coordinators, the Lead Faculty organizes and coordinates implementation of course syllabi in accordance with recommendations Curriculum Committee directives and in a manner consistent with program goals and course earning objectives.

Responsibilities:

1. Under direction of the Program Director, leads overall course planning and implementation, including development of course protocols for instruction and evaluation of learning outcomes with clinical instructors (if any are assigned to the course team)
2. Conducts meetings of the course team to: review course evaluations, develop course calendars and coordinate assignment of course content among the course team
3. Leads review/discussion for elaboration of course syllabi (i.e. course assignments and grading, assignment of students to clinical groups, etc.)
4. Assists clinical placements with course team and Licensure & Contracts staff
5. Coordinates management of CCLE page
6. Coordinates guest lecturers and reviews their lectures prior to lecture date to assure it meets course objectives
7. Notify students of the availability of the Discrimination and Prevention Office to address investigations of discrimination and harassment

CLINICAL AND THEORY COURSE FACULTY

Role: Provides direct instruction to assigned students in clinical conferences and as needed, and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Participates as a member of the course team in development of course and evaluation materials
2. Attends course meetings as scheduled and completes assignments on time.
3. Completes all other assigned duties in accordance with the protocols developed for the course by the Lead Faculty and the course team, as directed by the APRN Coordinator or PD.
4. Provides timely and ongoing feedback to the Lead Faculty and APRN Coordinator or PD regarding individual student's performance in meeting clinical course objective
5. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes
6. Communicates with Lead faculty and Director of Student Services regarding student performance issues in the clinical setting.
7. Serves as a APRN nurse role model consistent with the APRN scope of practice
8. Provides continuity of instruction and supervision to each student consistent with the students learning needs, course objectives and program outcomes.
9. Communicates with the clinical preceptor regularly to insure that course goals and learning objectives are met and to evaluate student's clinical progression
10. As needed, assures that all students fulfill clinical requirements of the clinical agency
11. As needed, assesses preceptor reports of student performance and observes student learning activities in the clinical setting
12. Assists students in integration of theory, practice and APRN role, specific to the course's learning activities and level of learner

13. Conducts clinical conference seminars to assess and reinforce student learning.
14. Supports student's growth in use of evidence-based practice, patient care guidelines and safety standards, and professional development.
15. Provides timely and ongoing feedback to the Lead Faculty and APRN Coordinators regarding student clinical performance.
16. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
17. Provide letters of recommendation (LOR) for students as requested.

CLINICAL PRECEPTORS

Student Placement Process

Role: Provides direct supervision of APRN student in the clinical setting and offers ongoing guidance and feedback on assigned student's clinical thinking and skill performance.

Responsibilities:

1. Orient the student to the facility or office. This may include introduction to important personnel or policies that the student will need to be familiar with during the rotation.
2. Meet with the student regarding student specific objectives for the quarter. They must be realistic and measurable within the particular site.
3. Assist in the selection of appropriate patients for the student to follow.
4. Supervise, collaborate and counsel the student regarding the differential diagnosis, management and therapeutic plan of particular health problems.
5. Observe the student's clinical performance and patient interaction periodically.
6. Review and critique the student's documentation on the patient health records and countersign.
7. Provide student with ongoing evaluation of clinical performance.
8. Communicate with assigned UCLA faculty regarding student progress and/or problems regularly

STUDENT LEARNERS

Role: Admitted to the APRN program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each clinical or theory course, the student learner is expected to demonstrate critical thinking, synthesis of clinical data, and application of nursing knowledge to individual patients. The student learner is expected to be knowledgeable regarding the professional role of the APRN, the role of other members of the health care team, and the ethics of nursing practice generally and APRN practice specifically.

Responsibilities:

1. In consultation with the clinical instructor and consistent with course objectives, sets reasonable objectives for her/his own learning.
2. For each clinical day, presents her/himself prepared to care for her/his assigned patient and demonstrates knowledge of medications, treatments, and common nursing care problems associated with the patient's clinical condition and specific social/demographic characteristics.
3. Appropriate to the student's level of learning, demonstrates sound clinical judgement and critical thinking.
4. Seeks consultation and advise independently for learning difficulties
5. Completes all clinical and theory assignments on time, including:
6. Appropriate to the student's level of learning, demonstrates the following skills:
 - a. Physical assessment skills
 - b. Diagnostic reasoning, appropriate to level in the program
 - c. Oral and written presentation of History and Physical reports
 - d. Clinical management appropriate to the level in the program, including diagnostic and treatment plans
 - e. Communication skills appropriate for both patients/families and other members of the health care team

- f. Critical thinking and decision-making skills related to patient care
- 7. During clinical conference, participates by leading discussion of her/his own patient and providing meaningful feedback during discussion of other students' patients.
- 8. Demonstrates insight in her/his own clinical learning attainment via reflective e-logs and dialog with clinical instructor.
- 9. Reports immediately to Clinical Faculty:
 - a. Any clinical errors or omissions that may be related to patient safety
 - b. Any problems or concerns regarding learning experiences or communications with clinical preceptor
 - c. Any issues of discrimination and harassment

APRN LEARNING OUTCOMES

1. Integrate evidence-based principles and strategies to design and deliver safe, effective health care, and health promotion/prevention education, for diverse individuals, families, and communities in all practice settings
2. Provide primary health care by assuming responsibility and accountability for the continuity of health care, regardless of the presence or absence of disease, consistent with the population-specific training of the selected APRN program.
3. Demonstrate effective communication, collaboration, mutual respect, and shared decision-making with all stake-holders to achieve quality patient-centered outcomes
4. Synthesize existing nursing science and integrate into advanced nursing practice.
5. Translate and integrate best current evidence with clinical expertise and patient/family values and preferences for optimal health care outcomes.
6. Demonstrate leadership and advocacy to promote policies, regulations and initiatives supporting healthy communities and patient safety across diverse populations.
7. Implement strategies to address ethical dilemmas and evaluate outcomes in individual patients, populations, and systems of care that are based on laws, principles of ethics, and shared decision-making.
8. Demonstrate effective participation in a culture of inter-professional collaboration that promotes innovation, team building, conflict resolution, incorporation of values and ethics, understanding of roles and responsibilities, and analysis of impact of diversity in patient-centered care.
8. Analyze and evaluate outcomes data by using technologies and information systems to manage knowledge, mitigate error and support clinical decision-making in all practice settings.
9. Demonstrate professional engagement to improve access of all patients to quality advanced nursing care through involvement in professional organizations at the local, state, and national levels.

CURRICULUM

The MSN-APRN curriculum includes core courses, and additional specialty courses that vary by concentration. The APRN core coursework, as specified in the Essentials of Masters Education for

Advanced Practice Nursing (2011), include: N231 (Advanced Pathophysiology); N224 (Advanced Pharmacology); and N440 (Advanced Assessment and Clinical Diagnosis). With the exception of dual preparation curricula, each program requires four units of theory elective.

A total of 500 clinical hours in the CNS role is required for completion of the CNS and dual NP/CNS programs. This requirement assures that our CNS programs are in compliance with the LACE model and insures that CNS graduates are eligible to obtain CNS certifications in California and sit for national CNS certification exams. Graduates are eligible to sit for national CNS certification examinations in the role and population in which they are prepared. Course sequences can be found at: [Course Sequences | sonnet](#) .

Office Hours

Policy on office hours

8/2/2023

The UCLA SON requirement for faculty office hours:

The Faculty Code explains that office hours are expected of faculty (see the Academic Personnel Manual APM-015 Part II A, 1 C [p. 5], and for Unit 18 Lecturers the current bargaining agreement, [Article 3, Section B.4.c](#)). Faculty have the academic freedom to set times for office hours that meet students' needs. Faculty may choose the format for office hours (videoconference or in-person; individuals or groups of students) and the voluntary or incentivized nature of office hours appointments.

The School of Nursing expects faculty to schedule at least two hours per week for office hours. Office hours are outside of class time and are separate from informal conversations pre- or post-class times. Faculty must attend their listed office hours. Course syllabi will contain a course-specific office hours statement. Contact information for the teacher will be provided to students, with the opportunity for students to request additional by-appointment meetings scheduled outside of office hours when necessary. Online features in the BruinLearn LMS platform should be used to schedule office hours. Use course announcements and reminders to publicize office hours and welcome students to attend. Consider scheduling encounters for 15-30 min per student (depending on student and course needs) to maximize access for all students.

The priorities for office hours are:

- To support students encountering academic challenges in the class. Invitations to meet with in office hours should be extended to students who:
 - Scored poorly on the last exam or assignment in order to review the assignment and correct misunderstanding or knowledge gaps.
 - Consistently fail to meet competency assessments in clinical or classroom settings.
 - Show inconsistent attendance patterns or other behavioral signs of concern in class, with classmates, or with instructors or preceptors.
- To respond to students' questions or concerns about the course or course content.
- To assess the need for crisis support using the [UCLA Red Folder](#).
- To consider referrals to the students' faculty advisor, program nurse specialty coaches, and student services personnel for long-term difficulties beyond the scope of office hours.

Academic Programs administrators are responsible for tracking designated office hours for each faculty member for each quarter to assure that office hours meet UCLA SON policy expectations. Corrective action will be initiated for failure to keep office hours, which is considered "unacceptable and is inconsistent with" the role of instructional faculty (CBA, Article 4, Section B.4.c).

Use BruinLearn Canvas Learning Management System (LMS) for Office Hours

The [calendar scheduler tool](#) in BruinLearn allows faculty to set up office hours on the course calendar and students can sign up either individually or in groups so you know who to expect.

[How do I add a Scheduler appointment group in a course calendar?](#)

What they see: The Student view of scheduler tool

[How do I sign up for a Scheduler appointment in the Calendar?](#)

References:

5 ideas for virtual office hours <https://todaylearner.cengage.com/virtual-office-hours-tips-to-encourage-students-to-attend/>

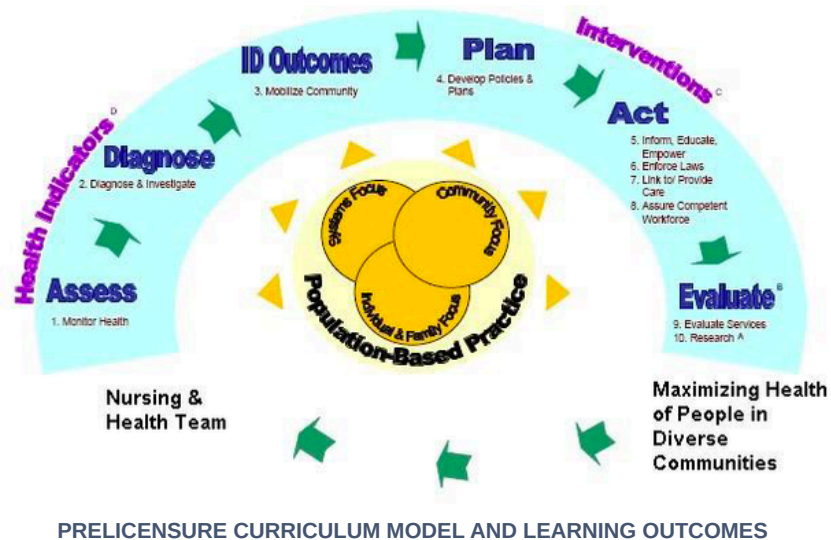
Using office hours effectively [Using Office Hours Effectively – Learning Center](#)

Office Hours: 6 realities [Professors examine the realities of office hours](#)

Why I require office hours visits [📄 The benefits of requiring students to come to office hours \(opinion\)](#)

For those who need it most: Using active inclusivity to increase office hour attendance [📄 For Those Who Need it Most: Using Active Inclusivity to Increase Office Hour Attendance and Extracurricular Activities](#)

Pre-licensure Curriculum Model and Learning Outcomes



PRELICENSURE CURRICULUM MODEL AND LEARNING OUTCOMES

A nursing practice model (originating in public health nursing but pertinent to all practice settings) serves as the SON curriculum model (Smith & Bazini-Barakat, 2003). The core of this curriculum model is the patient/client as the recipient of nursing care. As depicted in the diagram, the recipient of nursing care includes individuals, families, populations, communities, and/or systems. Coursework throughout the curriculum deepens students' understanding of the full spectrum of the health-illness experience.

Another prominent aspect of the curriculum model is the nursing process which represents the professional nursing activities that are provided to the recipients of care. Students are introduced to the nursing process and ANA Standards of Care very early in the curriculum (N10 and N150A Fundamentals courses in the BS program and N250 and N150 in the MECN program). All subsequent courses integrate the nursing process into theory and clinical learning activities. Furthermore, the curriculum is developed to include courses that focus on three levels of health care: primary prevention (N174 in the BS program and N252 in the MECN program), secondary prevention (N160/N260), and tertiary care (theory and clinical components of all acute care theory-clinical courses). In these courses, students are taught strategies for health promotion, risk reduction, screening and early identification, critical interventions to restore and maintain health, chronic disease management, and palliation for intractable conditions.

A systems perspective is reinforced in leadership courses (BS and MECN programs), organizational systems courses (MECN program), and N171 Public Health (BS and MECN programs). In addition, the curriculum is informed by the CCNE Undergraduate and Masters Essentials and the Quality, Safety and Education in Nursing (QSEN) competencies.

BS LEARNING OUTCOMES

<https://www.nursing.ucla.edu/admissions/undergraduate/bachelor-science>

After completing the BS program, graduates achieve the following outcomes:

1. Integrate basic and advanced theoretical and scientific knowledge to inform clinical practice and leadership. [Essentials I, II, III; QSEN: patient-centered care, evidence-based practice, safety]
2. Utilize the nursing process to provide safe, therapeutic, evidence-based, patient-centered, culturally-tailored, and high-quality care. [Essentials II, III, VIII, IX; QSEN: patient-centered care, evidence-based practice, safety, quality improvement]
3. Maximize the use of available resources to improve health outcomes for individuals, families, and populations in diverse practice settings. [Essentials II, V, VII; QSEN: quality improvement]
4. Communicate and collaborate effectively within and across complex healthcare systems. [Essentials: I, II, VI, VIII, IX; QSEN: teamwork and collaboration, safety]

5. Analyze practice-based problems and critically evaluate relevant evidence to improve patient safety, care quality, and health outcomes. [Essentials II, IV, VII, IX; QSEN: evidence-based practice, safety, quality improvement, informatics]
6. Participate in professional, community, and/or advocacy activities to create standards of care and conditions essential for health and healing. [Essentials II, V, VI, VII, VIII, IX; QSEN: teamwork and collaboration, quality improvement, evidence-based practice]
7. Apply principles of ethical leadership and change management to continuously improve the quality of care in healthcare systems. [Essentials II, III, V, VI, VIII; QSEN: quality improvement, teamwork and collaboration, safety]
8. Apply a global perspective and a systematic approach for health promotion, risk reduction, and disease management with diverse populations. [Essentials I, II, IV, VI, VII; QSEN: quality improvement, teamwork and collaboration]
9. Utilize information management and patient care technology to facilitate effective communication and support clinical decision making. [Essentials II, III, IV, IX; QSEN: informatics, evidence-based practice, teamwork and collaboration]

CURRICULUM PLAN

The course sequence is provided as an example only and is *subject to revision*. Each student must meet with his/her faculty advisor every quarter to review progress in the program and plan coursework for future quarters. Students are advised to enroll in a minimum of **12 units** each quarter.

MSN/MECN: MASTERS ENTRY CLINICAL NURSING LEARNING OUTCOMES

<https://www.nursing.ucla.edu/admissions/graduate/msn-masters-entry-clinical-nurse-mecn/mecn-faq>

After completing the MSN-MECN, graduates are able to complete the following outcomes:

1. Integrate basic and advanced theoretical and scientific knowledge to provide leadership at the micro-, meso-, and macro-system levels in healthcare organizations. [Essentials I, II, VI, VII, VIII, IX; QSEN: teamwork and collaboration, quality improvement]
2. Utilize the nursing process to provide safe, therapeutic, evidence-based, patient-centered, culturally-sensitive, and high quality care. [Essentials I, III, IV, VI, IX; QSEN: patient-centered care, safety, evidence-based practice, quality improvement]
3. Demonstrate therapeutic communication and collaborative leadership skills using an evidence-based, theory-driven nursing paradigm. [Essentials I, II, VI, VIII, IX; QSEN: teamwork and collaboration, safety]
4. Apply reliable and valid nursing and healthcare systems research to improve delivery of nursing care. [Essentials II, III, IV, V, VII, IX; QSEN: evidence-based practice, quality improvement]
5. Lead team-based quality improvement projects to address practice problems and improve patient safety and healthcare outcomes. [Essentials II, III, IV, V, VII; QSEN: teamwork and collaboration, evidence-based practice, quality improvement, safety]
6. Demonstrate leadership, systems, and critical thinking skills that contribute to safe, effective and efficient patient-centered care. [Essentials II, III, IV, VI, VII, IX; QSEN: teamwork and collaboration, safety, quality improvement, evidence-based practice]
7. Integrate ethical and legal principles in safe, patient-centered care in diverse practice settings. [Essentials I, III, IV, IX; QSEN: patient-centered care, safety]
8. Provide leadership in professional and community organizations and/or advocacy groups to promote standards of care, policies, regulations and initiatives supporting healthy communities, care quality, and patient safety. [Essentials II, III, VI, VII; QSEN: Teamwork and collaboration, safety, quality improvement]
9. Apply a global perspective and systematic approach for health promotion, risk reduction, and disease management in diverse populations. [Essentials I, II, IV, VI, VII; QSEN: quality improvement, teamwork and collaboration]
10. Provide leadership in development and integration of information management and patient care technology to support clinical decision making. [Essentials II, III, IV, V, IX; QSEN: informatics, evidence-based practice, teamwork and collaboration]

CURRICULUM PLAN

This course sequence is provided as an example only and is *subject to revision*. An individual student's program may differ from this sample according to his/her background and educational goals. Each student must meet with his/her faculty advisor every quarter to review progress in the program and plan coursework for future quarters. Students receiving funding from the Graduate Division must enroll in at least 12 units each quarter.

Pre-licensure Programs Faculty and Administrator Roles and Responsibilities

ASSOCIATE DEAN FOR ACADEMIC AND STUDENT AFFAIRS

Role: Appointed by the Dean, the Associate Dean for Academic & Student Affairs, is responsible for providing overall leadership and oversight of all activities related to both Academic and Student Affairs and for overall administration of all educational programs. With approval of the Board of Registered Nursing, the Associate Dean for Academic and Student Affairs shall serve as the Director of both prelicensure programs and shall be responsible to the BRN for all communications and for overall administration of both the BS and MECN programs.

The Associate Dean is a key member of the education leadership team, and is responsible for administration of both prelicensure educational programs and the services that support all School of Nursing students and enhance their educational experience. The Associate Dean for Academic and Student Affairs works in collaboration with the Dean, the Prelicensure Program Director and Assistant Director, the Curriculum Committee, prelicensure faculty, and staff to ensure the highest level of quality for all education programs. In this capacity, the Associate Dean for Academic & Student Affairs ensures program quality and maintains appropriate accreditation by

1. Leading processes of planning, budgeting, fiscal management, resource stewardship (funds, space, staff, and faculty) and outcome assessment
2. Coordinating campus and community relations;
3. Responding to and advocating for the needs of the students;
4. Reflecting the vision and mission of the School of Nursing. In fulfilling these duties, the Associate Dean for Academic & Student Affairs shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities:

1. Collaborate with Student Affairs Committee and supervise Student Affairs staff to ensure that the school has a pool of qualified and diverse candidates to fill each entering class, and assist in outreach and recruitment efforts.
2. Work with Student Affairs staff to ensure that the needs of the students are met with regard to financial aid and registrar functions, while maintaining compliance with University of California, state, and federal standards.
3. Ensure a safe, healthy, and supporting learning environment for students, through oversight of, participation in the planning for, and dissemination of information regarding:
4. Policies and regulatory requirements, including but not limited to:
 - a. University Code of Conduct
 - b. Harassment training and support (including intellectual, sexual, gender, racial, etc.)
 - c. Diversity training
 - d. HIPAA training
 - e. Training for limiting exposure to infectious agents and environmental hazards
 - f. Required immunizations and other occupational health requirements - Safety and Security Training, in compliance with state and federal statutes
5. Resources for student support, including but not limited to:
 - a. UCLA Arthur Ashe Center for Student Health (including compliance with required immunizations)
 - b. Center for Accessible Education (CAE)
 - c. Ombuds Office
 - d. UCLA Counseling and Psychological Services
6. Oversee, develop and implement programs to support the personal and professional development of students.
7. Ensure that the school is in compliance with all LCME standards that relate to student services (academic and career counseling, financial aid counseling and resources, health services and personal counseling) and the learning environment.
8. Ensure effective communication with students through all available media.
9. Actively participate in regional and national networks of Academic and Student Affairs Deans, such as CACN and AACN

10. Review course evaluations quarterly
11. Review climate and exit surveys when available as they relate to curriculum and pedagogy; consults with the Associate Dean for DEI as appropriate

PRE-LICENSURE PROGRAM DIRECTOR

Role: Appointed by the Dean, the Prelicensure Program Director administers and provide oversight of the

BS and MECN programs. The Prelicensure Program Director works in collaboration with the Associate Dean for Academic and Student Affairs, the Curriculum Committee, prelicensure faculty, and staff to ensure the highest level of quality for both prelicensure programs. In this capacity, the Prelicensure Program Director shall organize and lead program implementation by

1. Ensuring fidelity to the approved curriculum
2. Assessing and monitoring teaching effectiveness
3. Maintaining positive communication among all program stakeholders (faculty, clinical affiliates, students)
4. Monitoring program effectiveness regularly. In fulfilling these duties, the Prelicensure Program Director shall identify and apply leadership, organization, and management principles that are core to the School of Nursing and UCLA. With approval of the Board of Registered Nursing, the Prelicensure Program Director shall serve as the Assistant Director of both the BSN and Masters Entry Clinical Nurse (MECN-MSN) programs and shall have full authority and responsibility to administer both programs independently in the absence of the Associate Dean for Academic and Student Affairs.

Responsibilities:

1. Responsible for overall program administration and supervision
2. Manages the delivery of educational services with the program
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the faculty, curriculum committee, and Associate Dean
4. In collaboration with faculty, facilitates partnerships with appropriate public and private entities that provide services to students, including clinical placements
5. Prepares information for accreditation reports; develops and maintains records as needed for reporting
6. Establishes and maintains effective communication with faculty and members of the staff about general aspects of the program administration
7. Schedules routine meetings to discuss implementation of programs and other resource needs
8. Consults with the Associate Dean about teaching needs and participates in hiring of new faculty
9. Mentors faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations
10. Collaborates with Student Affairs staff to ensure that any administrative issues involving the delivery of the curriculum are addressed
11. In consultation with the Associate Dean for Academic & Student Affairs, discuss course evaluations when making faculty assignments, as well as data from climate and exit surveys

ASSISTANT PRE-LICENSURE PROGRAM DIRECTOR

Role: The Assistant Prelicensure Program Director is appointed by the Dean, with consultation with the Prelicensure Program Director and the Associate Dean for Academic and Student Affairs. The Assistant Prelicensure Program Director works under direct supervision of the Prelicensure Program Director and must be approved by the BRN at the Instructor level. The Assistant Prelicensure Program Director assumes duties delegated to her/him by the Prelicensure Program Director. These may include:

1. Collaboration with and oversight of administrative staff related to collection of required documentation from student and/or faculty
2. Communication with unit leaders/staff at hospital affiliates regarding student experiences
3. Collection of quality indicators from students, faculty, skills lab coordinator, and preceptors
4. Consultation and problem-solving regarding student or curricular issues
5. Consultation regarding teaching assignments

6. Communication among any or all School of Nursing stakeholders. In fulfilling these duties, the Assistant Prelicensure Program Director shall apply leadership, organization, and management principles that are core to the School of Nursing and UCLA.

Responsibilities as delegated by the Prelicensure Program Director:

1. Manages day-to-day program administration as needed
2. Evaluates the delivery of educational services with the program
3. Reviews course syllabi to ensure consistency with approved course descriptions, standards and requirements of accrediting bodies and communicates any concerns to the Prelicensure Program Director
4. Directs staff to facilitate partnerships with appropriate public and private entities that provide services to students, including clinical placements
5. Collects and evaluates relevant data for accreditation reports; develops and maintains records as needed for reporting
6. Establishes and maintains effective and consistent communication with faculty, staff, and students about general aspects of the program administration
7. Schedules routine meetings to discuss implementation of programs and other resource needs
8. Consults with the Prelicensure Program Director about teaching needs and participates in hiring of new faculty
9. Mentors and evaluates faculty regarding pedagogy, including peer-teaching evaluations and reviewing quarterly course evaluations
10. Participates in development of teaching assignments for annual teaching schedule
11. Communicates with Student Affairs staff regarding individual student concerns
12. Coordinates student clinical assigned placements with Senior Admin Analyst

PRE-LICENSURE FACULTY ROLES

LEAD FACULTY

Role: Under direction of the Program Director/Asst Program Director, the Lead Faculty prepares course syllabi in accordance with recommendations set by Curriculum Committee and its Pre-License Subcommittee, and operationalizes the course consistent with program goals and course earning objectives

Responsibilities:

1. Under direction of the Program, leads overall course planning and implementation, including development of course protocols for instruction and evaluation of learning outcomes with clinical instructors (if any are assigned to the course team)
2. Conducts meetings of the course team to:
 - a. review course evaluations
 - b. develop course calendar and divide lecture content among self and team to include recommendation of possible guest lecturers
 - c. provide for course business throughout the quarter
 - d. discuss creation and revision of course syllabi, i.e. course requirements, evaluation instruments, etc.
 - e. make clinical assignments for students with consultation from clinical instructors
3. Prepares the final course syllabus and submits electronic copy to clinical placement to dispense to clinical instructors and preceptors 3 weeks prior to course start date.
4. Prepares, updates and manages course materials on CCLE; uploads the course syllabus on CCLE at least three weeks prior to start date of course.
5. Coordinates selection of course required/recommended reading materials and other resources and provides changes to pre-license program director
6. Requests external test materials (Kaplan, NCLEX, SafeMedicate and assign administration of those exams
7. Negotiates simulated labs and lab skill days with Skills Lab Coordinator
8. Provides mid-term, final and quiz exams as negotiated with program director and course teaching teams
9. Prepares exam blueprint (number of test items per lecture, dates due)

10. Assigns persons to serve as test coordinators on exams as appropriate
11. Coordinates guest lecturers and reviews their lectures prior to lecture date to assure it meets course objectives
12. Notifies students of the availability of the Discrimination and Prevention Office to address investigations of discrimination and harassment

CLINICAL INSTRUCTOR

Role: Appointed by Program Director and directed by the Lead Faculty, the clinical instructor supports preceptors in the clinical sites, provides direct instruction to assigned students in clinical sites and evaluates student performance consistent with the level of student learning, course description, and course outcomes.

Responsibilities:

1. Under the guidance of the Lead Faculty, participates as a member of the course team in the course's development and evaluation tools by attending course meetings as scheduled and completing resultant assignments on time.
2. Completes all assigned duties in accordance with the protocols developed for the course by the Lead Faculty and the course team, as directed by the PLPD.
3. Provides timely and ongoing feedback to the Lead Faculty and PLPD regarding individual student's performance in meeting clinical course objectives.
4. Communicates with Lead faculty, PDs, and Director of Student Services regarding student performance issues in the clinical setting.
5. Conducts direct student instruction:
6. Serves as a professional nurse role model consistent with the scope and practice of a registered nurse.
7. Prior to the beginning of each quarter, reviews the course syllabus and demonstrates knowledge of the level of student learning appropriate for the course, and the expectations for student clinical attainment during the course.
8. Provides continuity of direct instruction and supervision to the student as consistent with the students learning needs, course objectives and program outcomes.
9. Directly observes and guides students' learning activities with patients/families in the clinical setting.
10. In advance of each clinical day, prepares clinical opportunities by selecting appropriate preceptor RNs and targeted learning activities specific to the course outcomes and individualized for each students' level of learning
11. Available at all times for students in clinical setting.
12. Interprets the course goals and learning objectives for the student and preceptors at clinical site.
13. Assists students in integration of theory, practice and quality improvement, specific to the course's learning activities and level of learner.
14. Confers with the clinical preceptor RNs regarding learning opportunities to further enrich student learning and insure achievement of the course outcomes.
15. Assures that all clinical preceptor RNs and students fulfil clinical requirements of the clinical agency.
16. Confers with clinical site leaders and/or Lead Faculty regarding any concerns related to student or client safety and wellbeing.
17. Conducts post conference seminars with each clinical day regarding the student learning.
18. Supports student's growth in use of evidence-based practice, patient care guidelines and patient safety standards, and professional development.
19. Supports the student's practice and growth with clinical inquiry, reflective practice and reflective writing of e-journals.
20. Evaluates student's development of critical thoughts and reasoning in clinical setting as reflected in specific course assignments (such as nursing care plans) and in reflective writing of e-journals
21. Provides timely and ongoing feedback to the Lead Faculty and PLPD regarding student clinical performance.
22. Provides evaluative feedback to students regarding performance/learning to meet course objectives.
23. Submits student grades to the Lead Faculty.
24. Provide letters of recommendation (LOR) for students as requested.
25. Prior to the beginning of the clinical experience, identifies any students who require special attention related to clinical learning or behaviors.
26. Interprets the course goals and learning objectives for the students to clarify expected student learning outcomes, as needed.

27. Assures that each student fulfills all clinical requirements of the clinical facility.
28. Assists students in integration of theory, practice and quality improvement, specific to the course's learning activities and level of learner.
29. In accordance with the course protocol, attends all assigned post conferences and provides guidance in activities for students to gain an understanding of the unit/population service goals, system of care delivery, procedures and service population standards of care and guidelines. Serves as a teacher role model and consultant for Preceptors, Teaching Assistants, and other faculty.

CLINICAL PRECEPTORS

U Requirements

Role: Provides direct supervision of Immersion student in the clinical setting and offers ongoing guidance and feedback on assigned student's clinical thinking and skill performance.

Responsibilities:

1. Orient students to the assigned clinical unit.
2. Work closely with student to shape a positive clinical experience.
3. Guide, facilitate, and monitor student in organizing care and achieving clinical objectives on a daily and weekly basis.
 - a. Guide students' documentation of assessments and care.
 - b. Guide and monitor students' performance of nursing skills and treatments.
 - c. Assess and track students' accrue ment of competencies.
 - d. Supervise the student's performance of skills and clinical activities to assure safe nursing practice.
4. Model active participation in and coordination of patient's plan of care; model patient advocacy; model expert critical thinking in the clinical setting.
5. Participate in all issues regarding safe, legal, ethical, effective, and professional nursing practice.
6. Provide ongoing feedback to student and Clinical Faculty regarding skill acquisition and clinical performance and progress toward entry-level practice.
7. Participate in ongoing and final evaluation of student clinical performance. o Minimally: provide feedback to Clinical Faculty by Start of Week 4 and at end of rotation
8. Contact Clinical Faculty if assistance is needed or if any problems, concerns, or issues arise regarding safe practice, progression of role acquisition and/or professional behavior.

STUDENT LEARNERS

Role: Admitted to the BSN or MECN program, the student learner is expected to be an engaged and active learner who demonstrates self-direction and responsibility for one's own learning. Appropriate for the level of learning in each clinical course, the student learner is expected to demonstrate critical thinking, synthesis of clinical data, and application of nursing knowledge to individual patients. The student learner is expected to be knowledgeable regarding the professional role of the RN, the role of other members of the health care team, and the ethics of nursing.

Responsibilities:

1. For each clinical day, presents her/himself prepared to care for her/his assigned patient and demonstrates knowledge of medications, treatments, and common nursing care problems associated with the patient's clinical condition and specific social/demographic characteristics.
2. Appropriate to the student's level of learning, demonstrates sound clinical judgement and critical thinking.
3. Completes all clinical and theory assignments on time, including:
 - a. OSCEs
 - b. Kaplan exams
 - c. Med Math testing
4. Appropriate to the student's level of learning, demonstrates the following skills:
 - a. Physical assessment skills

- b. Communication skills appropriate for both patients/families and other members of the health care team
 - c. Critical thinking and decision-making skills related to patient care
 - d. Medication management skills
 - e. Care-coordination skills
5. During post conference, participates by leading discussion of her/his own patient and providing meaningful feedback during discussion of other students' patients.
 6. Demonstrates insight in her/his own clinical learning attainment via reflective e-logs and dialog with clinical instructor.
 7. Reports immediately to clinical instructor:
 - a. Any clinical errors or omissions that may be related to patient safety o Any problems or concerns regarding learning experiences or communications with preceptor RNs or other facility staff
 8. In consultation with the clinical instructor and consistent with course objectives, sets reasonable objectives for her/his own learning.
 9. Seeks consultation and advise independently for learning difficulties

PRELICENSURE CONTENT EXPERTS

[U Content Experts | sonnet](#)

BRN Criteria:

CCR section 1420(f): "Content expert" means an instructor who has the responsibility to review and monitor the program's entire curricular content for the designated nursing area of geriatrics, medical, surgical, mental health/psychiatric nursing, obstetrics, or pediatrics.

CCR section 1424(h): The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426(d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

CCR section 1425(f): A content expert shall be an Instructor and shall have:

1. a master's degree in the designated nursing area; or
2. a master's degree that is not in the designated nursing area and shall:
 - a. Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and
 - b. Have a minimum of two hundred forty (240) hours of clinical experience within the previous three years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

Explanation: Each school must have at least one content expert in each area of nursing; one Instructor may qualify for more than one area. The required areas are interpreted as geriatric, medical-surgical, mental health/psychiatric, obstetric, and pediatric nursing.

Methods to Qualify as a Content Expert:

EITHER a Master's degree in the area **OR** Master's degree in another area and additional theoretical and clinical experience as shown below.

THEORY -EITHER national certification **OR** course work in content area equivalent to 30 hours of continuing education or 2 semester units/3 quarter units, **AND**

CLINICAL - EITHER- clinical experience in content area to equal 30 eight-hour shifts within the last three years **OR** - clinical experience teaching the content area (e.g., geriatrics) for a minimum of 2 semesters or 3 quarters.

Geriatrics	Medical-Surgical	Pediatrics	OB/Maternity	Mental Health
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Emma Cuenca	Barbara Demman Emma Cuenca		Anita Bralock Susan Bogar	Huibrie Pieters
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Remediation Plan for Pre-licensure Students

Early Identification of Prelicensure Students Who Need Focused Instruction or Remediation The goal of identifying students who are at risk for failing a theory or clinical course is to initiate focused instruction/remediation early enough in the quarter or clinical experience to promote student success.

Concerns in the Clinical Area:

1. The clinical instructor notifies the Lead Faculty of specific concerns about the student during week #2. The clinical instructor meets with the student to describe these concerns (using the course clinical evaluation form).
2. If the concerns continue during week #3, the clinical instructor will provide a written evaluation of the student's performance (Performance Improvement Plan), meet with the student, notify the Lead Faculty, alert the Director of Student Affairs, and Program Director.
3. A mitigation plan with clear timeline will be created by the Clinical Instructor/Lead Faculty and will be presented to student. The Clinical Instructor may refer to a Nurse Specialty Coach (NSC) as appropriate. If skills remediation is warranted, the NSC will schedule a remediation session with a designated remediation faculty.
4. The Faculty Advisor will also be notified as appropriate, and the student will be encouraged to meet with his or her advisor.
5. The designated remediation faculty will meet with the student late in Week #3 or early Week #4 to create specific objectives (Action Plan) based on the PIP.
6. The designated remediation faculty facilitates skills review in the skills lab and documents in eValue the summary of the remediation session. The remediation faculty closes the loop with the referring clinical instructor, Lead Faculty, and Director of Student Affairs.
7. The clinical instructor monitors the student's performance in the clinical setting and assesses success or failure to demonstrate readiness to progress.

Concerns in Theory Courses:

1. Lead Faculty in theory courses will evaluate student performance on exams and assignments. If there appears to be a risk at mid-term (or earlier after failing a significant assignment or exam) that a student may not pass the course, the Lead Faculty or Teaching Assistant will arrange to meet with the student to help her or him develop an effective study plan. This plan will be documented by the Lead Faculty in eValue.
2. Lead Faculty will also notify the Prelicensure Program Director and the Director of Student Affairs and inform of the plan for success.
3. The Director of Student Affairs will meet with student as appropriate to review the plan for success and will refer students to various campus resources as needed (e.g. CAPS, Writing Center).
4. Students may also arrange to work closely with the course TA or hire a tutor to help them review course content.

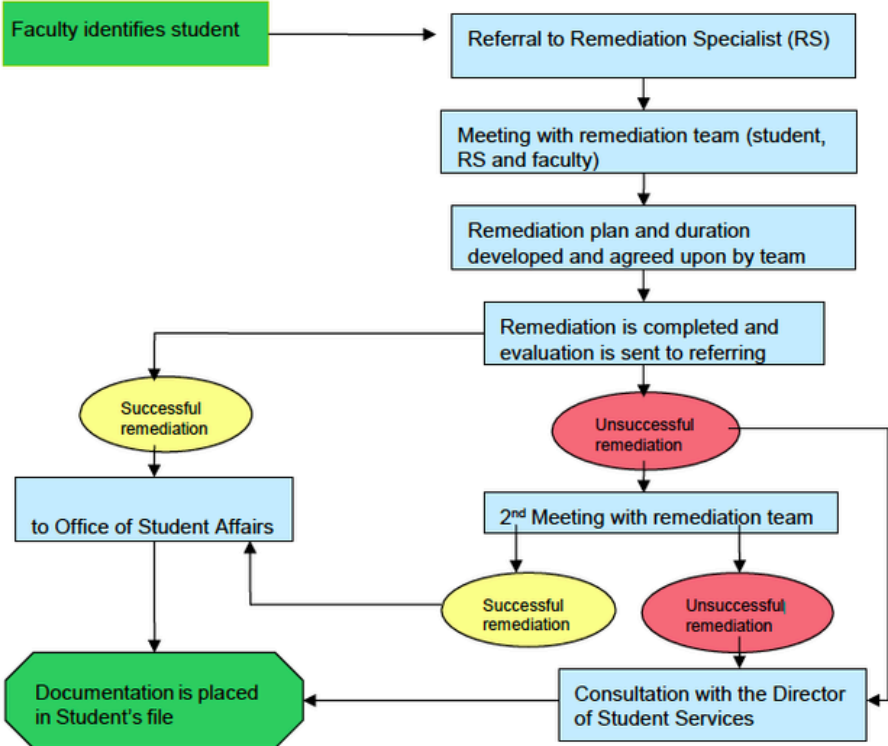
REMEDIATION PROCESS AND POLICY

The UCLA School of Nursing is dedicated to producing the best and brightest new graduates in the field of nursing. We strive to educate and prepare our students to be the finest nursing has to offer. We do this by demanding attention to our curriculum and rubrics of nursing education. If a student is challenged by the rigors of clinical educational requirements, and needs additional help and practice with the skills of nursing, we are here to provide a plan for success.

The process begins with a referral from the faculty member who has identified the deficiency to the Nurse Specialty Coach. Next, a meeting is set up between the student, the referring faculty and the Nurse Specialty Coach (NSC). An assessment is made in collaboration with the faculty. The remediation plan is agreed upon by both parties with specified timeline. The remediation plan may include referral to a designated remediation faculty to review a particular skill/s. Once remediation is completed, evaluation of the student is completed by the NSC and evaluation summary is documented in eValue. The NSC will close the loop by notifying the referring faculty, lead faculty & Office of Student Affairs through email that remediation is completed and recorded in eValue.

If an unacceptable evaluation is returned, the NSC will meet with the lead faculty, Clinical Instructor, Student Affairs team and Program Director to review the student's performance. If second course of remediation is agreed to, the Associate Dean of Academic Affairs will be consulted.

Algorithm of Remediation Process



Algorithm of Remediation Process

Performance Improvement Plans (PIPs)

Performance Improvement Plans are provided to students by faculty to address problematic behavior and to provide a remedy for that behavior. The Performance Improvement Plan, or PIP, may address behavior that is considered inappropriate (e.g., failure to wear the appropriate attire to lab or clinical, disrespectful behavior, late assignments, etc.) or to bring attention to a deficit or error in nursing skills. The faculty will provide the student with a written record of the observed behavior and recommend appropriate corrective action. Corrective action may include, but is not limited to, writing a reflective response paper, meeting with the nursing specialty coach, or going to skills lab to remediate.

PIPs can be electronically completed on a student in eValue and will be auto routed to the student affairs office for review. The student will be notified of receiving the PIP after it is completed by faculty and reviewed by the student affairs office. A student may choose to provide their own response to the PIP which will be electronically stored in their eValue profile.

Three PIPs in one class may result in failure of the course.

Research Quarter Guidelines for SON Senate Faculty

Research Quarter Guidelines for SON Senate Faculty

School of Nursing Senate faculty are expected to fulfill academic responsibilities in teaching, research, and service. To support senate faculty research efforts, senate faculty teaching assignments are arranged in three of four quarters to allow one quarter to be dedicated to research.

Senate faculty are expected to use the designated "research quarter" to focus on research with a goal of consistent extramural funding. Based on the School's curricular and programmatic needs, the faculty member's expertise, and the faculty member's research program demands, the placement of the research quarter in a calendar year can vary. In addition, during the research quarter, senate faculty are expected to fulfill responsibilities on dissertation committees, mentoring, and committee work to ensure continuity and seamless functioning of the School.

Research Space

UCLA School of Nursing

Guideline for Allocation of Research Space in the School of Nursing

Research Space Committee

Members: Holli DeVon, Sheila Davis, Mary Rezk-Hanna, Paul Macey, Wendie Robbins

Introduction

Members of the UCLA School of Nursing (SON) are invited to apply or reapply (if funding lapses) for research space in the SON through formal "space reviews" performed as needed. The SON has very limited space to meet the needs of all of its faculty investigators. The space on the 6th floor in the Factor Building is allocated as research space for SON members. The SON research space is limited, approximately 6,000 square feet. In recognition of the need to use the School's limited research space to maximum advantage, the square footage of laboratory and office space for any individual investigator is carefully considered, and all investigators with SON space are required to make efficient use of the space assigned to them.

To meet needs of faculty investigators while maximize existing square footage of the research space, the Dean appoints a Research Space Committee to review and recommend usage of research and office space with the goal to fairly and equitably accommodate all members of the SON and make efficient use of the assigned space. The SON Research Space Committee includes the Associate Dean for Research, the Assistant Dean of Administration, and four faculty members with varied research perspectives. Based upon review of all applications using the criteria outlined below, the Research Space Committee makes recommendations for space allocations (e.g., square footage, location). Upon review, the committee will provide a recommendation to the Dean. The general principles, data collecting and reporting, and space evaluation and assignment procedures are described as follows:

A. General Principles

1. All space occupied by the SON belongs to the Regents of the University of California. The assignment of space is delegated to UCLA's Chancellor and to the Dean of the SON.
2. The intent of this document is to supersede all previous documents concerning research space assignments to academic units and individual faculty.
3. Academic units (departments, institutes, centers) are responsible for regularly updating the online Campus Space Inventory <http://spaceinventory.ucla.edu/#/>
4. The SON Research Space Committee will prepare preliminary space utilization reports for the SON. These reports will be compiled using on-campus and off-campus space user assignments from the online Campus Space Inventory, linked to the PI and award data from ORA and sponsored research expenditures recorded on the campus General Ledger system. A determination of need will be based on these data, indirect funding, and the space needed to perform the research.
5. The SON Research Space Committee may consider additional requests beyond University or SON financial reports.
6. Research space considerations will account for current faculty space assignments and in consultation with the Dean, future space needs based on major new grant awards, recruitment plans, and faculty departures/retirements.

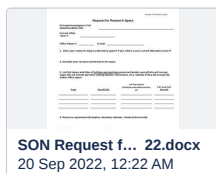
B. Data Collection and Reporting

The Research Space Committee will aid in data collection to fulfill reporting requirements. The SON must update on-campus and off-campus space assignments directly on the Campus Space Inventory <http://spaceinventory.ucla.edu/#/> by October 1st of each year. This deadline is essential both for the SON space evaluation and for the official closing and locking of the Inventory by the Chancellor's office. All research space must either be assigned to a faculty member, designated as a shared research space, or designated as a Core Facility serving a broad range of faculty with an approved Sales and Service account managed by the department. Formal use codes should be utilized when updating the Campus Space Inventory.

- a. Wet-lab and dry-lab research space assigned to a faculty member (including offices used by research student, postdocs, staff, and other trainees) must be listed by the faculty member's name (not the name of a staff member or trainee).
 - b. Research spaces that are shared by more than one lab should be listed as "Shared Research" (with percentages of use by different faculty or departments indicated, when appropriate).
 - c. Research spaces used by Cores should be specified. Each function must be accompanied by the formal use code.
 - d. The lab space utilization for animals is determined by DLAM, in the vivarium, not by the department. The committee will not need to consider this for the evaluation.
1. In July, following the closure of the Space Inventory by the Chancellor's office at the end of each fiscal year, the SON Research Space Committee will collaborate with SON Administration to prepare a space utilization report for the SON using Research expenditure data for sponsored research activities from the campus.

C. Procedures for Space Application, Evaluation and Assignment

1. Members of the SON are invited to apply or reapply (if funding lapses) for research space in the SON through formal "space reviews" as needed.
2. Applications received by the SON Research Space Committee will be reviewed. Based upon review of all applications using the criteria outlined below, the Research Space Committee makes recommendations for space allocations (e.g., square footage, location) to the Dean.
3. Faculty may submit a written request and file the space request form with the Research Space Committee via Dr. DeVon when new funding is received or for continuing use of the research space. This should be done on an annual basis.
4. If a member of the Research Space Committee requests space, they will recuse themselves from Committee deliberations.
5. The space request form includes following items:
 - a. The amount of funding received, including indirect cost recovery.
 - b. The work to be performed in the space.
 - c. A list of staff and trainees supported by the faculty member, the sources of support for each individual, and the percent effort of each individual on research performed within the relevant space. If applicable, plans for sharing the space with other faculty.
 - d. Assessment of resource requirements for execution of study aims, e.g. particular equipment and infrastructure needs such as fume hoods, centrifuges, PCR, Western Blot, plate readers etc.
 - e. Documentation of other critical research contributions or relevant issues that may not be reflected in the above documentation.
6. A full evaluation of shared research space will include an itemized inventory of equipment and activities in each shared room, along with a detailed list of users from the academic unit and from other units who use the space (along with approximate percent utilization by each user). This information can be supplemented with additional text explaining why the indirect costs expenditures of shared space may be lower than that of comparable academic units.
7. The Research Space Committee will then meet with the Dean to finalize the space assignment to the individual faculty member, and to define a timeline for changes. This may result in a space reduction and/or a move to a different location for some faculty, and space increases for others. Evaluation of shared research spaces and core facilities may lead to recommendations to reduce or increase the size of assigned spaces.
8. All space that is vacated will revert to the Dean. The occupant is responsible for removing all chemicals and having the space decommissioned, removing all equipment and furniture, leaving the space clean from all debris, and providing keys to the SON Administrative office within the period of 3 months after receiving a notice to vacate from the dean.
9. A faculty member may submit a written appeal in response to a space decision. The information provided in the appeal will be considered collectively by the Research Space Committee and the Dean of the SON. A final decision in response to the appeal will be made by the Dean.



Roster of SON Faculty Committees: 2022-23

UCLA Academic Senate Full Council & Committees Roster	
	
SON Committees Roster	
Faculty Executive Committee (FEC)	
Chair: Heilemann 2021-2023	
An 2021-2023 (FRPAC chair)	
Bates-Jensen 2021-2023 (SAC chair)	
Pike 2022-2023 (CC chair)	
Hamilton 2022-2024 (CC vice chair)	
*Bush 2022-2023 (non-senate rep)	
Brauer 2022-2023 (senate rep)	
Skrine Jeffers 2022-2023 (senate rep)	
Zhan <i>ex officio</i>	
Clark <i>ex officio</i>	
<i>Chair of CAPA ex officio Paul Macey</i>	
Curriculum Committee	
Chair: Pike (2022-2023) (APRN, DNP)	
Vice-Chair: Hamilton 2022-24 (APRN, DNP)	
*Carpenter 2022-2024 (BS, MECN)	
*Cuenca 2022-2024 (BS, MECN)	
Westphaln 2021-2023 (APRN)	
Sokolow 2022-24 (MECN, PhD)	
Jung 2022-24 (MECN)	
Gyls 2022-2024 (MECN, BS)	
Tolentino (PhD) 2022-2024	
Clark <i>ex officio</i>	
Research and Professional Affairs Committee (FRPAC)	
Chair: An 2021-23	
*Carpenter 2021-2023	
*Brecht 2022-2024	
Samuel-Nakamora 2022-2024	

Jame-Lara 2022-2024

DeVon *ex officio*

Pike *ex officio*

Student Affairs Committee (SAC)

Chair: Bates-Jensen 2021-2023 (BS, MECN, Doctoral)

*Thomas 2021-2023 (AP)

*Salem 2022-2024 (BS, MECN)

Choi, K 2021-2023 (MECN)

Hodge 2021-2023 (MECN, PhD)

Lee 2021-2023 (MECN, PhD)

Rezk-Hanna 2021-2023 (AP)

Song 2021-2023 (AP)

Wiley 2022-2024 (BS, PhD)

Beck 2022-2024

Yzquierdo *ex officio*

Committee on Appointments, Promotions and Appraisals (CAPA)

Chair: Macey 2021-2023

Choi, S 2021-2023

Gyls 2021-2023

Lucero 2022-2024

Sokolow 2022 - 2024

Merit Advisory Committee (MAC)

Chair:

Hamilton 2021-2023

Li 2021-2023

Chen 2022-2024

Wiley 2021-2023

Evaluation Subcommittee

Chair:

*Economou 2022-2024 (APRN)

An, 2021-2023 (BS)

Bates-Jensen, 2021-2023 (BS, PhD)

Choi, S 2021-2023 (AP)

Hodge 2022-2024 (PhD)

Clark *ex officio*

Subcommittee on Committees

Chair: Heilemann 2021-2023

Robbins 2022-2023

Lucero 2022-2023

Lee 2022-2023

Legislative Assembly Representatives

Samuel-Nakamura (2021-2024)

Choi, S (2021-2024)

Legislative Assembly Alternate Representatives

Chen (2022-2023)

SON Nursing Workload Policy

General Unit to Effort Equivalency Formulas-Effective Summer 2021

Note: Adjunct faculty workload set at 24 units/year.

School of Nursing Workload Policy

General Unit to Effort Equivalency Formulas

Effective Summer 2021 Unit equivalencies for full academic year (4 quarters) are:

32 units over 4 quarters is 100%, and appointment percentage is determined by $X \text{ units}/32$. Any unit amount over 31.5 units shall be rounded up to 32 units.

For less than full academic year appointments, 8 units in one quarter is considered 100%, and appointment percentage is determined by $X \text{ units}/8$.

APRN Courses

Theory courses: Teaching units = academic units associated with the course as a baseline.

Clinical courses: Teaching units = academic units associated with the course as a baseline for a full clinical group, as long as the student group is comprised of 7-9 students.

**Exception:* If a group is less than 7 students or more than 9 students, unit credit will be reduced or increased proportionately to reflect the actual number of students in the group.

**Exception:* N4xxC and N4xxD courses will receive 4 teaching units, subject to student enrollment as noted above.

**Exception:* N4xxE courses will receive 2 teaching units each, subject to student enrollment as noted above.

**Exception:* N437A/B, N438A/B, N439B, and N416B will receive 4 teaching units, subject to student enrollment as noted above.

Lecturer's input about appropriate student placements is expected as part of their course responsibility.

Prelicensure Courses

Theory courses: Teaching units = academic units associated with the course as a baseline.

Clinical: Units for direct student supervision reflect clinical time using this formula:

1 unit = 6 hours/week x 5 weeks = 30 hours

2 units = 12 hours/week x 5 weeks = 60 hours

4 units = 24 hours/week x 5 weeks = 120 hours

For each 5 week clinical rotation + 1 unit for grading assignments

**Exception:* N169/N467 Immersion = 3 units.

**Exception:* N171 = 6 units.

OSCE = 8 hours per quarter (equivalent to 0.26 unit).

If a lecturer is assigned more or less than 8 hours of OSCE per quarter, unit credit will be assigned proportionately.

Skills Labs: each assigned 4 hr Skills Lab per quarter = 0.13 unit Simulation: each assigned 8 hr Simulation per quarter = 0.26 unit

*Exception: If a lecturer is assigned a 6 hr or 12 hr Skills Lab or Simulation, unit credit will be assigned proportionately.

N150A/150B Fundamentals Lab Coordinator = 4 units per quarter, in addition to teaching units (if applicable).

N174 Lab Coordinator = 2 units per quarter, in addition to teaching units (if applicable). N171 Public Health site placement by lead faculty (if assigned) = 1 unit per quarter.

N169/N467 Immersion Coordinator (if assigned) = 2 units per quarter.

Nurse Specialty Coaching (NSC) = 1 unit per quarter for three 1-hour-long student appointments per week.

Group Academic Advising (if assigned): 1 unit per year for 10 students, or 0.01 unit per student/year.

Hospital-Specific Orientations = Lecturers will be compensated for external hospital-specific orientations which lecturers are required to complete before teaching at an external hospital. The number of units is determined by X hours/30.

General Provisions

Team Teaching: units will be assigned by the Program Director to instructors Course Lead (designated by Program Director): 1 additional unit

Large Courses:

<u>Student Enrollment</u>	<u>Teaching Units</u>
60 students or fewer	= Academic units
61-79 students	= Academic units + 1 + TA
80-99 students	= Academic units + 2 + TA
100-130 students	= Academic units + 2 + TA

For each comprehensive exam, readers are expected to complete grading in no more than one hour (if assigned), weighted at 0.03 unit per exam.

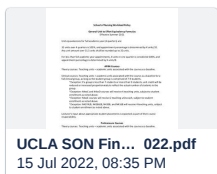
For each admission application, readers are expected to complete review in no more than 30 minutes (if assigned), weighted at 0.008 unit per application.

Self-Supporting Doctor of Nursing Practice (DNP) Courses

Teaching units = academic units associated with the course as a baseline. Unit equivalencies for full academic year (4 quarters) are:

32 units over 4 quarters is 100%, and appointment percentage is determined by X units/32. Any unit amount over 31.5 units shall be rounded up to 32 units.

For less than full academic year appointments, 8 units in one quarter is considered 100%, and appointment percentage is determined by X units/8.



Student Injury in the Clinical Area

HEALTH SITUATIONS INCREASING RISK IN THE 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 Affairs. This includes pregnancy, accidents that cause injury, or other mental or physical condition including infectious diseases. A healthcare provider statement may be required indicating that it is safe for the student to function in the clinical area. The School of Nursing will provide reasonable accommodations for students with specific needs stemming from a change in health status. Students in need of accommodation are urged to register with the Center for Accessible Education (CAE) in order to receive accommodation.

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.

IF THE STUDENT IS INJURED WHILE IN CLINICAL:

1. The student should immediately notify the clinical instructor or preceptor.
2. The clinical instructor or preceptor will immediately notify Course Lead Faculty.
3. The clinical instructor or preceptor will complete the "Student Incident Report" form in eValue via "Initiate Ad hoc Evaluations" on the evaluate home page. This form documents medical and non-medical incidents. Please also notify the Clinical Placement and Health Clearance Coordinator.
4. The clinical faculty/lead faculty will notify the Director of Student Affairs immediately.
5. If necessary, the student will be excused from clinical for the day to seek medical treatment.
6. 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.
7. The student is responsible for contacting his/her healthcare provider (often the Arthur Ashe Center) immediately following emergent care (ideally within 4 hours) to arrange for post-injury follow-up.
8. All costs associated with immediate and follow-up treatment are the responsibility of the student.
9. Injuries that occur at UCLA facilities require worker's compensation paperwork and follow up within 24 hours.

UCLA SCHOOL OF NURSING POLICY ON HIV/AIDS AND OTHER BLOODBORNE DISEASES

For more information about definitions, policy, and post-exposure prophylaxis instructions, please review the School of Nursing Policy on HIV/AIDS and other Blood Borne Diseases.

OTHER INJURIES

Recommendations for actions in case of employee injuries can be found at UCLA Insurance & Risk Management site

Guidelines for what to do when a visitor or student reports an injury are located at <https://irm.ucla.edu/general-liability/what-to-do-when-a-visitor-or-student-reports-an-injury>

Guidelines for reporting incidents involving biohazards are located at:

Teaching Apprenticeship (TA)

The majority of UCLA PhD and some of advanced practice nursing (APRN) students undertake the role of a Teaching Assistant during their graduate career. Note that for many students, the financial aid package requires that the student TA each quarter. Becoming a successful TA is a skill, and not unlike other skills, requires practice, preparation, and collection of feedback and suggestions for improvement.

The Office of Instructional Development (OID) TA Training Program assists TAs at UCLA in improving their teaching and advancing their professional development. They are located in 190 Powell Library Building and available by phone: (310) 206-2622 or via email: tatp@oid.ucla.edu

Campus-wide TA Conference

Each year prior to the Fall quarter, the OID TA Training Program organizes a day-long conference designed for TA's. The conference consists of a series of workshops, microteaching session, a Faculty & TA Panel, and a Language TA Panel. Both new and experienced TAs can benefit from the enthusiastic and knowledgeable TA workshop leaders.

All students are strongly encouraged to attend this conference Fall quarter of Year 1 of your program. Additionally, it is often a course requirement for N495 (Teaching Practicum, see below).

Departmental TA Training

Many UCLA departments require their TAs to complete an N495 Practicum designed to prepare them for the TA role. The practicum is organized, developed, and taught with select faculty members. School of Nursing requires all PhD students to enroll in N495 and Nursing 299D in preparation for the TA role, as well as teaching in general. Successful completion of N299D and N495 is **required** prior to appointment as a TA. Additionally, all Nursing TA's receive SON computer training prior to their first TA experience, and may be required to attend trainings to teach in the simulation lab.

TA Responsibilities

An apprentice appointment is for 13 weeks, which includes the week before the quarter, 10 weeks of the quarter, finals week, and the week after finals. Obviously, a teaching assistant's responsibilities are not always the same from week-to-week, so in some weeks students may work fewer hours and in other weeks they may work more hours. The 10 hours per week of a 25% appointment (20 hours per week of a 50% appointment) is intended to include time spent in preparation, teaching, office hours, reading, grading, attending lectures by the faculty member in charge of the course, and any other course-related work, such as responding to student emails or holding electronic office hours. If a student has a 50% appointment, the student should work no more than 20 hours per week during this period. Students should work no more than 220 hours during a one-quarter TA appointment.

If circumstances require a TA temporarily to work at a combination of academic appointments totaling more than 50% time, the TA must have the department petition the Graduate Division for an exception. In no circumstance is a graduate student permitted to hold academic appointments totaling more than 75% time.

Students are required to enroll in 12 units in the quarter in which they are serving as TA's. Failure to enroll in 12 units may result in the forfeiture of the TA award and stipend. Therefore, it is imperative that students check their enrollment to be sure they have at least 12 units during the quarter in which they TA. The Nursing 375 Teaching Apprenticeship course in which TA's enroll may count toward one or two units of the required 12. All students who intend to serve as a teaching assistant and who received an undergraduate degree in a country other than the US, must take and pass the Test of Oral Proficiency (TOP). For questions about TAs, contact PhD Program Director (Wendie Robbins).

The Academic Senate & Shared-Governance at the University of California

See also the [UCOP Faculty Handbook](#).

The Academic Senate is one of the distinctive organizational elements of the University of California – a feature that distinguishes it from other major research universities. UC faculty in the Academic Senate carry out shared-governance responsibilities established by The Regents. The Senate is empowered by UC's governing body, the [Board of Regents](#), to exercise direct control over academic matters of central importance to the University – to determine academic policy, set conditions for admission and the granting of degrees, authorize and supervise courses and curricula; and to advise the administration on faculty appointments, promotions and budgets.

The Academic Senate is the vehicle through which faculty share in the operation and management of the university. UCLA's contemporary practice of consultative decision-making and shared governance reinforces the notion that faculty are at the heart of the academic enterprise of teaching, research, and public service and critical to maintaining the quality of the university's academic program.

The Academic Senate's efforts derive from the premise that the university's excellence cannot be sustained without faculty, administration, staff, and students all making substantive contributions to the university in an involved, respectful, and collaborative fashion.

The School of Nursing faculty are represented by the Academic Senate.

School of Nursing Faculty ByLaws are available at the end of this document and at this online link:

[Nursing Bylaws.pdf](#)

A description of the principles of shared governance within the Academic Senate is presented at:

[Home | Academic Senate](#)

Description of Some School of Nursing Faculty Committees

Description of Some School of Nursing Faculty Committees	
Committee	Duties
Committee on Promotions and Appointments (CAPA)	Pre-reviews academic personnel cases (existing faculty for tenure and promotion; new hires for rank and tenure; fourth year appraisals for Asst. Professors; Step 6 reviews for Professors; full step accelerations; five year reviews)
Curriculum Committee (CC)	Monitors curricular matters, changes in courses, instruction and degree requirements; oversee comprehensive and qualifying exams; recommend cognate courses for doctoral students; recommend policies regarding the programs
Evaluation Subcommittee	Oversee evaluation of the programs of instruction, and faculty, students' and alumni professional achievement and satisfaction; interpret data collected; provide feedback to the appropriate committees/persons for decision making
Merit Advisory Committee (MAC)	Consider regular merit increases
Subcommittee on Committees	Prepare the slate for Committee Chairs during Spring quarter of the following year; conduct an election for Committee Chairs; present a recommended list of Committee members to the Faculty Executive Committee

Transfer Policy for Military Experience or LVN Experience

Academic Transfer Credit or Course Waiver for Admitted Students with Military Service Education and Experience OR Licensed Vocational Nurse (LVN) Education and Experience

[CA BRN Regulation CCR 1430; Sections 8 & 9 of the BRN Director's Handbook (2021-2022)]

Students in the BS or MSN/MECN pre-licensure program may be eligible to receive academic credit for U.S Military education/experience or LVN education/experience.

· Eligibility for academic credit for admitted students with military service education and experience is limited to students who have an academically accepted certification or official transcript to validate a service member's military occupational experience and training equivalent to UCLA course or courses.

· Eligibility for academic credit for admitted students with LVN education/experience is limited to students who have an official transcript to validate prior education in an accredited LVN program and successfully completed the NCLEX-VN.

The UCLA SON will decide on a case-by-case basis what credit recommendations can be accepted or rejected. The clinical portion of theory-clinical courses in specialty clinical practice settings are not eligible for course equivalency or challenge exams. Credit for courses in the advanced practice nursing (APRN) curricula are not permitted.

Two options for obtaining course credit are provided. Students can appeal for one or both options:

1. By review of official transcripts and pertinent course syllabi from previous education and training.
2. By successful completion of challenge examinations.

Option #1 Transfer Credit for Course Equivalency: Experienced pre-licensure faculty members and Prelicensure Program Director or Assistant Director will conduct a systematic review of submitted documents, including the official transcripts and course syllabi, to identify evidence of education and/or experience equivalent to specified pre-licensure courses. According to UCLA policy, a maximum of three courses in the BS curriculum or two masters-level courses in the MECN curriculum may be considered for equivalency.

Option #2 Course Waiver by Challenge Exams: Students seeking credit by examination must be registered at UCLA at the time of the examination and must meet with an academic advisor and faculty member of the course being challenged prior to registering for the exam. Challenge exams will be designed by pre-licensure faculty of the course being challenged. The challenge exams are usually comprised of all course exams including the final examination given when the course was last offered. The individualized plan for offering challenge exams or meeting other course requirements must be approved by the current faculty of the course being challenged and the Prelicensure Program Director.

The course examination(s) and/or other required assignments must be taken at least thirty (30) days prior to enrollment for the equivalent course. Students who are choosing Option #2 will be allowed to review a course syllabus (with course objectives, content outlines, textbook list, type of test questions, and test format) as preparation for at least 30 days prior to taking the examination or submitting other required assignments (as outlined in the individualized plan for course challenge). A passing grade (according to the course syllabus) on examinations and/or other required course assignments is recorded with a grade of *P* for *Passing* (in the case of the BS program) or *S* for *Satisfactory* (in the case of the MECN program) on the permanent record. If students fail one or more examination(s), they are not allowed to re-take the exam. The failed attempt to challenge a course is not recorded.

Note: Credits earned by past courses taken (Option 1) or courses waived by course examinations (Option 2) may not be acceptable for transfer or waived at other institutions.

Procedure for Pursuing Options #1 & #2:

1. The student meets with Course Lead Faculty and the Prelicensure Program Director (or Assistant Director) who together determine whether the student's prior course content, experiences, and/or training are either equivalent to SON course content (Option #1) or more

conducive to waiver by challenge exams (Option #2).

2. If the faculty member and Prelicensure Program Director (or Assistant Director) approves content equivalency (Option #1) or agrees to provide credit by examination (Option #2), an individualized plan will be developed for the student who is approved to waive or required to challenge a course.
3. Option #2 only: prior to enrollment in the course being challenged, student schedules the examination with course faculty, who will prepare and score the exams (or other required course activities / assignments) and provide course grade.
4. Student files the appropriate forms with the Office of the Associate Dean for Student Affairs who assists students to submit their results to UCLA Office of the Registrar for recording.

The Office of the Associate Dean for Student Affairs will maintain annual records regarding all students who are eligible for and/or apply for academic credit for military or LVN education/experience.

The Director of Recruitment, Outreach, and Admissions will maintain records of all venues in which this policy is publicized or otherwise made available to students, potential applicants, and the public, including the UCLA course catalog, student and faculty handbooks, and sites open to the public, such as the UCLA School of Nursing webpage.

Policy Approval and Updates

To maintain compliance with the current California Board of Registered Nursing statutes, regulations, and recommendations, this policy will be reviewed annually by the Associate Dean of Student Affairs and the Associate Dean of Academic Affairs, and ratified by the Student Affairs Committee. Changes to the policy, if any, will be posted by January 1 of each year on the School of Nursing website.

UCLA Campus Resources

UCLA CAMPUS RESOURCES UCLA Resource	Website
UCLA Webpage	UCLA
UCLA Happenings and Events Page	Calendars Calendars Calendars Calendars
UCLA Interactive Map	https://map.ucla.edu/
UCLA Bruin Card	Home BruinCard
UCLA Recreation Services	Welcome to UCLA Recreation Recreation
UCLA Ackerman Student Union	ASUCLA
UCLA Health Sciences Bookstore	Health Sciences UCLA Store
UCLA Office of Diversity, Equity, Inclusion	UCLA Equity, Diversity & Inclusion
UCLA Employee Website	http://www.payroll.ucla.edu/employee/foryou.htm
UCLA Faculty Page	http://www.ucla.edu/faculty
UCLA Academic Senate	Home Academic Senate
UCLA Academic Personnel Office	The UCLA CALL
UCLA Faculty Appraisal and Promotion	Academic Personnel Academic Affairs and Personnel
UCLA Faculty Code of Conduct	https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-015.pdf
UCLA Registrar	Welcome! UCLA Registrar's Office
UCLA Academic Calendar	Annual Academic Calendar UCLA Registrar's Office
UCLA Course Catalog	UCLA General Catalog
UCLA Student Code of Conduct Academic Integrity	UCLA Student Conduct Code Dean of Students
UCLA Graduate Division	Graduate Council (GC)
UCLA Graduate Advisors Manual	Graduate Adviser's Manual
UCLA Center for Accessible Education	Welcome to the Center for Accessible Education Center for Accessible Education

UCLA Common Collaborative Learning Environment (CCLE; also called moodle)	↗ Error Page
MyUCLA website	http://my.ucla.edu/
Getting Started: Gradebook at MyUCLA	http://my.ucla.edu/gradebook/quickstart.pdf
UCLA Information Technology (IT): Gateway to IT learning at UCLA	http://www.learnit.ucla.edu/
UCLA Office of Instructional Development	UCI Contact Us
UCLA SON Teaching Apprenticeships (TA)	https://www.sonnet.ucla.edu/academic-affairs/teaching-apprenticeships-ta
UCLA Counseling Services	UCI Counseling & Psychological Services Counseling and Psychological Services
UCLA Office for the Protection of Research Subjects	UCI Welcome to OHRPP
UCLA DGIT	https://dgit.healthsciences.ucla.edu/pages/support
UCLA Title IX Office	https://www.sexualharassment.ucla.edu

UCLA Lab and Simulation Code of Conduct

The Associate Dean for Academic Programs provides oversight for the Simulation and Training Lab

EDUCATORS

Training and Orientation: Simulation

1. All School of Nursing faculty interested in Simulation training shall contact the Operations Director for the Lab to discuss their interest and goals in obtaining training. The Simulation Lab will make biannual announcements for any upcoming simulation training and lab orientations.
2. The Faculty Simulation Training Program shall include, but not be limited to:
 - a. A description of patient care simulation
 - i. A description of simulation methodology
 - ii. Teaching and learning theory
 - iii. Scenario Development Training
 - iv. Debriefing Training
 - v. Hands on practice writing and facilitating a scenario
 - vi. Orientation to the INACSL Standards, SSH Simulation Dictionary, and standards of practice.

Mentoring

1. Following Faculty Simulation Training Program, faculty shall be mentored in simulation sessions by a designated experienced simulation mentor.
2. The simulation mentor shall assist and give constructive feedback on the simulation session.

After successful completion of training, orientation, and mentoring, the faculty name will be added to the roster of approved faculty simulation facilitators.

Evaluation of Educators: Simulation

Session Evaluations

Once a year, simulation sessions will have a DASH self-evaluation done by the faculty and a peer evaluation debriefing completed annually. The faculty also have the option of using the DASH version for evaluation by learners (DASH-SV).

Program Directors and the Lab Director may request faculty refresh their facilitator or debriefing skills on the Faculty Simulation Training site on BruinLearn.

Records and Processes

In accordance with the NCSBN National Guidelines, the UCLA Nursing Skills and Simulation Lab Director shall manage the Approved UCLA Nursing Skills and Simulation Educator binder that will include the following:

- Training, Orientation, and Mentoring Documents
- Educator's CV
- Debriefing Evaluation Sheets (DASH evaluations)

The UCLA Nursing Skills and Simulation Lab Director may ask the Educator for an updated CV as per the NCSBN National Guidelines.

Faculty may be removed from the approved Faculty Simulation Facilitator list if:

1. The faculty has violated any UCLA Nursing Skills and Simulation Lab Policy or Procedure.
2. UCLA Program Director or Nursing Simulation Director determines that the faculty is not competent in simulation methodology. In the event that the faculty is determined to be incompetent in this methodology, the educator may be asked to repeat the Faculty Simulation

Training course or faculty may not be allowed to facilitate future simulations.

Role and Responsibility in any Lab Session

In addition to the Educator (Faculty & TA) Code of Conduct, educators have an expected role and responsibility when utilizing UCLA Nursing Skills and Simulation Lab services.

Communication

Educators are expected to communicate frequently with UCLA Nursing Skills and Simulation staff. Educators must contact UCLA Nursing Skills and Simulation Lab prior to any scheduled simulation or skills event.

Respect for the Skills and Simulation Environment

1. Educators shall maintain a clean and organized environment and shall consult with UCLA Nursing Skills and Simulation staff for a change in physical settings.
2. Educators shall contribute to simulation scenario realism.
3. Educators shall protect the patient simulator as he/she would protect a live patient.
4. Educators will dress in professional attire for simulation and clinical attire for skills activities (please refrain from the use of scrubs or lab coats during prelicensure simulation)
5. Educators' primary focus shall be his/her learners and will, therefore, refrain from cell phone use, texting, or unrelated socialization and prolonged discussion.
6. No audio/videotaping, photography, or copying of distributed materials is allowed in any lab space without written permission of the Lab Director.

Respect for Self and Others

1. Educators shall maintain professionalism at all times.
2. Educators shall encourage learner participation with positive behaviors.
3. Educators shall honor the distribution agreement and confidentiality for any media released to him/her.

Responsibility and Accountability

1. Educators must attend a lab orientation prior to utilization of the UCLA Nursing Skills and Simulation Lab.
2. Educators must submit the UCLA Nursing Skills and Simulation Lab Request Form at least **6 weeks** in advance for an event (skill or simulation). <https://app.smartsheet.com/b/form/330344b05bc04b3dbcb610267bbb64de> - The exception is for urgent student remediation referred by the Student Success / Remediation Specialist(s).
3. UCLA Nursing Skills and Simulation Lab Educators shall follow all UCLA Nursing Skills and Simulation Lab policies & procedures.
4. Educators shall arrive no less than **30 minutes** prior to the start of their skills or simulation session and are responsible for checking the simulation or skills setup as appropriate to their request. Weekly courses in the lab require arrival no less than **15 minutes** to check the requested setup.
5. The Educator is expected to fully engage in any simulation session for which he/she is responsible.
6. Any participant lists, supplies, forms, or handouts given to or obtained from any session will be managed and kept by the session's primary educator and becomes the sole legal responsibility of that educator.
7. Educators are responsible for their learners' behaviors. If group behavior is deemed unacceptable by UCLA Nursing Skills and Simulation Lab staff, the UCLA Nursing Skills and Simulation Lab reserves the right to dismiss any group at any time. **If equipment damages occur, the educator and his/her department are responsible for repair or replacement.**

Equipment Utilization

No iodine/betadine, ink pens, or food/drinks are allowed within 5 feet of the manikins or clinical equipment. Iodine/betadine and ink leave permanent stains on manikins. See Resource Preservation below.

Observation of Lab Events

Observation of simulation or skills events by non-course faculty or Lab visitors must be approved by the UCLA Director of Operations for the Lab. To protect the professional integrity of the learners, the learners should be notified of the Observer(s) and give their verbal approval. In

the event all students do not approve, the Observer is not approved. All approved Observers must sign the UCLA Nursing Skills and Simulation Lab Confidentiality Agreement.

Observers are to be located in the Control Room for Simulation and/or out of the way of any course instruction. The educator facilitating debriefing may allow the Observer to observe debriefing but the Observer may not participate in the debriefing instruction without prior Simulation training and the expressed approval of the Lab Director.

Observers are not allowed to take pictures of the UCLA Nursing Skills and Simulation Lab without the expressed consent of the Director of Operations. Observers are not allowed to take pictures of any students or faculty without their expressed consent.

LEARNERS

Code of Conduct

Students are expected to conduct themselves in a professional manner when in the Skills/Simulation Labs. Professional attire (same uniform as worn in clinical) is required for all learners at all times. This includes name tag, for prelicensure students or white coats for APRN students). The following are never allowed: flip-flops, open-toed shoes, sandals, shorts. Disagreements or other issues among learners should be addressed to the educator. Disruptive learners will be asked to leave the Lab.

General

1. Students are never allowed in the lab without faculty, approved TAs or lab personnel present.
2. Timeliness is essential in preparation for clinical practice. Educators may deny access to a lab activity if a learner is late.
3. Simulation activities begin with a prebriefing. Any learner who arrives after the prebriefing has begun will not be allowed to participate in simulation activities. This is to ensure the integrity of any presimulation assessments and the psychological safety of the learners in simulation.
4. No cell phone use is allowed during any educational session, with the exception of designated time spent on pre- or post-assessments and evaluations.
5. Treat the simulation environment as the actual clinical setting.
6. Leave the lab on time.
7. Please report any damage to equipment or operating problems to the lab staff immediately.
8. Properly dispose of used supplies, materials, needles, and liquids (see Safety).
9. No videotaping, photography, or copying of distributed materials is allowed in any lab space without written permission of the Lab Director.

Safety

1. Sharps are to be placed in sharps boxes after use. No reusing of needles or IV catheters is allowed. Any needle re-capping must use the scoop method on a hard surface. Sharps boxes are located throughout the lab (see Disposal of Sharps page 34). Any sharp injury is to be reported to the supervising faculty immediately.
2. Students are prohibited from injecting other students, friends, or faculty members for practice when in the lab or in the capacity of a student at UCLA in any setting, including clinical settings.
3. Learners are never to remove any supplies from a clinical setting to use for practice in the lab (this constitutes stealing).
4. Needles, simulated medications, intravenous supplies, documents, or any lab supplies and equipment may **not** be removed from the lab.
5. Hand washing should be a part of practice in the lab as well as in the clinical facilities. Alcohol-based hand sanitizers and sinks are located throughout the lab.
6. Children and pets are not allowed in the lab at any time.
7. All medications in the lab are to be simulated medications and at no time should any lab user ingest materials used in skills or simulation events.
8. The defibrillator is REAL and can deliver a shock. At no time may a student use the defibrillator without direct faculty supervision.

Resource Preservation

1. No eating or drinking is allowed in the lab at any time.

2. Ink pens are not allowed within 5 feet of the manikins. Ink permanently stains the manikins. Never apply betadine, markers, or other liquids or inks to the manikins or task trainers. **If you mark a manikin accidentally, notify lab personnel immediately.**
3. Learners are to bring any required lab pack items to every lab session or skills practice lab. Items provided by the lab staff are to be remain in the lab setting.
4. No equipment or supplies may be taken out of the skills lab. Beds should be in a low position at the end of class. Linen to be straightened and the side rails up.
5. Manikins should be treated like people. Transfer a manikin as you would a live person, not by pulling on arms, legs, or the head. Never transfer a manikin by yourself or without supervision by lab personnel.
6. Manikins may have IV bags of red-colored fluids attached to them for use with IV/Central line skills. Remember to gather all these bags when adjusting the manikins in bed.
7. Only use lubricant provided by the lab staff for placing tubes in manikins. If you are not sure or need more lubricant, ask lab personnel.
8. Learners are responsible for cleaning and repackaging reusable trays or kits.
9. Please do not disturb supplies set up in the lab for another class. If you need additional supplies, please ask the lab staff.
10. Leave the lab in good order: chairs back at the tables, curtains back to the wall, beds made and in a low position, supplies returned, and dispose of all trash in the appropriate receptacle.
11. **Reduce, reuse, and recycle. Replace reusable supplies in the boxes or carts where they were found. If you are unsure what to keep, ask lab personnel rather than throwing it away.**

Skills Practice Lab

Skills Practice Lab hours are determined prior to the start of each quarter and are based on the following factors: Availability of lab space, faculty and staff availability; student schedules for clinical courses and OSCEs, and scheduling needs of all student cohorts. Lab capacity in both the 4th and 5th-floor labs is limited to 25 persons at any one time.

Students must sign-up for scheduled practice labs in advance. The quarterly practice lab schedule is coordinated by the Operations Lab Director.

The lab staff kindly requests all students leave on time at the lab at the end of the session.

Simulation Orientation/Prebrief

1. Course faculty shall provide an orientation (prebrief) to learners prior to every simulation session.
2. Course faculty/ facilitator shall provide a brief orientation on updated equipment, procedures, or physical setting changes for participants that have previously utilized the lab space.
3. Orientation shall include:
 - a. An introduction to UCLA Nursing Skills and Simulation Lab Staff and Educators.
 - b. Simulators
 - c. Equipment
 - d. Physical Space
 - e. Consents/Confidentiality Agreement
 - f. Policies
4. The Confidentiality Agreement and any other necessary consent will be signed prior to the simulation.
5. ***Any learner who is not present during the start of the Prebrief will not be allowed to participate in that session. Make-up sessions are not guaranteed and any course penalty will be determined by the course faculty.***

Simulation Participants, Types and Responsibility

Simulation session participants include active participants, observers, educators, and UCLA Nursing Skills and Simulation Lab staff. All participants shall follow the UCLA Nursing Skills and Simulation Lab ground rules as established during the prebriefing.

TYPES OF PARTICIPANTS

1. **ACTIVE PARTICIPANTS.** Active participants are those participants who are involved at any level of provider in a patient care scenario.
2. **OBSERVER PARTICIPANTS.** Participants who are observing live, via video, or during playback of scenarios are considered observer participants and are held to the same responsibility as any other participant.
3. **STANDARDIZED PATIENTS.** Persons who are trained and standardized to the scenario as the patient with memorized if/then responses and behaviors, and integration with simulation equipment.
4. **STANDARDIZED FAMILY MEMBERS.** Persons who are trained and standardized to the scenario as a family member of the patient with memorized by if/then responses and behaviors, and integration with simulation equipment.
5. **STANDARDIZED HEALTHCARE PROVIDERS.** Persons who are trained and standardized to the scenario as a healthcare provider with memorized if/then responses and behaviors, and integration with simulation equipment.
6. **EDUCATORS.** Educators are approved UCLA Nursing Skills and Simulation Lab Users, faculty, instructors, or clinical educators who have worked with the UCLA Nursing Skills and Simulation staff in the development of scenarios. Educators may be the content experts, facilitators, debriefers, and/or active participant.
7. **UCLA Nursing Skills and Simulation Lab STAFF.** UCLA Nursing Skills and Simulation Lab Staff are employed by UCLA Nursing Skills and Simulation Lab and may act as Active Participant, Observer Participant, Debriefers, Facilitator, Content Expert, or Educator as agreed upon by the primary educator and UCLA Nursing Skills and Simulation Lab Director.

RESPONSIBILITY OF SIMULATION PARTICIPANTS

1. Questions Regarding Simulation
 - a. All participants are encouraged to ask their questions regarding the simulation prior to the start of the simulation.
 - b. To create and maintain scenario realism, participants are asked to refrain from asking questions regarding simulation during the simulation.
 - c. Any additional questions regarding the simulation are encouraged to be asked during debriefing or upon completion of the session.
2. Respect for UCLA Nursing Skills and Simulation Lab personnel
 - a. All participants shall follow instructions given by UCLA Nursing Skills and Simulation Staff as appropriate.
 - b. UCLA Nursing Skills and Simulation Lab reserves the right to dismiss any group at any time for inappropriate group behavior.
 - c. UCLA Nursing Skills and Simulation Lab reserves the right to dismiss any learner at any time for inappropriate behavior.
3. Respect for the Simulation Environment
 - a. Participants shall maintain a clean and organized environment.
 - b. Participants shall contribute to the scenario realism.
 - c. Participants shall treat the patient simulator as he/she would treat a live patient.
 - d. Participants will dress in accordance with the School of Nursing approved dress code policy.
 - e. Participants shall focus on maximizing their learning experience and will, therefore, refrain from cell phone use, paging, texting, or unrelated socialization and prolonged discussion.
4. Respect for Self and Others
 - a. Participants shall sign a confidentiality agreement and honor the agreement for every simulation they are involved.
 - b. Participants shall maintain professionalism at all times.
 - c. Participants shall demonstrate positive behaviors.
 - d. Participants shall support other participants and contribute to the safe and open-for-discussion environment.
5. Responsibility and Accountability: All participants are expected to:
 - a. Be on time for scheduled labs. **Any learner who is not present during the start of the Pre-brief will be dismissed from that session. Make-up sessions are not guaranteed and any penalty will be managed by the session's educator.**
 - b. Complete all pre-class assignments and post-class evaluations.
 - c. Contact the course faculty within 4 hours of the session if they cannot meet class requirements or are not able to attend the class.

d. Learner participants shall complete an evaluation upon the conclusion of their session.

Simulation Training for Faculty at UCLA SON

Two hours of on-line education is followed by 4 hours of in-person orientation as described below. Faculty with documented formal training in simulation may be excused from the 2 hours of on-line simulation education. Training is required for faculty using the simulation lab as part of the requirement of the course. Simulation is a pedagogical method of education and as such requires foundational knowledge and practice by the faculty for the mastery of the process and facilitation of the learning experience.

3 hours of Continuing Education will be awarded each year by the Director of Education Technology and Innovation in recognition of completed training. The training will familiarize nursing faculty with the principles and purpose of nursing simulation, introduce nursing faculty to the concept of nursing simulation and its role in healthcare education. Training will explain how simulation-based learning enhances critical thinking, clinical reasoning, and decision-making skills in a safe and controlled environment. This is facilitated by online modules that are vetted and endorsed by the California simulation Alliance.

Online modules are listed:

Sim 101: Introduction to Clinical Simulation

Author: Diana Taibi Buchanan, PhD, RN; Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE, FSSH, FAAN; and Sharon J. Wilson, MSN, FNP-BC

Audience: Beginners, Instructors, Clinical Educators, and Professors

Run time: 15 minutes, 14 seconds

Simulation is a teaching technique in which the learner practices in a situation that mimics a real-life event. Simulation is used for learning skills in situations that are relatively uncommon or high-stakes, such as the need for an aircraft to make an emergency landing. In healthcare, simulation provides unique opportunities for learners to practice and hone clinical skills and critical thinking with the same complexities and distractions that are present in the real clinical setting. Skills such as error recognition and interprofessional team functioning can be taught without placing actual patients at risk or discomfort. Given these distinct advantages, simulation is becoming an increasingly popular teaching approach for higher education and continuing education. This lesson reviews the reasons for the growing popularity of simulation and introduces basic concepts in clinical simulation. This lesson provides foundational knowledge for subsequent lessons in the Teaching with Simulation module. *This online presentation includes audio, demonstrations, instructional methods, and examples.*

Learning Objectives

Upon completing this lesson, the learner will be able to

1. Describe what clinical simulation is and why its use is expanding.
2. Explain advantages of teaching with clinical simulation.
3. Describe the steps of planning and teaching with a clinical simulation scenario.

Sim 102: Pedagogical Approaches in Simulation for Developing Critical Thinking

Authors: Diana Taibi Buchanan, PhD, RN and Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE, FSSH, FAAN

Audience: Beginners, Instructors, Clinical Educators, and Professors

Run time: 24 minutes

Simulation is a potentially powerful teaching approach. The simulation experience engages students in a way that requires independent use of critical thinking and clinical reasoning. Debriefing provides students the opportunity for reflective learning and integration of their knowledge with the experience they gained in simulation. However, poorly planned, organized, and executed simulations can result in student frustration and failure of the exercise to meet the learning objectives. Sim 102 presents pedagogical principles to guide teaching with simulation. We discuss various theories of learning as well as effective teaching approaches. *This online presentation includes audio, demonstrations, instructional methods, and examples.*

Learning Objectives

Upon completing this lesson, the learner will be able to...

1. Describe the application of selected educational theories to planning and teaching simulations.
2. Discuss elements of evidence-based simulation pedagogy.
3. Discuss strategies for promoting the development of clinical reasoning.

Sim 104: Briefing and Debriefing—The Key to Learning in Simulation

Author: Suzan Kardong-Edgren, PhD, RN, ANEF, CHSE, FSSH, FAAN; Chia-Ju Chiu, PhD, PT; and Debra Liner, BA, PMP

Audience: Beginners, Instructors, Clinical Educators, and Professors

Run time: 40 minutes

Debriefing is where the learning happens in simulation. This lesson provides a basic overview of debriefing, considerations in debriefing, and some examples of techniques used in debriefing. It is not meant to be comprehensive but will familiarize a novice debriefer to the role and responsibility of a debriefer. *This online presentation includes audio, demonstrations, instructional methods, and examples.*

Learning Objectives

Upon completing this lesson, the learner will be able to...

1. Describe considerations for the debriefing space.
2. Discuss why debriefing is necessary.
3. Discuss different methods of debriefing for different levels of learners.
4. Recognize good and bad debriefing behaviors.

As part of the in-person orientation session faculty will be provided:

1. A complete tour of the simulation laboratory spaces that they may use during the course of instruction and simulation activity.
2. Hands-on demonstrations and active learning environments for faculty to participate and engage with the various pieces of equipment, monitors, manikins, and software they may use during their simulation activities. These include low to high fidelity equipment.
3. Establish an understanding of effective debriefing and reflection. This includes the importance of debriefing and reflection in the learning process. Faculty will learn how to facilitate an effective debriefing sessions following simulation experiences to, facilitating discussions that promote self-assessment, identify learning needs, and integration of theoretical knowledge into practice.

As part of the on-line learning and in-person session, faculty will have an opportunity to observe and engage in a mock simulation scenario pre-brief, simulation, and debriefing session. This provides the faculty the immersive experience of the process from both the faculty and student perspectives. In addition, faculty are provided additional evidence, tools, and videos on effective debriefing through the established BruinLearn site.

Remediation in the Lab

Student Rights and Privileges

 [Student Rights and Privacy | UCLA Registrar's Office](#)

UCLA Nursing Skills and Simulation Lab functions under the requirements of the Family Educational Rights and Privacy Act (FERPA) which encompasses the rights of privileges for students. UCLA students and learners are notified of their FERPA rights through the Student Handbook.

1. UCLA Nursing Skills and Simulation Lab staff, Educators, and Learners shall honor the Confidentiality Agreement.
2. A learner has the right to inspect and review any UCLA Nursing Skills and Simulation Lab records that are directly related to them with the exception of records that include other learners.
3. Learner records will not be distributed to any persons except the student or the educator of the simulation.

Skills Mastery

The mastery of skills using the UCLA Nursing Skills and Simulation Lab and its collective services may be performed utilizing Evidence Based Practice guidelines and check lists. All skills testing must be approved by UCLA Nursing Skills and Simulation Lab Director.

Observation

Observation of simulation by other learners is sometimes unavoidable. Course participants may observe from a pre-established “gallery” or Control Room. All student/learner observers are to sign and abide by the UCLA Skills and Simulation Confidentiality Agreement. Learner observers are encouraged to participate in the post-simulation debriefing. For non-learner observers, see the section on Observation of Lab Events above.

The purpose of UCLA Nursing Skills and Simulation Lab services is to provide quality education for all healthcare provider learners. Quality assurance and quality improvement are critical to serving this purpose and achieving UCLA Nursing Skills and Simulation Lab's overall mission. In accordance with the Simulation Standards (International Nursing Association for Simulation and Learning [INACSL]) and the NCSBN Guidelines, several assessments will be done to evaluate program effectiveness:

1. A pre- and post-simulation knowledge assessment will be completed by the learners to determine knowledge gains from the simulation activity.
2. All learners shall complete a Simulation Effectiveness Tool (SET) at the completion of each simulation session as it is a strong measurement for the overall evaluation of UCLA Nursing Skills and Simulation Lab quality. The tool provides a method for assurance and a tool to identify areas for needed improvement.
3. Facilitator debriefing can be evaluated at using the DASH self-assessment, the DASH, or the DASH-SV (student evaluation). Evaluations can be reviewed with identified faculty with simulation experience. Positive, constructive feedback will be provided to debriefing facilitators in an effort to improve the delivery of debriefing.
4. All learner evaluations shall be anonymous. Results of evaluations will be shared with the educators within 3 business days of the event.

UCLA Nursing Skills and Simulation Lab staff shall treat all learners with equal respect and will not diverge from this virtue based on any evaluation, critique, or feedback.

Evaluations will be reviewed in a timely manner. UCLA Nursing Skills and Simulation Lab staff will seriously consider all feedback and suggestions.

UCLA School of Nursing Faculty Bylaws

 [Nursing Bylaws.pdf](#)

Approved by Senate Faculty 05/03/2016, secret ballot, 2/3 majority 18 yes; 0 no; 0 abstain.

Also available on the senate website: <https://senate.ucla.edu/content/department-bylaws>

Previous handbooks

2023-2024 Faculty Handbook

