

**LINFIELD COLLEGE
LINFIELD-GOOD SAMARITAN
SCHOOL OF NURSING**



STUDENT HANDBOOK

2008-09

Preface

Linfield College is an equal opportunity employer and follows an affirmative action policy in faculty and staff recruitment and hiring. The School of Nursing does not discriminate on the basis of age, gender, sexual orientation, race, color, religion, marital status or national origin in its educational programs, admissions, activities, or employment policies. Reasonable accommodation will be made for students with disabilities.

The Linfield-Good Samaritan School of Nursing program is fully accredited by the Commission of Collegiate Nursing Education (CCNE) and the Oregon State Board of Nursing (OSBN) until June 30, 2014.

The accrediting branch of the American Association of Colleges of Nursing (AACN), CCNE granted the baccalaureate degree program of Linfield-Good Samaritan School of Nursing accreditation for ten years, the maximum term possible. At its April 21, 2004 meeting, the CCNE Board of Commissioners determined that the nursing program met all accreditation standards and made no recommendations regarding any program elements. (See the AACN website at www.aacn.nche.edu/ regarding CCNE accreditation).

The Oregon State Board of Nursing (OSBN) has also granted Linfield-Good Samaritan School of Nursing full accreditation for ten years and awarded the school several commendations. (Contact the OSBN regarding accreditation).

TABLE OF CONTENTS

| | <u>Page</u> |
|--|-------------|
| CHAPTER I: CURRICULUM | |
| A. Overview of the Nursing Program..... | 1 |
| B. Mission Statement of Linfield College..... | 2 |
| C. Curriculum Conceptual Organization..... | 2 |
| D. Philosophy of the School of Nursing..... | 2 |
| E. Curriculum Assumptions | 3 |
| F. Critical Nursing Practice Concepts..... | 3 |
| G. Essential Methods of Inquiry | 3 |
| H. Curriculum Outcomes (Competencies)..... | 4 |
| I. Curriculum Definitions/Glossary of Terms | 4 |
| J. Praxis in the Curriculum | 10 |
| K. Critical Thinking and Nursing Practice | 10 |
| L. ANA Code of Ethics for Nurses | 10 |
| M. Model of Nursing Practice..... | 11 |
| N. Model of Nursing Practice: Definition of Terms..... | 12 |
| CHAPTER II: ORGANIZATIONAL STRUCTURE | |
| A. Organizational Structure | 15 |
| B. Student Representation on School of Nursing Committees/Councils..... | 15 |
| 1. Admissions, Progressions, Honors & Graduation Committee | 15 |
| 2. Curriculum Committee | 16 |
| 3. Quality Improvement Committee | 16 |
| 4. Faculty Development Committee | 16 |
| 5. Search Committees | 16 |
| 6. Clinical Advisory Council | 17 |
| 7. Multicultural Advisory Council..... | 17 |
| CHAPTER III: SCHOOL OF NURSING POLICIES, PROCEDURES, AWARDS | |
| A. Admission to the Nursing Major | 18 |
| B. Advanced Placement for Registered Nurse (RN-BSN) Students | 18 |
| C. Documents Required for the Nursing Major-Prior to Start Date..... | 19 |
| D. Essential Functions | 19 |
| E. Computer Proficiency | 19 |
| F. Criminal Background Check..... | 19 |
| G. Documents and Testing Required for the Nursing Major- After Start Date | 20 |
| H. Progression in the Nursing Major..... | 20 |
| I. Readmission to the Nursing Major | 23 |
| J. Documented Disability | 23 |
| K. Independent Study/ Tutorials..... | 23 |

| | | |
|----|--|----|
| L. | Policy on Alcohol/Other Drug Use in Nursing Clinical Setting..... | 23 |
| M. | Obtaining Certified Nursing Assistant (CNA) Certification | 24 |
| N. | Student Evaluation Policy..... | 24 |
| O. | Cancellation of Clinical Laboratory Experience Due to Weather Conditions..... | 24 |
| P. | Grading Policy for all Required Nursing Courses | 24 |
| Q. | Competency Testing | 25 |
| R. | Accident Reporting Procedure | 26 |
| S. | Preparation for the NCLEX-RN Licensure Examination | 28 |
| T. | Graduation | 29 |
| U. | Closing Convocation..... | 29 |
| V. | Senior Honors in Nursing Criteria | 30 |
| W. | RN-BSN Senior Honors in Nursing Criteria | 31 |
| X. | Award for Professional Excellence..... | 31 |
| Y. | Wilma Pope Alumni Award..... | 32 |

CHAPTER IV: GENERAL REQUIREMENTS

| | | |
|----|---|----|
| A. | Student Passport | 33 |
| B. | Insurance 1. Health Insurance-Required | 34 |
| | 2. Professional Liability Insurance-Malpractice Required | 34 |
| C. | Assigned Papers | 34 |
| D. | Clinical Requirements..... | 34 |
| E. | Personal Appearance Policy (Dress Code) | 35 |
| F. | Position Statement/HIV/HBV/HCV Infection & Nursing Students..... | 37 |
| G. | OR-OSHA Blood Borne Pathogens Exposure Control Plan 1. Background..... | 38 |
| | 2. Exposure Determination | 39 |
| H. | Methods of Compliance..... | 39 |

CHAPTER V: COLLEGE POLICIES

| | | |
|----|-----------------------------------|----|
| A. | Academic Dishonesty | 41 |
| B. | Academic Dishonesty Appeal..... | 41 |
| C. | Academic Grievance Procedure..... | 41 |
| D. | Student Behavior..... | 42 |

CHAPTER VI: CURRICULUM PLANS

| | | |
|----|--|----|
| A. | Fall Entry, Junior Transfer Students | 43 |
| B. | Spring Entry Students, Five Semesters..... | 44 |
| C. | Summer Entry, Juniors with Prior Bachelor's Degree | 45 |
| D. | Fall Entry, Sophomore Transfer Students..... | 46 |

CHAPTER VII: APPENDICES

| | | |
|----|---|----|
| A. | Health Assessment Report | 48 |
| B. | Health Self Assessment Report..... | 49 |
| C. | Hepatitis B Immunization Wavier Form..... | 51 |
| D. | Essential Functions | 52 |
| E. | Computer Proficiency Requirement | 53 |
| F. | Student Health Passport | 56 |
| G. | Student Papers and Assignments Consent Form | 58 |
| H. | Student Health Services | 59 |
| I. | Disaster Plan | 61 |

CHAPTER I

CURRICULUM

Overview of the Nursing Program

The curriculum of the School of Nursing is designed to actualize the commitment of Linfield College as described in the Mission Statement. The Philosophy of the School of Nursing is derived from the Mission Statement and provides a foundation upon which the curriculum is structured. The curriculum is designed to be applicable to both generic students with no previous preparation in nursing and the returning registered nurse seeking a baccalaureate degree.

The School of Nursing provides a quality education derived from a liberal arts foundation and nursing theory and research, supplemented by content from other disciplines. The School prepares graduates to act as providers of care, designers/managers/coordinators of care and members of the nursing profession to meet the health needs of multidimensional individuals and families, groups and communities in a diverse and multicultural society. Analytical, critical, and creative thinking, as well as intuitive processes are developed as a basis for independent and collaborative decision making in the application of clinical judgment, which includes the nursing process. The curriculum is designed to expose the student to a variety of factors that contribute to the development of a professional worldview. Among these factors are an awareness of the historical and legal context of nursing, diverse professional and cultural values, social issues, and ethical concepts. Experiences are selected to motivate students toward understanding the needs of others, making creative and constructive contributions to society, and lifelong learning.

Scholarly activity is promoted to prepare students for graduate study in nursing. Graduates are expected to be accountable in the practice of nursing and provide leadership in implementing changes necessary to meet the health needs of a complex and evolving society.

The organization and internal consistency of the curriculum are demonstrated in the Mission Statement for Linfield College, the Philosophy of the School of Nursing, Curriculum Assumptions, Critical Nursing Practice Concepts and Curriculum Outcomes.

Mission Statement of Linfield College

Linfield College advances a vision of learning, life, and community that:

- promotes intellectual challenge and creativity.
- values both theoretical and practical knowledge.
- engages thoughtful dialogue in a climate of mutual respect.
- honors the rich texture of diverse cultures and varied ways of understanding.
- piques curiosity for a lifetime of inquiry.
- and inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

Ref: Linfield College (2008-09) *Linfield College Course Catalog 2008-09*, p3. McMinnville, OR: Author.

Curriculum Conceptual Organization

- Each level is organized around a central theme:
 - 100-level: Socialization into the nursing profession
 - 200-level: Promoting healthy choices
 - 300-level: Illness trajectories
 - 400-level: Nursing in a global society
- Core curricular concepts weave through all the courses: caring, holism, human diversity, ethics, health promotion, stewardship and community
- Core/Essential methods of inquiry are incorporated in all courses: communication, praxis, thinking and knowing skills and community of learning
- Progressive learning from 100- to 400-levels:
 - Basic skills to more complex
 - More supervision to more independence
 - Increasing complexity among and within curricular concepts
 - Increasing facility with the essential methods of inquiry
 - Increasing responsibility for domains of nursing practice
 - Increasing progression towards curriculum outcomes

Philosophy of the School of Nursing

Professional nurses are leaders among health care professionals in promoting health, preventing disease and healing illness among persons and populations; to these ends, nurses act as stewards for health care within local, national and global communities. Nurses are unified by their commitment to caring and an approach to those cared for that is holistic and honors human diversity. Based on core professional values, nurses integrate theory, clinical experience and research to make decisions and provide quality care within the varied contexts of health care.

Learning is a complex, life long process. A liberal arts education provides learners with the opportunity to develop a comprehensive knowledge base, the ability to access and utilize information, to think and communicate effectively and practice skillfully. Learning is best achieved within a supportive community that facilitates intellectual curiosity, an ethical perspective and respect for diverse viewpoints. Praxis is a key educational modality within the nursing curriculum that supports these liberal arts values and goals and strengthens the

development of the professional nursing worldview and nursing roles.

Curriculum Assumptions

1. Students are cognitively, emotionally, and physically able to complete the course work.
2. Teaching strategies take into account gender, cultural and developmental differences, and are sensitive to unique student learning needs.
3. Learning is a life-long process.
4. Effective (expression of) caring and empathy can be developed.
5. Students enter the program with varying degrees of academic and social attributes including caring, ethical and moral values, empathy, intuition, and intellectual curiosity.
6. Faculty, students and clients are all learners.
7. Theory, practice and research are intimately interconnected.
8. Health care and nursing are continually evolving.
9. Nurses have a professional responsibility to improve health care.
10. Nursing is best learned in a liberal arts environment.
11. Learning is an active, transformative process.
12. A positive environment facilitates learning.
13. Nurses enter into connected relationships with clients in which both are changed.
14. Nursing addresses health from conception to death.
15. Humans exist in context.
16. There are many ways of knowing.
17. Student capacity for complexity increases through the curriculum.
18. Health care delivery is a collaborative, cooperative, collegial process.
19. Nurses individually and collectively have the potential to be powerful political and social forces.
20. Nursing practice occurs in a variety of clinical settings.

Critical Nursing Practice Concepts

- Caring
- Holism
- Human Diversity
- Ethics
- Health Promotion
- Stewardship
- Community

Essential Methods of Inquiry

- Communication
- Praxis
- Thinking and knowing skills
- Community of Learning

Curriculum Outcomes (Competencies)

The graduate of Linfield-Good Samaritan School of Nursing:

- 1. Practices as a professional nurse with a commitment to personal and professional growth consistent with a liberal arts education.*
- 2. Communicates effectively and collaboratively in professional nursing practice.*
- 3. Demonstrates respect for self, clients and colleagues and honors diversity and human dignity in the practice of professional nursing.*
- 4. Utilizes clinical judgment to make effective decisions in professional nursing practice.*
- 5. Implements nursing strategies based on sound judgment and available evidence to ensure high-quality nursing care.*
- 6. Advances a global healthcare perspective to promote the health of communities and service to society.*

revised 2-19-07

Curriculum Definitions/ Glossary of Terms (Revised 9/02)

Analytical Thinking

Analytical thinking is the resolution or breaking up of any complex concept into its various simple elements in order to determine its nature.

Caring

Caring is an involved way of being that compels one to invest the self in acting with, for and/or on behalf of the one(s) needing care. This may involve overcoming prior biases and beliefs to be present to the person/situation. Caring may be focused towards an individual, group, or standard. Caring is nonjudgmental, intuitive, honest, empathic, committed (persistent) and other-focused. Bevis, E. (1995). *Summary of common elements of caring*. Workshop. Rochester, MN, January 26-27.

Clinical Judgment

Clinical judgment involves the integration of knowledge from theory, practice and personal experience to guide nursing practice. It is a complex process utilizing critical, analytical and creative thinking, as well as, intuitive processes to provide quality nursing care for individual families and communities.

Clinical Skills

Clinical skills may be identified as the psychomotor and other activities and/or techniques used in the provision of nursing care. In addition to being able to perform skills in clinical practice, the nurse must be able to teach, delegate and supervise others' performance in this area. AACN

(1998). *Essentials of baccalaureate education*.

Communication

Communication is a dynamic, interactive, goal-directed process for giving and receiving messages. It forms the basis for development of interpersonal relationships and for group process. It involves the transfer of information through listening, verbal and nonverbal behavior, writing and using information technology.

Community

A community is a group of people characterized by some type of bond, interaction and collective activity regarding common concerns and possibilities.

Community of Learning

A community of learning recognizes that knowledge is a social product and learning is best achieved within a community of individuals mutually supporting each other in the pursuit of knowledge, good judgment and good practice. It implies a willingness to engage with colleagues for the sake of learning through mutual respect and an expectation of reasonableness.

Community Nursing Practice

Community nursing practice (CNP) is a philosophy of nursing that guides nursing care provided for individuals, families and groups wherever they are. CNP is not a specialty of nursing but a mind set about care that prevails in all areas of nursing practice. CNP is characterized by development of partnerships with clients towards a health outcome (individuals, families or communities). It also involves an appreciation of the values and diversity of the community.

Creative Thinking

Creative thinking is the use of resources at hand to meet a particular need in a unique way; to bring into being something unique and ordinal.

Critical Thinking

Critical thinking is a process of making meaning of health and illness experiences and taking thoughtful action in partnership with the client. See the School of Nursing's "Critical Thinking in Nursing Practice" on page 12.

Culture

Culture is the sum of beliefs, practices, habits, likes, dislikes, norms, customs, rituals and so on, that we learn from our families during years of socialization. It is the medium of personhood and social relationships. It is a process rather than a static entity and changes over time. (Sources: Spector, R. (2000) *Cultural Diversity in Health and Illness*, Upper Saddle River, NJ: Prentice Hall, 5th ed., p. 78; Lipson, J.G. Dibble, S.L., Minarik, P.A. (1996). *Culture and Nursing Care: A Pocket Guide*, San Francisco: USCF Nursing Press, p.1).

Decision Making

Decision making is a process by which information is assimilated, integrated, evaluated,

weighed and valued to arrive at the selection of a course of action from a number of possible alternatives. Critical thinking is needed to compare potential alternatives in terms of results obtained in previous similar situations, and creative thought is essential to identify previously untried alternatives.

Disease Prevention

The anticipation and averting of problems or discovering them as early as possible via primary, secondary and tertiary intervention. Efficient disease prevention involves improving health while controlling costs. It focuses on the need to seek collective solutions both to processes that cause illness as well as to individual accountability in making life style changes that can minimize disability and impairment and promote optimum wellness.

Ethics

Ethics refers to traditions of belief about right and wrong, good and bad conduct, personal and professional, and institutions.

Global Perspective

A global perspective acknowledges that people's commonalities are more evident and meaningful than the boundaries (e.g. geo-political, ethnic, religious, economic) that separate them. As boundaries are transcended, possibilities emerge for interdisciplinary collaboration that focuses on thinking globally and acting locally in order to sustain healthier communities and better utilization of the world's resources.

Healing

Healing is achieving the highest level of wellness possible. Healing occurs in an environment where nursing strategies are based on knowledge of pathology of diseases, symptoms and treatment modalities as well as knowledge of unique responses to a disease, its treatment and the illness experience.

Health

Health is a subjective state of being perceived by individuals, families, groups and communities.

Health Determinants

Those factors that determine the ability of the individual, family or community to achieve an optimal state of health. The determinants of health can be divided into four major categories: Human biology (e.g., genetics, physiologic function, maturation), environment (e.g., physical, psychological, sociocultural, spiritual), lifestyle (e.g., employment, consumption, leisure) and health care systems (e.g., availability, accessibility, utilization). Knowledge of the relationship between health and its determinants allows for planned, proactive health care interventions.

Health Promotion

Health promotion consists of the development of lifestyle habits which healthy individuals and communities can adapt to maintain and enhance a state of well being. *Healthy People, 2010*.

Holism

Holism is that state of harmony between body, mind, emotions, and spirit in an ever-changing environment. Holism embodies the view that an individual is an integrated whole, independent of the sum of the parts. Dossey, B.M., Keegan, L., Guzzetta, C.E. & Kolkmeier, L.G. (2000). *Holistic nursing: A handbook for practice* (3rd ed.). Gaithersburg, MD: Aspen.

Holistic Nursing

Holistic nursing is an art and a science that has as its primary purpose the provision of services that strengthen individuals, groups and communities and enable them to achieve the wholeness inherent within them. Self care of the nurse is considered essential to maximizing the human potential in the nurse-client relationship and caring process. Dossey, B.M., Keegan, L., Guzzetta, C.E. & Kolkmeier, L.G. (2000). *Holistic nursing: A handbook for practice* (3rd ed.). Gaithersburg, MD: Aspen.

Human Diversity

Human diversity refers to variations among individuals, groups, and communities in multiple dimensions, such as culture, race, ethnicity, age, gender, sexual orientation, physical or mental ability and social or economic status. (Adapted from Loden & Rosener, 1991.)

Information and Health Care Technologies

Information technology includes traditional and developing methods of discovering, retrieving and using information in nursing practice. Health care technology includes methods and equipment designed to provide assessment data and support anatomic and physiological function. (From AACN *Essentials of Baccalaureate Education*, January, 1998).

Intuition (Intuitive Thinking)

Intuition is a process whereby the nurse knows something about a patient/client that is difficult to express. It is something experienced, not thought out, something felt rather than actively pursued or constructed. This knowledge is based primarily on a sense of salience and pattern recognition, which develops with experience. Intuition may provide essential information with which to make a clinical judgment.

Leadership

Leadership is a process in which one develops relationships and empowers others with a distinct vision that motivates all to achieve a common mission and goals.

Nursing Roles

Three major roles of professional nursing are:

- a. Provider of Care: the professional nurse uses theory and research-based knowledge in the direct and indirect delivery of care to patients/clients, and in the formation of partnerships with patients and the interdisciplinary health care team.
- b. Designer/Manager/Coordinator of Care: the professional nurse is a health care designer, coordinator and manager. Utilizing information from numerous sources, the professional

nurse guides the patient/client through the health care system, and connects them to community resources. Skills essential to this role development are communication, collaboration, negotiation, delegation, coordination and evaluation of interdisciplinary work, and the application of outcome-based practice models.

- c. Member of a Profession: the professional nurse has an understanding of the nurse as a professional, as well as knowledge and experiences that encourage the nurse to embrace lifelong learning, incorporate professionalism into practice, and identify with the values of a profession. AACN (1998). *Essentials of baccalaureate education* (4-6, 16-17).

Nursing Strategies

Nursing strategies are actions used in the provision of care that are based on clinical judgment and move clients/patients toward health care outcomes.

Persons

Persons are holistic beings who are unique, valuable, and deserving of dignity and respect. Throughout their life cycle, persons adapt to their environment and are capable of growth. In the health care context persons may be referred to as clients, patients, consumers, members, inmates or other.

Personhood

Personhood is the essence of the qualities of each person that confers distinct individuality.

Praxis

Praxis refers to a relationship between theory and practice in which students create/construct knowledge and meaning from their experiences. Within a praxis framework, students assess, understand (through reflection and discussion) and make good judgments about situations that lead to justifiable actions by:

- perceiving situations within their larger contexts;
- making generalizations from their experiences; and
- taking action as a responsible professional to modify/develop all levels of practice.

Professional Nursing

Professional nursing is planning, providing, coordinating and evaluating health care services. It involves collaborating with patients/clients and other members of the health care team to assure the provision of holistic nursing care. This provision of care includes leading and managing other providers.

Professional Values

Values are beliefs or ideals to which an individual is committed and which are reflected in patterns of behavior. Professional values are the foundation for practice; they guide interactions with patients/clients, colleagues, other professionals and the public. Values provide the framework for commitment to patient/client welfare, fundamental to professional nursing practice. The following values are essential for the professional nurse:

- a. Caring: central to the practice of professional nursing and encompasses the nurse's

- empathy for and connection to the patient/client, as well as the ability to translate these affective characteristics into compassionate, sensitive, appropriate care.
- b. Altruism: is a concern for the welfare and well being of others and is reflected by the nurse's concern for the welfare of patients/clients, other nurses and other health care providers.
 - c. Autonomy: is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients/clients' rights to make decisions about their health care.
 - d. Human Dignity: is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, human dignity is reflected when the nurse values and respects all patients/clients and colleagues.
 - e. Integrity: is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
 - f. Social Justice: is upholding moral, legal and humanistic principles. This value is reflected in professional practice when the nurse works to assure equal treatment under the law and equal access to quality health care. AACN (1998). *Essentials of baccalaureate education* (8-9.).

Professional Worldview

The professional worldview is the attitudes, values and beliefs considered to be essential to the development and maintenance of the professional identity of the nurse.

Society

Society refers to social groupings that manage resources to meet most of their own needs, maintain a system of social interaction across generations, and have a discernable internal organization consistent with the cultural context in which they live.

Stewardship

Stewardship is holding in trust for future generations those aspects of nursing valued by the profession. Stewardship is acting with integrity in an accountable and responsible way to ensure that professional care and service is provided to individuals, groups or a given population. It includes, but is not limited to, professionalism, ethics, leadership, management, health care policy and health care finance. (BYU)

Thinking and Knowing Skills

As a means of inquiry, thinking/knowning skills include, but are not limited to: reflection, creativity, problem-solving from assessment through evaluation, decision-making, pattern recognition, intuition, clinical judgment and critical thinking. Also includes information management.

Praxis in the Curriculum

Praxis as a concept has been adopted by the Linfield -Good Samaritan School of Nursing because it is consistent with the teaching-learning philosophy of the new curriculum that began in fall 1998. In essence, praxis is "thoughtful action"—the kind of action that brings elements of intention, mindfulness and critical thinking into nursing practice. This is distinguished from task oriented "doing." While the latter is an important part of nursing practice, it is not praxis.

Praxis is an active learning experience. Active learning as defined by Weimer (personal communication, OHSU Summer Education Institute, August 3, 1999) occurs when: "students are involved, engaged, participating and otherwise doing the hard work of learning."

In weekly praxis seminars, faculty and students involved in clinical courses engage in dialogue focused on integrating clinical experiences with theoretical content. Student preparation for praxis seminars will vary by course, but will generally include assigned readings, case studies or other projects.

Critical Thinking and Nursing Practice

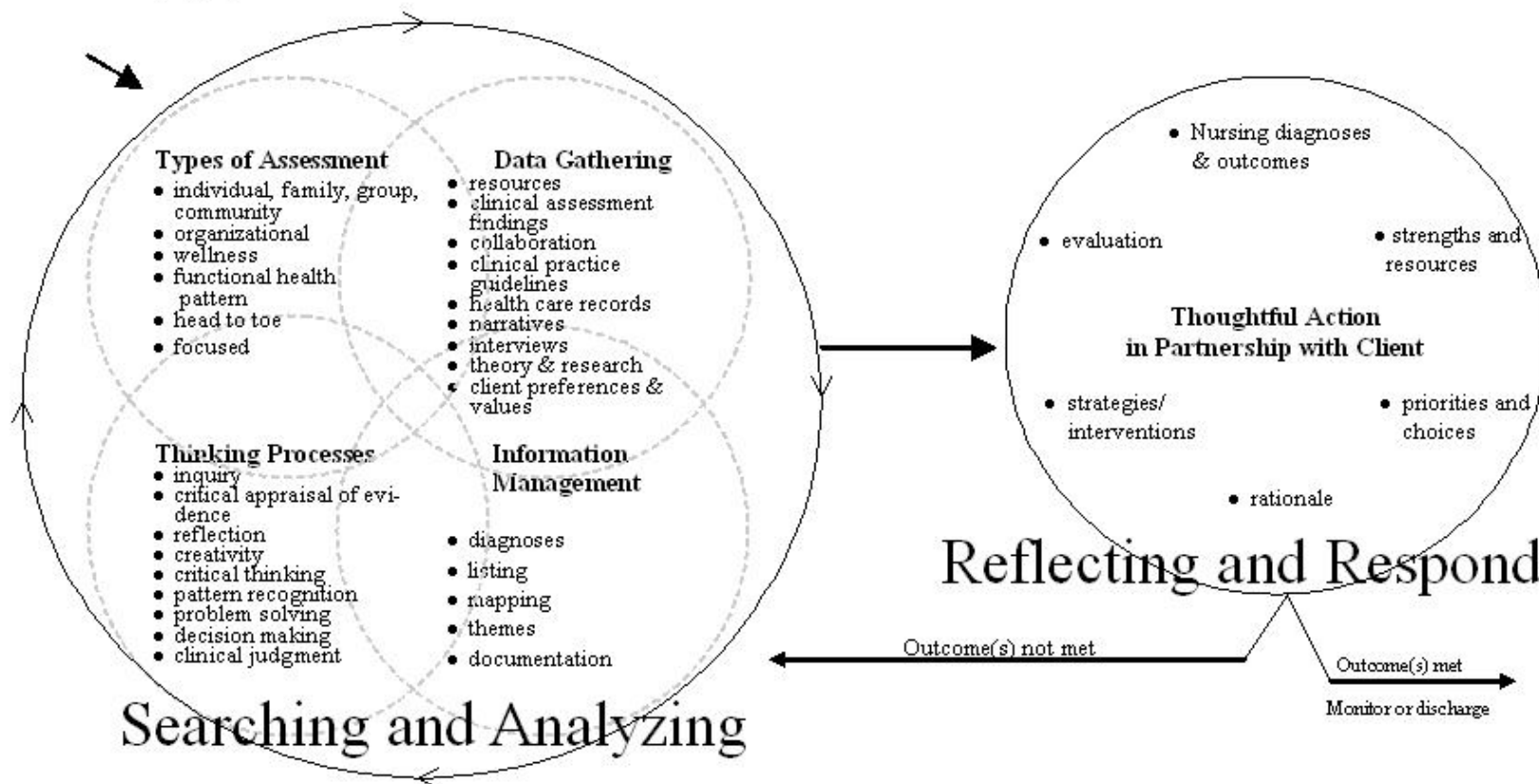
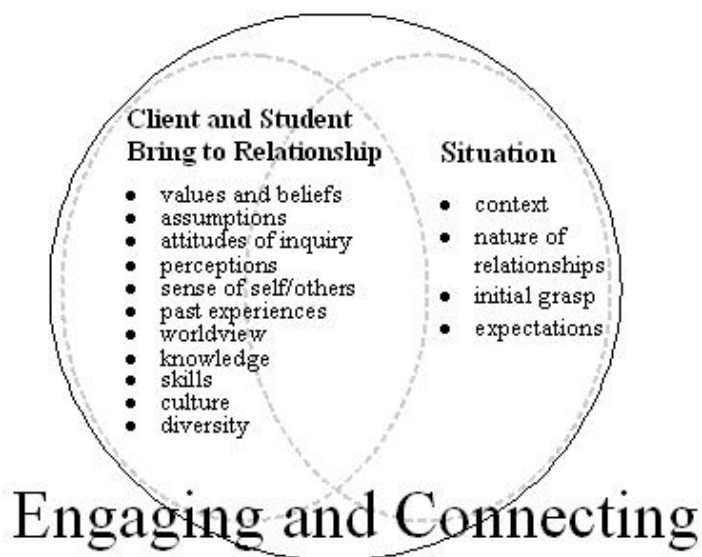
Nursing faculty adopted a model depicting critical thinking as it applies to nursing practice. The model reflects the complex thinking process involved in nurses' clinical decision-making. As the nurse and client form a relationship, regard is given to the backgrounds of both the nurse and the client and what each brings to the relationship. This regard honors the uniqueness of each nurse-client relationship because there is a different combination of background variables and contexts with each nurse-client relationship. As messages are exchanged and processed, the nurse gets an "initial grasp" of the contextual situation. What the nurse takes in with this initial grasp depends upon what Benner (1984) refers to as the nurse's expertise, which ranges from novice to expert. The actual processing of messages is simultaneous and continuous (picture a pinwheel blowing in the wind) and involves considerations of different ways of knowing and organization of the data. As understanding of the client and the situation becomes clearer, the process moves toward a more linear one of identification of problems and strengths, prioritization, and planning and evaluation of outcomes and interventions. If some outcomes are not met, the pinwheel process, which may have slowed but not stopped, speeds up further until additional understanding is achieved and the plan is revised. This model of critical thinking in nursing practice is the framework to be used to guide the process in praxis seminars.

American Nurses Association (ANA) Code of Ethics for Nurses

The ANA Code of Ethics can be found at the following website:

<http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics.aspx>

Linfield-Good Samaritan School of Nursing Model of Nursing Practice



Critical Thinking Model: Thoughtful Action

Definition of Terms

Nursing Diagnoses: client centered problems and wellness statements based on nursing assessment data and focusing on issues or situations that the nurse can address either independently or collaboratively with the client and/or other health care providers. The problem statement is a two-part statement that includes the diagnostic label followed by a statement of related factors (etiology). The wellness statement does not require an etiology. One such classification system known as the North American Nursing Diagnosis Association (NANDA) has published a list of labels that can be used to identify nursing problems and wellness statements. The etiology should not be a medical diagnosis, but rather describes factor(s) that contribute to or are associated with the problems or strengths as a means of establishing a web of causation.

Examples:

Ineffective airway clearance related to poor coughing technique. (NANDA)

Chronic back pain related to obesity and aggravated work injury.

Risk of community violence related to unemployment, poverty, substance abuse, and inadequate health care services. (community nursing diagnosis)

Readiness for enhanced parenting (no etiology needed with wellness diagnosis).

Strengths and Resources: positive client characteristics or means that the client can access to help address the identified nursing diagnoses or build on identified strengths. These should be utilized in developing the nursing strategies.

Examples:

Strong social support system

Knowledgeable about disease process of diabetes

Obtains meals from Loaves and Fishes

Attends HIV support group at Legacy Community Services

Regularly uses relaxation techniques for stress management

Priorities and Choices: salience or order of importance of a client's diagnoses. Since there is often not time or resources to address all nursing diagnoses, it is important to identify those that will be the focus of the current nursing care. Nursing diagnoses should be listed in order of priority and an explanation given regarding the ranking. Factors to consider in prioritizing diagnoses are based on collaboration with the client and the interdisciplinary team, theory, practice and evidence-based research. The client's and the nurse's priorities may not always be consistent, and this should be noted in prioritizing diagnoses. For example, the nurse working with a new mother who smokes cigarettes may identify the *knowledge deficit related to smoking* as a high priority nursing diagnoses. However, by focusing nursing strategies on the client's main concern (eg. *ineffective breastfeeding* or *delayed growth and development* of the baby), the client may become more receptive to teaching and coaching about smoking cessation.

Outcomes: statement describing a client's condition or status to be achieved as a result of nursing care. Outcomes can be long-term or short-term; well-written outcomes are measurable, specific in content and time, and attainable. In identifying outcomes, the nurse should use language that can be validated. Outcome achievement measures the effectiveness of the nursing strategies and is measured by the evaluation plan.

Examples:

Short-term outcomes:

- Client reports abdominal pain <3/10 by the third post-op day.
- Client administers insulin according to procedure before leaving clinic.
- Community health education program participation increased by two families per month beginning next month.

Long-term outcomes:

- Client loses 25 pounds in the next 6 months.
- Client states that she wants to live.
- Community crime rates are decreased to (specify rate).
- Community infant mortality decreased to (specify rate)
- Prenatal client service utilization increased to 40% of target population by (date).

Nursing Strategies (Interventions): *specific* directions for nursing care. Strategies should be written using a directive verb and address who, what, when, how often, how long, and where. Strategies should directly address the identified diagnoses and help achieve the outcome. They should be individualized, taking the client's characteristics (such as age, culture, education) and preferences into account. Domains may include: teaching, monitoring for changes in condition/status, assessment, managing care, prevention of problems, maintaining wellness, building strengths or evaluating responses. Strategies can be directed toward either the problem or wellness label or the etiology. Do not reiterate provider prescriptions as nursing strategies.

Examples:

- Contact the dietician tomorrow to initiate diabetic teaching for the client and family.
- Check VS and O₂Sat BID x3 days.
- Change transparent dressing on coccyx q3 days or when soiled.
- Develop and implement a community health fair for Eastern European refugees.
- Place violence-related crisis line and resource information in emergency rooms, doctors' offices, clinics, and downtown bathrooms.
- Implement blood pressure screenings in housing projects and senior citizen centers.
- Include abuse screenings in assessments of prenatal clients.

Evaluation Plan

The evaluation plan describes how the nurse will determine whether or not the outcomes have been met and therefore, if the plan of care has been successful. This plan should address the outcomes, not the strategies. If the evaluation of the outcomes shows that the outcomes have been met, the plan can be continued or discontinued. However if the outcomes have not been met, the outcomes or strategies can be revised.

Examples:

Outcome: Client reports abdominal pain <3/10 by the third post-op day.

Evaluation Plan: Review assessment record for pain reports.

Outcome: Client administers insulin according to procedure before leaving clinic.

Evaluation: Demonstration of insulin administration.

Outcome: Community health education program participation increased

Evaluation Plan: Review health education program attendance lists

Outcome: Prenatal client service utilization increased

Evaluation Plan: Review of service lists for new prenatal client admits

References

Carpenito-Moyet, L.J. (2004). *Nursing diagnosis: Application to clinical practice*. Philadelphia: Lippincott.

Edelman, C.L. & Mandle, C.L. (2002). *Health promotion throughout the lifespan*. St. Louis: Mosby.

North American Nursing Diagnosis Association (2003). *Nursing diagnoses: Definitions and Classification, 2003-2004* (5th ed.). Philadelphia: NANDA International.

Potter, P.A. & Perry, A.G. (2001). *Fundamentals of Nursing* (5th ed.). St. Louis: Mosby.

Weber, J.R. (2001). *Nurses' handbook of health assessment*. Philadelphia: Lippincott.

6/29/04

CHAPTER II

ORGANIZATIONAL STRUCTURE

Organizational Structure

The Dean of the School of Nursing is the chief academic officer of the School of Nursing and acts as the departmental chairperson. The Nursing Learning Resource Center (NLRC) Director oversees the function and utilization of the laboratory and maintains student files and passport information. The Clinical Facilities Administrator is responsible for a number of administrative aspects of the School of Nursing including setting up clinical placements and coordinating agency clinical requirements. The nursing Administrative Assistant is the secretary/receptionist for the School of Nursing and assists students in locating and communicating with instructors. Faculty members are your primary resource for learning activities and should be your first point of contact; office hours will be posted on office doors. Course Coordinators are responsible for course planning and implementation, as well as orientation, supervision and evaluation of adjunct faculty teaching in courses. Adjunct faculty members are hired semester by semester to meet staffing needs and are fully qualified faculty; they will inform you of how to communicate with them.

Student Representation on School of Nursing Committees/Councils

Two nursing student representatives to the Faculty Assembly of the School of Nursing meetings are selected by the Associated Students of Linfield College - Portland Campus (ASLC-PC). These representatives are give input but are not eligible to vote.

Each School of Nursing standing committee has two nursing student representatives selected by ASLC-PC. Student representatives on committees are voting members. A description of the purpose of these committees and the Clinical Advisory and Multicultural Advisory Councils as follows:

Admissions, Progressions, Honors and Graduation Committee

The purposes of the Admissions, Progressions, Honors and Graduation Committee are, with the approval of the Faculty Assembly of the School of Nursing, to: (a) recommend to the College Admissions, Retention, and Financial Aid Committee changes in the standards for admission to the College; (b) recommend to the Faculty Assembly of the School of Nursing changes in the standards for admission to the nursing major, continued progression through courses in the nursing major, senior honors in nursing, and graduation of nursing students; (c) recommend to the Faculty Assembly of the School of Nursing policies related to student health requirements; act on petitions for admission, readmission or progression through courses in the nursing major, and completion of degree requirements; (d) instruct the Director of Registration and Records to deny registration in a course for which the student has not met prerequisites; and act on petitions regarding completion of degree requirements, solicit nominations from the Nursing Faculty for special awards; (e) oversee that portion of the Evaluation Plan pertaining to the specified responsibilities of the Admissions, Progressions, Honors and Graduation Committee.

Curriculum Committee

The purposes of the Curriculum Committee are to: (a) seek input from the College and professional community concerning the nursing curriculum; (b) evaluate proposals for curricular changes relating to the nursing major and prerequisite courses to the major in terms of compatibility with the philosophy, organizing framework, and school, curriculum and objectives of the program; (c) recommend curricular revisions to the Faculty Assembly of the School of Nursing. If approved, the Dean of the School of Nursing will direct the proposal to the College Curriculum Committee; (d) recommend to the Faculty Assembly of the School of Nursing measures to strengthen the curriculum based on the findings of the Quality Improvement Committee of the School of Nursing; and (e) review new course proposals in the nursing major and forward the committee's recommendations to the Faculty Assembly of the School of Nursing for action. If approved, the Dean of the School of Nursing will direct the proposal to the College Curriculum Committee and oversee that portion of the Evaluation Plan pertaining to the specified responsibilities of the Curriculum Committee.

Quality Improvement Committee

The purposes of the Quality Improvement Committee are to: (a) oversee the implementation of the evaluation plan for the School of Nursing; (b) notify appropriate individuals and/or committees of evaluation deadlines; (c) make recommendations for change in the evaluation plan to the Faculty Assembly of the School of Nursing; (d) collect and analyze evaluation data as requested by the Curriculum Committee and/or the Dean of the School of Nursing; (e) maintain files of collected and analyzed evaluation data; (f) monitor the adequacy of library and educational media (videos, computer-assisted instruction, interactive video disks) and other instructional, teaching and learning resources for the School of Nursing; (g) recommend to the College Library Committee policies related to the development of library resources and services; (h) oversee that portion of the Evaluation Plan pertaining to the specified responsibilities of the Quality Improvement Committee.

Faculty Development Committee

The purposes of the Faculty Development Committee are to: (a) prepare a yearlong program of faculty development based on Nursing Faculty and adjunct faculty needs and interest, including input from the annual Faculty Retreat, students and the community; (b) evaluate the faculty development programs; and (c) oversee that portion of the Evaluation Plan pertaining to the specified responsibilities of the Faculty Development Committee.

Search Committees

Search committees are convened as needed. The purpose of search committees is to advertise, interview and recommend to the President candidates for full time teaching positions. Nursing student representatives are active members of the Search process; they have voice and vote. The Dean selects two nursing student representatives to Search Committees.

Clinical Advisory Council

The purpose of the Clinical Advisory Council is to discuss with nurses in the community clinical needs of the School of Nursing and resources available in the community in order to determine a plan for responsiveness of the School of Nursing to clinical issues and optimal use of clinical facilities. Two nursing student representatives to the Clinical Advisory Council are selected by ASLC-PC. The officers of the Student Nurses' Association and other interested students are invited to participate.

Multicultural Advisory Council

The purpose of the Multicultural Advisory Council is to provide consultation to the School of Nursing regarding culturally relevant curriculum issues, recruitment and retention of underrepresented populations in the School of Nursing, and networking and information exchange. Members of the Cultural Diversity Awareness Club (CDAC), student body leaders and other interested students are invited to participate.

CHAPTER III

SCHOOL OF NURSING POLICIES, PROCEDURES, AWARDS

Admission to the Nursing Major

Linfield College offers admission into the Linfield-Good Samaritan School of Nursing to transfer students. All applicants must apply directly to Linfield College – Portland Campus. Admission is competitive.

For admission consideration, applicants must meet the following criteria:

- Completion of all prerequisite course requirements by the program start date,
- A minimum grade of “C” in each of the prerequisite course requirements (A grade of “C-“ or lower is not acceptable),
- At the time of application and program start date a minimum BSN GPA of 2.75 (BSN = all coursework required for the nursing major).

Prerequisites are listed in the *Linfield Course Catalog 2008-2009* and on the Portland Campus Enrollment Services website at <http://www.linfield.edu/portland/admissions/transfer-prereqs.php>

Linfield students currently enrolled on the McMinnville campus will be admitted to the nursing major if they are in good standing at the college and meet all nursing applicant criteria. Students are required to submit the Linfield College Intercampus Transfer form by the nursing application deadline. All admitted nursing students are assigned to a specific curriculum plan based on prior academic work completed and available space.

Applicants who were enrolled at an accredited school of nursing within the past two years may apply for admission, provided they meet the applicant criteria. The applicant must also provide a letter of recommendation from the Dean/Director of the previous school stating that the student was in good standing and would have been allowed to progress in the program.

Advanced Placement Admission for Registered Nurse (RN-BSN) Students

The RN-BSN Option is designed for Registered Nurses (RN) seeking a BSN degree. While completing prerequisites, RN students apply for admission to the nursing major and must meet the same standards as any other nursing student. Course work may be completed on a full-time basis or part-time over a period of up to four years through the RN-BSN Division of Continuing Education (DCE) program. RN students may earn a maximum of 36 semester credits in the nursing major from previous work, on successful completion of NUR 309 Transition to Professional Nursing (6 credit course) with a grade above C-. Escrow credit, or prior learning credit will be given for NUR 103, 106, 206, 213, 311, 313, 316, and 318. The school reserves the right, in special circumstances, to require the RN student to successfully complete the NLN Mobility Profile II. A special circumstance includes, but is not limited to, lack of recent work history as a professional nurse.

Documents Required For the Nursing Major – Prior to Program Start Date

Students must submit documentation of the following prior to the program start date:

- Current American Heart Association Cardiopulmonary Resuscitation Certification (CPR) Basic Life Support (BLS) for Health Care Providers card.
- A Linfield Health Assessment form completed by a health care provider including proof of appropriate immunizations. (See Appendix A)
- A Linfield Health Assessment Self-Report with student signature. (See Appendix B)
- Signed Hepatitis B Immunization Waiver Form if applicable. (See Appendix C)
- Proof of a current chest x-ray or TB Screening Test.
- Proof of nursing liability insurance (Minimum of \$1 million per occurrence and \$3 million aggregate per year) and health insurance, or annual purchase of such insurance through the College.
- Evidence of computer proficiency (see explanation below)
- Signed Essential Functions document (see explanation below)
- Criminal Background Check by Certified Background.com (see explanation below)
- Students will complete a Health Education Systems, Inc (HESI) Reading test during orientation. Completion of the exam is required in order to continue in the nursing major.

Essential Functions Document

The Essential Functions document describes activities prospective students must be able to perform and/or develop, in order to succeed in the School of Nursing. Review the functions, sign and date the form, and return to the Admissions Office with your application materials. (See Appendix D)

Computer Proficiency Requirement

Each student is required to provide signed documentation of the pre-admission computer proficiency requirement prior to the program start date. The forms are available on the Linfield website at: www.linfield.edu/portland/admissions/ under the nursing prerequisites. The forms are also included in Appendix E of this handbook.

Criminal Background Check

The School of Nursing requires that each student have a criminal background check through Certified Background.com and clearance by the School prior to the program start date. The student will contact Certified Background.com to initiate a criminal background check and assume responsibility for the cost of the background check. The results are posted to Certified Background.com in a secure, password-protected environment. The School of Nursing reserves the right to deny admission in nursing to any student whose background poses a threat to the college, nursing profession and/or health care community.

The School reserves the right to require random criminal background checks throughout the time the student is enrolled in the nursing program. If the results are positive, the information will be sent to the Dean of Nursing who will determine the appropriate course of action. The School of Nursing reserves the right to deny continuation in nursing to any student whose background poses a threat to the college, nursing profession and/or

health care community.

Applicants with Criminal Conviction Histories

The Oregon State Board of Nursing (OSBN) may deny nurse licensure to persons with criminal conviction histories. Contact the Board for information at 971-673-0685 or the website for the Nurse Practice Act, Division 45 at <http://www.oregon.gov/OSBN/adminrules.shtml>.

Documents and Testing Required For the Nursing Major - After the Start Date

- Students must submit documentation or complete the following requirements in the timeframe stated by the faculty and staff after the program start date:
- Annual TB Screening until completion of the nursing program.
- Annual Bloodborne Pathogen/Safety training (provided by the College)
- HIPAA training as needed by clinical sites.
- Registered Nurses must have proof of a current unencumbered registered nurse's license in Oregon.

Progression in the Nursing Major

A student's progression through the nursing program requires achieving appropriate grades in courses and maintaining approval by the nursing faculty that the student is qualified in all relevant aspects to practice nursing safely, ethically and competently. Students may not progress in the nursing major if they are on academic probation with the college (i.e., cumulative Linfield GPA below 2.00).

The Nursing Division reserves the right to review at any time the student's ability to practice safely and competently and will do so automatically when the student:

- Receives a grade of C- or below in a nursing course
- Has earned a cumulative major GPA of below 2.5
- Is reported by a nursing faculty member or supervising nurse as having practiced unsafely, unprofessionally or unethically, or engaged in illegal behavior. (See Div 45 OARS, section 851-045-0015: Standards and Scope of Practice for RNs and LPNs, and American Nurses Association Code of Ethics for Nurses with interpretive Statements for definitions and description.)

Progression is contingent upon satisfactory completion of the prescribed prerequisites. A grade of C- or below in a required nursing course or support course for the major is considered an unsatisfactory completion, i.e., it is a failing grade.

There are 3 circumstances that **interrupt** normal progression: a) an incomplete in a course, b) course withdrawal, and c) a course failure. There are also 2 circumstances that **stop** progression: a) unsafe, unprofessional behavior and/or unethical behavior, and b) failing the same course twice or failing 2 required courses in the nursing major.

Incomplete grade. A grade of "Incomplete" in any prerequisite course will make the student ineligible for enrollment in succeeding nursing courses until the "incomplete" is completed with a satisfactory passing grade.

Course Withdrawal. A student may withdrawal from a course but must be passing the clinical at the time of withdrawal. A student cannot withdraw from a course to avoid failing a clinical due to unsafe, unprofessional and/or unethical behavior. Once the student withdraws from a nursing course, s/he must petition to the APHG committee to re-establish a progression plan.

Course failure. The Admissions, Progressions, Honors and Graduation Committee (APHG committee) will review a student for continuation and progression in the nursing major when that student receives a grade of C- or below in a required nursing course or support course for the major.

A student who receives a grade of C- or below in a required course for the major must meet with her/his advisor within seven work days after the last scheduled final exam to develop a plan for progression.

- This plan will include being evaluated by the Learning Skills Specialist to determine if the student needs assistance with study skills and/or test taking skills.
- If such a need is determined, the student must submit to the APHG committee a plan to improve study skills and/or test taking skills before being considered for readmission or progression in the nursing major. The student must provide the APHG committee with requested documentation verifying that the student has implemented the plan in a timely fashion. Failure to do so will result in the student being denied readmission or continuation in the nursing major.
- The student must petition the APHG committee within seven work days after the last scheduled final examination of the term that s/he wishes to retake the course; and include the description of the reason for the low grade, a plan for future success, and a new plan for progression to graduation.
- The faculty teaching the course that the student failed must submit a letter to the APHG committee describing why the student did not pass the course and stating recommendations for remedial work, counseling, or other types of assistance that might assist in the student's future academic success. A copy of the letter is sent to the Dean of the School of Nursing, the student and her/his advisor, and the student's file. The APHG committee may solicit and review additional information from faculty, advisor, and student concerning the student's performance and suitability for nursing.
- The APHG committee will review the petition and any additional information and recommend approval or denial of the petition to the Dean of the School of Nursing.
- If the petition is approved, the student may retake the course during the next regularly scheduled time in fall or spring semester on a **space available basis only**. Generally a student who has failed a nursing course will not be allowed to enroll in a clinical course in January or summer term.
- If the petition is denied, the student is given a summary of the findings of the committee and will be able to review written materials used in making the decision and rebut in writing within one month after the decision, if wishing to do so.

- The committee will review the new information and make a recommendation of acceptance or denial to the dean.

Unsafe and/or ethical behavior

When faculty identify unsafe and/or unethical behavior by a student in any school of nursing activity, the faculty will notify the student by means of the academic alert. A student whose clinical practice has been documented to be unsafe or who has demonstrated unethical, unprofessional or illegal behavior will follow the above procedures for review by the APHG committee. Important in this process is documentation from the nursing faculty, sharing of this information with the student, and consideration of the student's response before a recommendation concerning continuation in the nursing program is made to the dean.

The following may constitute sufficient grounds for denying progression and continuation in the nursing major:

- Unsafe clinical practice
- Unprofessional behavior with administration, faculty, peers, agency staff, clients or family members
- Illegal behavior contrary to applicable Federal law or state statutes, including the Nurse Practice Act.

There may be circumstances in which a student may be asked to take certain actions, provide information from an outside professional or be away from school for a period of time in order to regain the ability to continue in school.

Two failures

Any student earning a grade of C- or below in a required nursing course on two separate occasions, whether this is a second failure upon repeating a required nursing course, or a failure in two different required nursing courses, will be dismissed from the nursing major.

Progression Appeal

A decision by the Dean of the School of Nursing to deny continuation in the program may be appealed to the Associate Vice President of Academic Affairs of the Portland Campus.

Progression to Graduation

Students seeking to graduate from the Linfield nursing program must satisfactorily complete a faculty approved nursing review course.

Candidacy for the NCLEX-RN

For the dean to approve candidacy for the NCLEX-RN, the student must pass a faculty approved comprehensive examination in the senior year.

Readmission to the Nursing Major

Re-entry to the nursing major or retaking a nursing course depends upon:

1. Approval of a petition submitted by the student to the Admissions, Progressions, Honors and Graduation Committee (APHG).
2. Available space in the course. Students progressing as scheduled through the program will have first option in filling a course.
3. If the student has been enrolled in another nursing program the student must be in good standing in that program as documented by a letter of recommendation from the Dean/Director or a clinical faculty member of that program

The APHG committee will evaluate each applicant for readmission on an individual basis and a recommendation forwarded to the Dean of the School of Nursing. For example, a student requesting readmission after an extended absence may be required to retake and successfully pass a particular course(s).

Documented Disability Statement

Any student with a documented disability (e.g., physical, learning, psychological, visual, auditory) who needs to arrange reasonable accommodations must contact the instructor and the Office of Learning Support Services (LH 24B phone: 503-413-8219) at the beginning of the course. "Students with documented disabilities who may need accommodation, who have any emergency medical information that the instructor should know, or who require special arrangements in the event of evacuation, should meet with the instructor as early as possible, no later than the first week of class."

Independent Study/Tutorials

An Independent Study in a theoretical and/or clinical area of interest can be negotiated with a faculty member. The student presents objectives to the instructor along with the independent study petition, which the faculty member and the School of Nursing Dean must sign, indicating approval. Independent studies range from one to five credits depending on the length and intensity of the project/clinical. Independent Studies depend on faculty willingness and are not calculated as a part of their teaching load.

Tutorials for required nursing classes are not offered when the course has been failed previously. Students repeating a course (with or without a clinical component) must take it as directed by the Admissions, Progressions, Honors and Graduation Committee of the School of Nursing.

Policy on Alcohol and Other Drug Use in Clinical Settings

Linfield College prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees on the institutions property or as any part of the institution's activities. School of Nursing students, administrators, and faculty will not be allowed to remain at a clinical site if under the influence of, affected by, or impaired by mind altering drugs or alcohol. Any student, administrator or faculty member exhibiting intoxicated behavior (e.g., slurred speech, impaired judgment, undue aggressiveness, other bizarre or inappropriate behavior, or alcohol on the breath) shall be removed from

the clinical site and subject to disciplinary sanctions imposed by the College. Disciplinary sanctions include one or more of the following: a warning, probation, requirement of an evaluation by a certified professional and follow-up treatment as prescribed, requirement to complete an educational workshop, requirement to participate in other special educational programming, referral for prosecution, and separation from the College. Students and faculty may use or possess medications as prescribed by their health care provider if such use does not impair safe and/or efficient clinical performance.

Obtaining Certification as a Nursing Assistant (CNA)

You may be eligible to obtain certification as a CNA after you complete NUR 103, 106 and some additional content modules. Information may be obtained from the faculty.

Student Evaluation Policy

Students must practice legally, ethically, competently, accountably, and safely. Students are evaluated based on course outcomes using appropriate methods identified by the course faculty and communicated by the course syllabus. In nursing courses with a clinical component, students will receive a written clinical performance evaluation based on written outcomes related to practice in the lab/clinical practice areas.

Cancellation of Clinical Laboratory Experience Due to Weather Conditions

Cancellation of clinical laboratory experience due to inclement weather will be at the discretion of the clinical nursing instructor in consultation with the appropriate Course Coordinator/Dean. The instructor will verify cancellation by contacting the students. If students feel it is unsafe to drive, they are to notify the clinical agency and the clinical instructor.

Grading Policy for All Required Nursing Courses

Theory

The theory component of the course is graded using the scale that follows. To pass theory, the student must meet all course outcomes as evaluated by examinations (with the exception of NUR 208, 314, 419 and required nursing courses taught in the RN to BSN program), in which at least 50% of the test items are multiple choice that increase in complexity throughout the curriculum. The examinations comprise at least 50% of the course grade, with the exception of writing intensive courses (NUR 103, 313 and 416). In these courses, the examinations comprise at least 20% of the course grade. To pass the course, a minimum average of 73 C must be earned on examinations irrespective of other graded assignments. Other theory assignments may also evaluate course outcomes, and contribute to the overall course grade.

Grading Scale

| | | | |
|----|--------|----|----------------------------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 (unacceptable grade) |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 60-66 |
| B- | 80-82 | F | 0-59 |
| C+ | 77-79 | | |

(Note: The College does not accept grades of A+, D-, F+, or F-.)

Clinical

The clinical component of the course is graded pass/no pass. If the clinical portion of the course is not passed, the course as a whole is graded no higher than C-. To pass clinical, the student must meet all course outcomes as evaluated by the student clinical performance evaluation tool. A student who demonstrates unsafe clinical practice, unethical behavior, or illegal behavior in the clinical setting will be removed from the clinical experience and not passed in the course. Written clinical assignments may be given points that contribute to the overall course grade.

An exception to the previously described policy is NUR 311, a 2-credit laboratory course that is graded using the grading scale noted above. To pass this course, the student must meet all course outcomes as evaluated by examinations, written assignments, learning modules, a clinical performance competency examination, and the student clinical performance evaluation tool. At least 50% of test items on examinations are multiple choice, and examinations comprise at least 50% of the course grade. To pass the course, a minimum of 73 C must be earned on the final examination irrespective of other graded assignments. The learning modules, clinical performance competency examination, and the clinical performance evaluation are graded pass/no pass. If any of these three components of the course is not passed, the course as a whole is graded no higher than C-. A student who demonstrates unsafe clinical practice, unethical behavior, or illegal behavior in the clinical setting will be removed from the clinical experience and not passed in the course.

Clinical Nursing Skills Competency Testing

Competency Testing of clinical nursing skills competency testing is for all students to demonstrate competence in the performance of identified nursing skills.

Testing:

- Competency testing in NUR 106 focuses on basic nursing skills; NUR 311 tests more advanced skills; NUR 419 tests the synthesis of clinical nursing skills acquired throughout the curriculum.
- Students will be provided with skills checklists for those clinical skills to be tested prior to the testing period in each course.
- Clinical skills tested are based on best practices.
- Practice times are scheduled for students prior to competency testing.
- Testing time is included in the hours allocated for the course.
- When possible, competency testing is done by faculty who are not the student's current clinical or lab faculty.
- Faculty may prompt students during the testing period, including helping them to focus or get started on their skill, but faculty must remain neutral and not tell students what to do next. Teaching and coaching are not appropriate strategies during testing.
- Students are assigned scenarios that direct them to perform certain skills from

- designated categories.
- Testing includes questions that address theory underlying the skill; these questions count as items on the checklist.
 - The time allotted for performing skills is designated at each testing level based on the difficulty/complexity of the skills being tested.

Grading Criteria/Evaluation:

- To pass each competency, students must successfully demonstrate the best practice principles of that skill.
- If a student fails to pass one competency, she/he fails the competency exam.
- If a student misses a scheduled competency appointment without prior approval by the faculty, it is considered a failure of the competency exam.
- If a student fails the exam, s/he fails the course. Extenuating circumstances will be considered at the discretion of the faculty.
- Students may not progress to the clinical component of NUR 106 and NUR 419 unless the competency exam is successfully completed. Students must successfully complete competency testing in NUR 311 to progress to NUR 313, NUR 316, and NUR 318.
- Failure to pass competencies will result in course failure.
- Students will be charged a fee for any additional expenses incurred.

Dosage Calculation Competency:

- Failure to pass the dosage calculation competency test can result in course failure. Remediation and repeat attempts will be permitted and are determined by individual course policy.
- The score for passing the dosage calculation competency is 100%.

4/27/06 Revised

5/1/06 Approved

Accident Reporting Procedure

Accidents, injuries

For student/faculty injured on campus or while engaging in any college sponsored activity, (e.g., field trip, January Term Travel Course) or College Work Study/Campus Employment Student injured while engaged in college activity or students/faculty Injured during clinicals.

After making an assessment and calling 911 if necessary, report immediately to your supervisor.

The instructor must fill out an Incident Report Form (see Administrative Support Staff PH301). For the Linfield College Incident Report Form:

White copy goes to the individual.

Green copy goes to the Safety Representative

Yellow copy remains in a book in the Associate Vice President for Academic Affairs (AVPAA) suite to be reviewed monthly by the Campus Safety Committee

representative.

Clinical Situation

If the accident involves a clinical situation, the instructor must fill out two Incident Report Forms—a Linfield College Incident Report Form and a School of Nursing Incident Report Form

For the School of Nursing Incident Report Form:

White copy goes to the Dean of the School of Nursing who will provide a copy for the Safety Representative

Pink copy goes to the clinical instructor

Yellow copy goes to the student

Blood/body fluid related

If this is a blood/body fluid related incident, the supervisor must also fill out a Blood Borne Pathogen Exposure Form.(see instructions on next page)

Overnight stay in hospital

If the injury will require an overnight stay in the hospital, you must notify a Linfield College Campus Safety Officer, at 503-883-7233 and the Dean of the School of Nursing at 503-413-8080.

Fatal injuries

If a fatal accident, immediately notify a Linfield College Campus Safety Officer at 503-883-7233 and the Dean of the School of Nursing at 503-413-8080.

Workers compensation

Injuries to employees covered by workers compensation insurance (requiring a doctor or hospital visit), must fill out an insurance form 801 to satisfy OSHA 101, no later than 72 hours after accident. This form should be faxed to the Director of Human Resources (Fax: 503-434-2215). See Administrative Support Staff, PH301, for this form.

Procedure for Reporting Incident Reports that Occur during Nursing Clinicals, but which do not result in a Student Injury

Fill out the agency's incident report

Fill out a School of Nursing Incident Report Form -- follow directions above

Blood/Body Fluid Exposure Incident Procedure

Exposure to Bloodborne pathogens:

Linfield-Good Samaritan School of Nursing is required to provide assurances that our students have a level of protection and education similar to health care agencies. Each year we offer several Bloodborne pathogen-training sessions for students and faculty who are at risk of exposure in clinical settings. *Yearly Bloodborne Training is Mandatory.*

Listed below are guidelines to follow if a needle stick or other exposure to Bloodborne pathogens occurs:

Student responsibility if exposed:

- Immediately wash or rinse affected area thoroughly.
- Notify your instructor and the unit charge person.
- Follow the procedure of the clinical agency in which the incident occurred. Ask the agency/site to provide an assessment of the exposure source to determine the HIV, HBC, HCV, or other Bloodborne pathogen status.
- Seek immediate medical evaluation if a blood/body fluid exposure has occurred. Students must be sent within one hour to the Convenience Care or ER if the Convenience Care is not open, at Legacy Good Samaritan Hospital to be evaluated for preventative therapy. Follow-up care is the student's responsibility.

The student will also follow the Linfield-Good Samaritan School of Nursing procedure that includes:

- Complete an immediate report of the incident using the Linfield College Incident Report, School of Nursing Incident Report Form and Bloodborne Pathogen Exposure Form.
- Follow-up care may be arranged at Legacy Convenience Care Unit or through the student's own private physician.
- Any costs of evaluation and follow-up shall be the responsibility of the exposed student.

Preparation for the NCLEX-RN Licensure Examination (Generic Students Only)

All students are required to take a standardized comprehensive exit examination in the last semester of the nursing program to assess readiness for the NCLEX-RN examination. Several resources and support services are available to assist students in preparing for these exams. A study skills specialist offers learning support courses and individual coaching to develop strategies that improve test-taking abilities. Resources related to test anxiety includes on-campus and off-campus psychiatric counseling and paracurricular courses focused on stress management.

Strategies to improve testing skills are also integrated into the curriculum. Standardized specialty exams are incorporated in at least the following courses: 106 (5% of grade), 206 (10% of grade), 313 (20% of grade), 316 (20% of grade), and 419 (20% of grade). Students who do not meet the benchmark score on any of the standardized course exams will be required to participate in the remediation program developed in conjunction with the Director of Learning Support Services. The remediation program will have a documented and approved curriculum and identifies outcomes that are measured by the CQI committee. Online case studies that utilize NCLEX style questions are also included as course assignments throughout the nursing program. Students in their last semester are required to take NURS 025: Testing Skills for the NCLEX-RN Examination.

Students will take the standardized comprehensive exit examination towards the beginning of their last semester in the nursing program. Those who do not achieve the benchmark score will be required to retake the exit exam at the end of the semester following completion of NURS 025. Students who achieved the benchmark score on the first exam will have an option to use their initial diagnostic score or retake the exit exam.

Students can use the score on either exam, whichever is higher, to meet the exit exam requirement in NURS 419.

Graduation

Students seeking the Bachelor of Science in Nursing Degree must meet the nursing requirements and the College requirements. The Graduation Checklist (or Degree Audit), which delineates requirements, is completed at the beginning of the semester preceding the semester in which you will graduate. The Director of Registration and Records generates the graduation check sheet.

Closing Convocation

The purpose of Closing Convocation Ceremony is to celebrate completion of the nursing program for all degree candidates and to confer the nursing pin and/or congratulations to BSN degree candidates.

Students are eligible to participate in the School of Nursing Closing Convocation Ceremony if they have met graduation requirements. The Closing Convocation Ceremony occurs in December and May of every academic year. The ceremony is a function of the Linfield College-Good Samaritan School of Nursing.

A student may go through the ceremony if s/he: (1) has no more than four credits to be earned in the following Jan term for participation in the fall Closing Convocation and no more than six credits to be earned in the following summer sessions for spring Closing Convocation; and, (2) Petitions the Admissions, Progressions, Honors and Graduation Graduation Committee of the School of Nursing.

Role of the Dean:

- to represent the faculty of the School of Nursing in planning the ceremony
- to act as liaison between the degree candidates and the faculty
- to evaluate the effectiveness of the ceremony based on feedback from students and faculty
- to determine date and time of ceremony as part of the School of Nursing academic calendar
- to provide for ceremony costs in the annual budget
- to organize and assemble the Closing Convocation Ceremony program with the following format:
 - Processional
 - Opening Remarks
 - Nursing Speaker
 - Senior Speaker
 - Welcome Into the Profession and Confirmation of Pins
 - Class Gift
 - Recessional

Speakers:

A panel made up of equal numbers of senior student representatives and nursing faculty

will select the student speaker.

Location:

The site will vary by semester and be determined by the College.

Dress by Degree Candidates and Nursing Faculty:

Academic regalia

Role of Students:

- to participate in planning of ceremony with the dean
- to assist in the selection of student speakers
- to design and duplicate invitations with input from the dean.

Availability of Receiving the Nursing Pin Prior to December or May:

- If a student completes graduation requirements prior to December or May, s/he may receive a nursing pin, if purchased, once all degree requirements are met.

School of Nursing Awards

The department of nursing has established four kinds of awards: senior honors in nursing, RN-BSN senior honors in nursing, professional excellence, and the Wilma Pope Award that are announced at the end of each semester. The criteria for each award are listed below.

Senior Honors in Nursing Criteria

The nursing faculty members vote to honor one student with Senior Honors in Nursing for every 25 generic students in the graduating class.

- A cumulative grade point average of 3.50 based on required nursing courses.
- Exceptional performance in clinical practice as a provider of nursing care, designer/manager/coordinator of care, and member of the nursing profession based on the following criteria:
 - Synthesized theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to diagnose and treat human responses to actual or potential health problems throughout the life span.
 - Used critical, analytical and creative thinking and intuitive processes as a basis for decision making in the application of the nursing process.
 - Actualized professional nursing roles to meet the health needs of multidimensional individuals and families, groups and communities in a continually evolving diverse and multicultural society.
 - Evaluated research findings, applied them to professional nursing practice and identified researchable problem.
 - Functioned independently and collaboratively in providing nursing care that supported the worth and dignity of clients and their efforts toward self-determination in health care.
 - Demonstrated accountability for conduct consistent with professional nursing standards based on an integration of professional values with ethical and legal considerations.

- Used leadership skills and knowledge of social systems to influence changes necessary for the health and welfare of society. (Achievement may be demonstrated in the clinical setting, college, or community).

RN-BSN Senior Honors in Nursing Award

The nursing faculty members vote to honor one student with RN-BSN Senior Honors in Nursing for every 25 RN-BSN students in the graduating class.

- A cumulative grade point average of 3.5 based on required nursing courses completed at Linfield College.
- Exceptional performance in clinical practice as a provider of nursing care, designer/manager/coordinator of care, and member of the nursing profession based on the following criteria:
 - Synthesized theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to diagnose and treat human responses to actual or potential health problems throughout the life span.
 - Used critical, analytical and creative thinking and intuitive processes as a basis for decision making in the application of the nursing process.
 - Actualized professional nursing roles to meet the health needs of multidimensional individuals and families, groups and communities in a continually evolving diverse and multicultural society.
 - Evaluated research findings, applied them to professional nursing practice and identified researchable problem.
 - Functioned independently and collaboratively in providing nursing care that supported the worth and dignity of clients and their efforts toward self-determination in health care.
 - Demonstrated accountability for conduct consistent with professional nursing standards based on an integration of professional values with ethical and legal considerations.
 - Used leadership skills and knowledge of social systems to influence changes necessary for the health and welfare of society. (Achievement may be demonstrated in the clinical setting, college, or community).

Award for Professional Excellence

The School of Nursing gives this special award to a graduating senior who excels in leadership, scholarship and the human science of nursing. The award is reserved for those years when such a graduate is identified by the faculty. The following criteria will be used to determine eligibility for this award. The recipient:

- is caring with self, clients, fellow students, faculty, nurses and the community;
- is a leader in multiple areas (may include clinical practice, student government, community);
- is in touch with his/her own power and uses it wisely (appropriately);
- has excellent communication skills in class, clinical, community;
- is a critical thinker - looks at multiple perspectives and shares own perspective (even when holding an unpopular view), and is respectful in dialogue with others;
- is a potentially skilled scholar-clinician, demonstrating high level of inquiry skills in the creation and evaluation of knowledge.

Wilma Pope Alumni Award

The school's alumni association gives this award to recognize a senior who demonstrates caring, clinical competence, and professionalism in nursing practice. The following criteria will be used to determine eligibility for this award:

- demonstrated caring in clinical practice and in College activities/classes;
- demonstrated clinical competence;
- model professional behavior in clinical practice, and in school activities/classes;
- demonstrated involvement/leadership in student organizations.

CHAPTER IV

GENERAL REQUIREMENTS

Student Passport

The purpose of the passport is to provide a record of completion of requirements for the nursing program. (See Appendix F) It is the student's responsibility to keep the original passport and update it as required. The student must have the passport signed by the Nursing Learning Resource Center (NLRC) Director each semester and submit it to clinical faculty at the beginning of each clinical course. If requirements are not met and documented on the passport, the student will not be allowed into clinical sites. A student may be charged for any faculty time required for making up clinical time because of an incomplete passport. In this situation, Faculty are under no obligation to provide the student an opportunity for makeup and completion of the course.

Prior to beginning clinical experiences students will provide the documentation for their passports to the NLRC Director. At the beginning of each course, the NLRC Director will check the documentation for all students enrolled in clinical courses. Passport documentation includes:

- Initial health assessment
- Tuberculin skin testing or chest x-ray -- required annually
- Diphtheria and tetanus every 10 years
- MMR (two doses or laboratory evidence of measles, mumps and rubella immunity by titer)
- Hepatitis B immunization series or positive titer (or waiver form)
- Varicella vaccination, or documentation of prior physician diagnosed chicken pox or laboratory evidence of varicella immunity
- Documentation of polio immunization
- Current CPR certification – American Heart Association BLS for Health Care Providers
- Bloodborne Pathogen Training -- required annually
- Legacy Safety Training -- required annually
- Essential functions form
- Criminal Background Checks (initially but may be required again if circumstances warrant)
- HIPAA training (annually or as needed for specific clinical agencies)
- E-chart training
- Optional -- Hepatitis A, pneumonia and influenza
- RN licensure (for RN students)

Students are responsible for providing documentation to the NLRC Director. TB skin testing is valid for one year from the date of the skin test. CPR cards are valid for two years from the date of the class.

Insurance

Health Insurance - Required

All nursing students are required to have health insurance coverage either purchased through the College or through their private insurance company. Health insurance is vital in covering injuries that may occur while the student is engaged in clinical practice or while on Portland Campus grounds.

Neither clinical agencies nor the College's Worker's Compensation programs cover student injuries. Needle sticks, back injuries, and infectious diseases are some of the potential injuries that occur in clinicals making health insurance coverage essential.

Note. Campus Employment Students are covered by the College's Worker's Compensation program only if the injury occurs while they are working for the College, and not during non-employment times.

Professional Liability Insurance - Malpractice - Required

Students enrolling in clinical nursing courses are required to purchase professional liability insurance coverage through the College. An annual, renewable fee is to be paid each year at the time of registration. This insurance only covers individuals in their clinical performance as students in nursing courses.

Assigned Papers

Assigned papers are to be written according to the format present in the following reference:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, D.C.: Author.
A copy of this book is available in the library.

Unless otherwise indicated by the instructor, two copies of assigned papers are to be submitted. One copy is returned to the student. The other copy is kept on file with the faculty member.

Clinical Requirements

Absence/Tardiness/Clinical Make-Up

Attendance is required for all clinical laboratory experiences. A student who is unable to attend must notify the clinical facility before the time scheduled for the start of the clinical laboratory experience. The student who is going to arrive late must also notify the clinical facility as soon as possible. Students are required to notify the clinical instructor of absences or tardiness. Students must arrive at the time that their clinical is scheduled. Tardiness is not acceptable. Repeated tardiness may lead to failure of the class.

If course outcomes are not met because of excused clinical absence or tardiness, two options are available to the student. The student may complete the course the

next time it is offered if there is available space, or arrange for make-up time with the clinical instructor and Course Coordinator. The second option depends upon the willingness and availability of the clinical instructor. Under some circumstances, it may be necessary for the student to pay for make-up hours. No clinical make-up should occur during the final exam period.

Policies of the Clinical Agency

Students are expected to comply with the policies of the clinical agency in which they are assigned for clinical laboratory experience. This includes, but is not limited to, policies related to client confidentiality and the photocopying of any part of the client's medical record, immunizations, and/or criminal background checks.

Transportation

Students must provide their own transportation to agencies for clinical experiences. Parking fees associated with clinical practice are the responsibility of the student.

Student Injury

Students must follow the procedure of the clinical facility in reporting injuries. If medical treatment is required, students are responsible for completing the forms required by their insurance company. (Also see School of Nursing policy on incident reports in Chapter III).

Student Errors

Students making an error of omission or commission in the clinical laboratory must notify the clinical instructor immediately. The procedure for reporting errors identified by the clinical agency is to be followed. Faculty are to notify the Dean of the School of Nursing in writing of any student errors that may require legal intervention or are of great significance. (Also see School of Nursing policy on incident reports.)

Personal appearance policy (dress code)

Linfield-Good Samaritan School of Nursing expects the nursing student to demonstrate a professional image. Due to the nature of health care, we must demonstrate a patient/client focus with regard to dress and appearance. Students' dress must be neat in appearance and appropriate to their learning environment at all times. Students should be aware and conscientious of their personal hygiene and cleanliness of attire. Students must be in compliance with their agency's policy.

Identification

All Linfield nursing students must wear an identification badge or nametag while in clinical/practicum experiences. These badges should be visible, readable, and in keeping with the agency requirements.

Clothing

Students may choose to wear navy blue and/or white scrubs. A white lab coat is required. A Linfield patch must be sewn on the left sleeve of the lab coat and the left sleeve of each scrub or uniform top. Scrubs, lab coats and patches are available at the campus bookstore; scrubs and lab coats are available at uniform shops in the community. Some clinical/practicum sites may allow students to wear street clothes and footwear while practicing in their agency. Students should check with their instructor for specific guidelines.

Footwear

- Shoes shall be clean and in good repair and appropriate for the clinical/practicum assignment.
- Shoes with flexible soles, low heels and closed toes are recommended for safety and optimum body mechanics.
- White or nearly white shoes are required in the majority of clinical/practicum sites.

Jewelry

- Jewelry shall be kept to a minimum.
- Jewelry should be appropriate and safe for the clinical/practicum environment and not pose a risk to the student or patients. (i.e. large hoop or dangling earrings).

Hygiene and Grooming

- Students shall be clean and free from strong odors, including perfumed fragrances.
- Fingernails shall be clean and at a length that does not interfere with the job or pose a risk to the student or clients. Artificial nails pose an infection control and safety risk and are not allowed.
- Clear nail polish may be worn.
- Hair, sideburns, mustaches and/or beards shall be clean, neat and well trimmed.
- Male students without well-trimmed beards and mustaches shall be clean-shaven.
- Long hair must be pulled back from the face.
- Make-up shall be appropriate to the professional work environment and not extreme.

Radical Departures

- Hair color is to be within the normal color range.
- Hairstyle is to be within reasonable healthcare environment standards.
- Body piercing, except appropriate pierced ears, is not to be visible during clinical/practicum hours. (Two earrings/ear)
- Tattoos are not to be visible during clinical/practicum experience.

Non-compliance/Disciplinary action

Students who fail to comply with this policy will be sent home and asked to return in appropriate attire. If further violations occur the student may fail the course.

Exceptions

Where a student is disabled, has a verified medical condition, or as a member of a religious group with a religious tenet/doctrine, is required to wear certain dress styles that are exceptions to this policy, Linfield will accommodate the student provided that safety, health and hygiene requirements are satisfied. The student has the responsibility to inform his/her clinical instructor of this request for exception to the policy.

Required/Recommended supplies

Required:

- Name tag or badge.
- Navy blue and/or white scrubs or uniforms
- White lab coat
- Linfield patches sewn on the left sleeve of each lab coat and top.
- White or nearly white shoes with closed toes.
- Watch with second hand or digital second timer.

Recommended:

- Stethoscope and blood pressure cuff may purchase during or after Nursing 106
- Penlight

Position Statement on HIV/HBV/HCV Infection and Nursing Students

Linfield-Good Samaritan School of Nursing supports comprehensive education regarding AIDS/HIV and Hepatitis B and C infection for all nursing students. The nursing curriculum will include AIDS/HIV and Hepatitis B and C infection content on patient treatment, transmission, and mechanisms for protection while delivering care to persons with AIDS/HIV infection and Hepatitis B (HBV) and Hepatitis C (HCV) infection. This will include instruction in universal precautions, infection control policies and programs, availability of hepatitis B vaccine, post-exposure policies, occupational health and safety issues and engineering controls/equipment. This information will be provided to students at the onset of their academic careers as well as throughout the course of their studies. Forums to discuss ethical and practice concerns of students regarding the care of HIV-infected patients will also be available. The school recommends:

- HBV vaccine as a component of each nursing student's pre-clinical evaluation,
- Post-exposure follow-up for students who sustain exposure to AIDS/HIV, HBV and HCV infection in the clinical setting and
- A mechanism for students to access health care services.

Nursing students will be assured clinical setting protection consistent with those of employees covered under the Occupational Health and Safety Act. The school of nursing requires the strict use of universal precautions and availability of proven safety measures for students in the health care workplace consistent with the practice and standards for the nurses who are employed by the facility. The continued evaluation, monitoring and modification of the student's work practices by qualified nursing supervision will be provided to ensure optimum safety in the workplace. Personal protective equipment will be readily available to the student nurse as mandated by the Occupational Exposure to Bloodborne Pathogens Standard, 1991.

The policy of Linfield-Good Samaritan School of Nursing concerning HIV/HBV/HCV infection and nursing students is as follows:

- The nursing curriculum will include current HIV/HBV/HCV content at the onset of the academic program and as applicable throughout the program of study.
- The established mechanism to prevent hepatitis B infection, hepatitis B vaccine, will be a recommended component of each nursing student's pre-clinical evaluation.
- Nursing students who sustain exposure to blood and certain body fluids in the clinical practice setting will be encouraged to seek post-exposure follow-up.
- Nursing students will be assured workplace/clinical setting protection (excluding any payment for HIV/HBV/HCV/AIDS health care) consistent with those of employees according to the OSHA standards.
- Nursing students or applicants to the nursing program will not be deprived of access to the school of nursing nor dismissed from the program based solely on HIV status.
- All HIV/HBV/HCV related information will be kept confidential to safeguard nursing students' rights to privacy.

Note: This position statement is a modification of the 1992 American Nurses Association position statement on HIV/HBV infection and nursing students.

Occupational Safety & Health Division (OR-OSHA) Bloodborne Pathogens Exposure Control Plan

Background

The Occupational Safety and Health Division at the federal level adopted the Bloodborne Pathogens Standard on December 6, 1991. The Oregon OSHA adopted this federal standard, effective July 1, 1992. This standard is part of OAR 437, Division 2/Z, "Toxic and Hazardous Substances". On November 6, 2000 the Needlestick Safety and Prevention Act was signed that required OSHA to revise the Bloodborne Pathogen Standard. This standard recognizes the fact that injuries from contaminated needles and other sharps are associated with an increased risk of disease from more than twenty infectious agents, and by implementing needleless systems and sharps with engineered sharps injury protection, these injuries can be prevented and perhaps eliminated. Occupational Safety and Health Administration. Federal Register, Occupational Exposure to Bloodborne Pathogens; Needlestick and Other Sharps Injuries; Final Rule.- 66:55317-5325. (01/18/01). This amended Bloodborne Pathogens Standard requires the consideration and use, whenever possible, of safety-engineered sharp devices and needleless systems. The standard provides requirements for employers to follow in order to ensure employee safety with regard to occupational exposure to blood and/or other infectious materials since any exposure could result in transmission of bloodborne pathogens that could lead to disease or death. Bloodborne pathogens are disease-causing microorganisms. Two significant pathogens are Hepatitis B (HBV) and Human Immunodeficiency Virus (HIV). The standard covers all employees who could be reasonably expected to come into contact with human blood and other potentially infectious materials in the course of their work. The following Exposure Control Plan applies to Linfield College employees and is recommended for all nursing students.

Exposure Determination

The following employees/students are considered to be at risk for potential exposure to blood and other potentially infectious body fluids.

- Employees: Faculty in nursing courses that involve clinical experiences.
- Students: Students enrolled in nursing courses that involve clinical practicum or experiences.

The tasks and procedures or groups of related tasks and procedures performed by employees/students in which occupational exposure occurs:

- Employees
 - Nursing faculty in the Nursing Learning Resource Center where there may be the potential for exposure to blood.
 - Nursing faculty in clinical experiences when supervising students in the provision of direct care to clients and in the performance of direct care to clients and in the performance of invasive procedures such as injections, and intravenous lines.
- Nursing Students
 - In the Nursing Learning Resource Center, where there may be potential for exposure to blood.
 - In the clinical facility, in providing direct care to clients in acute care, long-term care, community health, community mental health and home care settings. Performing procedures such as administering parenteral medications, initiating an intravenous line, changing dressings, inserting nasogastric tubes or catheters, irrigating wounds, assuring airway patency and performing Cardio-Pulmonary Resuscitation.

Methods of Compliance

General

- Universal precautions are taught to students and observed by faculty in the nursing program.
- Universal precautions are a part of a professional practice by nursing faculty.

Engineering & Work Practice Controls

- Engineering Controls are structural or mechanical devices the College provides such as hand washing facilities, sharps containers, and biohazard labels.
- Work Practice Controls are the behaviors necessary to use engineering controls effectively such as washing hands after removing personal protective equipment, using sharps containers and applying biohazard labels.
- Hand washing facilities:
 - Hand washing facilities are readily available and accessible to employees and students throughout campus facilities. Any contact of skin or mucous membrane with blood or potentially infectious body fluid by student or employee will be thoroughly cleansed with soap and water or water only as appropriate.
 - The Nursing Learning Resource Center has a sink with soap dispenser available for use by students and faculty.

- Students in clinical experiences in acute, long term care, community health, community-mental health, and home health have ready access to hand washing facilities.
- Sharps: Students and faculty do not recap needles under any circumstances in either the classroom or clinical settings. All contaminated sharps are disposed of in containers, which are puncture resistant, labeled, leak proof, and appropriately sealed prior to disposal. Legacy Good Samaritan Hospital and Medical Center handles disposal of sealed containers using approved handling and disposal methods for medical waste.
- Eating, Smoking, Applying Cosmetics or Lip Balm, and Handling Contact Lenses:
 - are prohibited in the Nursing Learning Resource Center. Drinking is permitted only when activities/skills involved no risk of exposure to blood.
 - are restricted in the clinical facilities to areas in which there is no risk of exposure to contaminated blood or body fluids.
- Procedures: involving blood or other potentially infectious materials are taught and performed to minimize splashing, spraying, splattering, and droplet generation.
- Appropriate Cleaning Procedures: are observed for any spills or contamination.

Provision of Protective Equipment/Supplies

- Located in the Nursing Learning Resource Center are disposable, single use gloves that are worn by students and faculty when the risk of blood contact is present. Disposable gowns and masks are also available to students and faculty for use in the lab, but no procedures are performed there, which would necessitate their use.
- Located in clinical facilities provide protective equipment/supplies for use by employees, students and faculty
- Faculty and students wear disposable, single use gloves when there is reasonable expectation of contact with blood or other potentially infectious body fluids. This includes, but is not limited to, brushing teeth, contact with wounds or dressings, intravenous injections, or initiation of IV therapy.
- Protective devices for face and eyes are available to students and faculty in clinical facilities. No exposure risk requiring these precautions exists on campus.

In event of exposure to blood and body fluids, immediate follow-up with a medical provider is recommended.

CHAPTER V

COLLEGE POLICIES AND PROCEDURES

Academic Dishonesty

Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Anything less is unacceptable and is considered academic dishonesty.

Cheating: Use or attempting use of unauthorized materials, information, or study aids in any academic work submitted for credit.

Plagiarism: Submission of academic work for credit that includes material copies or paraphrased from published or unpublished works without documentation.

Fabrication: Deliberate falsification or invention of any information or citation in academic work.

Facilitating Academic Dishonesty: Knowingly helping or attempting to help another violate the College's policy on academic dishonesty.

Students guilty of such acts are subject to disciplinary action. In dealing with academic dishonesty, the instructor shall have discretion as to what penalty to impose regarding the course grade. Instructors are required, when discovering a case of academic dishonesty, to inform the Dean of Students, as well as the student, in writing of the incident within 10 days of the discovery of the offense. The Dean of Students is responsible for referring all cases involving more than one offense by the same student directly to the College Judicial Council. The Judicial Council may impose College-level penalties upon the offending students. The student may appeal a decision of an instructor to the Judicial Council.

Proper due process shall be in force for all academic dishonesty proceedings, as outlined in the Policies and Procedures of the College Judicial Council.

[Ref: Linfield College (2008-09) *Linfield College Course Catalog 2008-09*, p18. McMinnville, OR: Author.]

Academic Dishonesty Appeal

Students wishing to appeal grades given based on academic dishonesty must appeal directly to the Linfield College Judicial Council. See your advisor for assistance with the appeal process.

Academic Grievance Procedure

Academic grievances concerning teaching and learning should be settled as close to the level of student-faculty contact as possible. If students believe they have been treated arbitrarily or capriciously by an instructor in a grade assigned or other ways, they should first talk to the instructor. If the matter remains unresolved, they should speak with the chairperson of the instructor's department or, in the case of a Nursing course, the appropriate Course Coordinator. If after this the matter is still unresolved, nursing students should speak with the Dean of the School of Nursing. Finally, if the matter has not been resolved by the above means, students may

discuss the matter with the Director of the Portland Campus.

[Ref: Linfield College (2008-09) *Linfield College Course Catalog 2008-09*, p18. McMinnville, OR: Author.]

Student Behavior

Every faculty member and student has the right to conditions favorable to teaching and learning both in and out of the classroom. To foster and maintain such conditions, students have the responsibility to conduct themselves, individually and in groups, in a manner that promotes an atmosphere conducive to teaching, studying, and learning. Students are expected to uphold academic and personal integrity, to respect the rights of others, and to refrain from disruptive, threatening, intimating, or harassing behavior, or behavior that is harmful to themselves, other persons, or property. Faculty have the right and responsibility to foster an environment conducive to teaching and learning, and should this be threatened by student behavior, faculty are authorized and encouraged to initiate the following steps:

- A private discussion with the student during which the faculty member describes the unwanted behavior, explains why it is inappropriate, and specifies expectations for future student behavior.
- Initiation of a formal meeting with the student, the student's academic advisor, and/or the Dean of Students or the Dean's designee.
- Request, through the Dean of Students, that the student be withdrawn from the class.
- Initiation of other disciplinary action, in coordination with the Dean of Students, by means of the appropriate judicial process.

[Ref: Linfield College (2008-09) *Linfield College Course Catalog 2008-09*, p 18-19. McMinnville, OR: Author.]

See the current Linfield College course catalog for other College policies and procedures.

CHAPTER VI:
CURRICULUM PLANS

**LINFIELD-GOOD SAMARITAN SCHOOL OF NURSING
BSN CURRICULUM PLAN FOR JUNIOR TRANSFER STUDENTS
FALL ENTRY 2009**

Students admitted to this plan must have the following courses completed with a minimum grade of "C" in each course and a minimum BSN GPA of 2.75 by the fall start date.

Inquiry Seminar or College Writing
Lifespan Developmental Psychology
General Sociology
Cultural Environment of Health, Medical Anthropology, or Cultural Anthropology
Statistics
One Year Chemistry with lab **or** One Year of General Biology with lab
One year of Anatomy & Physiology with lab
Microbiology with lab
General Nutrition
Computer Proficiency
May need to complete additional LC/Elective credits to meet 125 semester credit requirement for graduation.

| JUNIOR | | | |
|---|----------|---|----------|
| FALL - SOCIALIZATION INTO NURSING | | SPRING - PROMOTING HEALTHY CHOICES | |
| NUR 103 Foundation for Reflective Practice | 3 | NUR 213 Family Health | 5 |
| NUR 106 Helping Role of Nurse | 4 | NUR 206 Society and Mental Health | 6 |
| NUR 208 Therapeutic Communication in Health Care | 3 | NUR 314 Research Methods | 3 |
| LC Linfield Curriculum or Elective | <u>3</u> | LC Linfield Curriculum or Elective | <u>3</u> |
| Note: Completion of NUR 103, 106 and 2.5 BSN GPA needed for progression to NUR 213 and 206. | 13 | Note: Completion of NUR 213, 206, 208 and a 2.5 BSN GPA needed for progression to NUR 311, 313, 316, 318. | 17 |
| SUMMER - ILLNESS EXPERIENCES | | | |
| NUR 311 Clinical Nursing Skills | 2 | | |
| NUR 318 Maternal-Child Health Challenges | 4 | | |
| SENIOR | | | |
| FALL - ILLNESS EXPERIENCES | | SPRING - NURSING IN A GLOBAL SOCIETY | |
| NUR 313 Adapting to Health Challenges | 6 | NUR 416 Stewardship of the Community | 5 |
| NUR 316 Life Threatening Health Challenges | 6 | NUR 419 Reflective Practice in a Global Society: Senior | 5 |
| LC Linfield Curriculum or Elective | <u>3</u> | Practicum | 1 |
| Note: Completion of all support courses and NUR 311, 313, 316, 318 and 2.5 BSN GPA needed for progression to 400 level nursing courses. | 15 | NUR 025 Skills for NCLEX-RN Exam | <u>3</u> |
| | | LC Linfield Curriculum or Elective | 14 |

- Linfield Curriculum courses (LCs): 4 semester credits each of Vital Past, Creative Studies, Ultimate Questions, Global Pluralisms and an upper division course outside of nursing must be completed in order to graduate from Linfield. These courses may be taken in any order in your curriculum. Current Linfield students will follow the catalog requirements in effect at the time they originally enrolled.
- A student's progression through the Nursing program requires a minimum BSN GPA of 2.5 and a grade of "C" or greater in all required courses.
- This curriculum plan shows courses necessary to complete the major. Additional courses may be needed in order to meet the Linfield graduation requirements and the 125 semester hours.

NOTE: Students have the option of taking a course of 3-5 credits during January term, a four week program offered between fall and spring semester. On-site study abroad courses, as well as regular departmental courses are offered during this term. There is a fee of \$160.00 per credit hour for 2009.

**LINFIELD-GOOD SAMARITAN SCHOOL OF NURSING
BSN CURRICULUM PLAN FOR
SPRING ENTRY 2009**

This is an example of a five-semester curriculum. You will have a faculty advisor who will assist you in your academic planning. Students admitted to this plan must have, at minimum, the following courses completed with a minimum grade of “C” in each course and a minimum BSN GPA of 2.75 by the spring start date:

Inquiry Seminar or College Writing
 Developmental Psychology
 General Sociology
 Cultural Environment of Health, Medical Anthropology, or Cultural Anthropology
 Statistics
 One Year Chemistry with lab **or** One Year of General Biology with lab
 One year of Anatomy & Physiology with lab
 Microbiology with lab
 General Nutrition
 Computer Proficiency
 May need to complete additional LC/Elective credits to meet 125 semester credit requirement for graduation.

| | | SPRING- SOCIALIZATION INTO NURSING | CR |
|--|-----------|--|------------|
| | | NUR 103 Foundations for Reflective Practice | 3 |
| | | NUR 106 Helping Role of the Nurse | 4 |
| | | NUR 208 Therapeutic Communication in Health Care | 3 |
| | | LC Linfield Curriculum or Elective | <u>3</u> |
| | | <u>Note:</u> Completion of NUR 103, 106 and 2.5 BSN GPA needed for progression to NUR 206 and 213. | 13 |
| FALL – PROMOTING HEALTHY CHOICES | CR | SPRING – ILLNESS EXPERIENCE | CR |
| NUR 213 Family Health | 5 | NUR 311 Clinical Nursing Skills | 2 |
| NUR 206 Society and Mental Health | 6 | NUR 316 Life Threatening Health Challenges | 6 |
| NUR 314 Research Methods | <u>3</u> | LC Curriculum or Elective | 3 |
| | 14 | LC Curriculum or Elective | <u>3</u> |
| | | | 14 |
| Note: Completion of NUR 213, 206, 208 and 2.5 BSN GPA needed for progression to NUR 311/313/316, 318. | | | |
| SENIOR YEAR | | | |
| FALL – ILLNESS EXPERIENCE | CR | SPRING –NURSING IN GLOBAL SOCIETY | CR |
| NUR 313 Adapting to Health Challenges | 6 | NUR 416 Stewardship of the Community | 5 |
| NUR 318 Maternal-Child Health Challenges | 4 | NUR 419 Senior Practicum | 5 |
| LC Curriculum or Elective | <u>3</u> | NUR 025 Skills for NCLEX-RN | 1 |
| | 13 | LC Curriculum or Elective | <u>3-6</u> |
| | | | 14-17 |
| Note: Completion of all support courses, NUR 311, 313, 314, 316, 318 and 2.5 BSN GPA needed for progression to NUR 416, 419. | | | |

- Linfield Curriculum courses (LCs): 4 semester credits each of Vital Past, Creative Studies, Ultimate Questions, Global Pluralisms and an upper division course outside of nursing must be completed in order to graduate from Linfield. These courses may be taken in any order in your curriculum. Current Linfield students will follow the catalog requirements in effect at the time they originally enrolled.
- A student’s progression through the Nursing program requires a minimum BSN GPA of 2.5 and a grade of “C” or greater in all required courses.
- This curriculum plan shows courses necessary to complete the major. Additional courses may be needed in order to meet the Linfield graduation requirements and the 125 semester hours.

NOTE: Students have the option of taking a course of 3-5 credits during January term, a four-week program offered between fall and spring semester On-site study abroad courses, as well as regular departmental courses are offered during this term. There is a fee of \$160.00 per credit hour for 2009

SUBJECT TO CHANGE

4/08

**LINFIELD-GOOD SAMARITAN SCHOOL OF NURSING
SAMPLE BSN ACCELERATED CURRICULUM PLAN
JUNIOR SUMMER ENTRY 2009**

Admission consideration requires completion of a prior Bachelor's degree along with the following prerequisite requirements completed with a minimum grade of "C" in each course and a minimum BSN GPA of 2.75 by the summer start date.

- Life Span Developmental Psychology
- General Sociology
- Cultural Environment of Health, Medical Anthropology or Cultural Anthropology
- Statistics
- One Year of Chemistry with lab **or** One Year of General Biology with lab
- One year of Anatomy & Physiology with lab
- General Nutrition
- Microbiology with lab
- Computer Proficiency

Below is the actual accelerated curriculum plan. Details for the daily schedule will be available at registration

| Summer | Credits | | | | |
|--|----------------|-------------------------|----------------|--|----------------|
| NUR 103 Foundation for Reflective Practice | 3 | | | | |
| NUR 106 Helping Role of Nurse | 4 | | | | |
| <u>Note:</u> Completion of NUR 103, 106 and 2.5 BSN GPA needed for progression to NUR 213 and 206. | 7 | | | | |
| Fall | Credits | January | Credits | Spring | Credits |
| NUR 208 Therapeutic Communication in Health Care | 3 | NUR 311 | 2 | NUR 313 Adapting to Health Challenges | 6 |
| NUR 213 Family Health | 5 | Clinical Nursing Skills | | NUR 318 Maternal-Child Health Challenges | 4 |
| NUR 206 Society and Mental Health | 6 | | | NUR 314 Research Methods | 3 |
| <u>Note:</u> Completion of NUR 206, 208, 213 and a 2.5 BSN GPA needed for progression to NUR 311, 313, 316, 318. | 14 | | | | 13 |
| Summer | Credits | | | | |
| NUR 316 Life Threatening Health Challenges | 6 | | | | |
| <u>Note:</u> Completion of NUR 311, 313, 314, 316, 318 and 2.5 BSN GPA and all support courses needed for progression to 400 level nursing courses. | | | | | |
| Fall | Credits | | | | |
| NUR 416 Stewardship of the Community | 5 | | | | |
| NUR 419 Reflective Practice in a Global Society: Senior Practicum | 5 | | | | |
| NUR 025 Skills for NCLEX-RN Exam | 1 | | | | |
| Elective | 3 | | | | |
| | 14 | | | | |

- A student's progression through the Nursing program requires a minimum BSN GPA of 2.5 and a grade of "C" or greater in all required courses.
- This curriculum plan shows courses necessary to complete the major.
- All students on this academic plan will be required to take 2 credits during January term. This is a four week program offered between fall and spring semesters. An estimated fee of \$160.00 per credit hour will be charged for 2009.

**LINFIELD COLLEGE-PORTLAND CAMPUS
 LINFIELD-GOOD SAMARITAN SCHOOL OF NURSING
 BSN CURRICULUM PLAN FOR SIX SEMESTER SOPHOMORE TRANSFER STUDENTS
 FALL ENTRY 2008**

Students admitted to this plan must have the following courses completed with a minimum grade of “C” in each course and a minimum BSN GPA of 2.75 by the fall start date.

- Inquiry Seminar or College Writing
- Lifespan Developmental Psychology
- General Sociology
- Cultural Environment of Health, Medical Anthropology, or Cultural Anthropology
- Statistics
- One Year Chemistry with lab **or** One Year of General Biology with lab
- One year of Anatomy & Physiology with lab
- Microbiology with lab
- General Nutrition
- Computer Proficiency
- May need to complete additional LC/Elective credits to meet 125 semester credit requirement for graduation.

| JUNIOR | | | |
|--|----------|--|----------|
| FALL - SOCIALIZATION INTO NURSING | | SPRING - PROMOTING HEALTHY CHOICES | |
| NUR 103 Foundation for Reflective Practice | 3 | NUR 213 Family Health | 5 |
| NUR 106 Helping Role of Nurse | 4 | NUR 206 Society and Mental Health | 6 |
| NUR 208 Therapeutic Communication in Health Care | 3 | NUR 314 Research Methods | 3 |
| LC Linfield Curriculum or Elective | <u>3</u> | LC Linfield Curriculum or Elective | <u>3</u> |
| | 13 | | 17 |
| <u>Note:</u> Completion of NUR 103, 106 and 2.5 BSN GPA needed for progression to NUR 213 and 206. | | <u>Note:</u> Completion of NUR 213, 206, 208 and a 2.5 BSN GPA needed for progression to NUR 311, 313, 316, 318. | |
| SUMMER - ILLNESS EXPERIENCES | | | |
| NUR 311 Clinical Nursing Skills | 2 | | |
| NUR 318 Maternal-Child Health Challenges | 4 | | |
| SENIOR | | | |
| FALL - ILLNESS EXPERIENCES | | SPRING - NURSING IN A GLOBAL SOCIETY | |
| NUR 313 Adapting to Health Challenges | 6 | NUR 416 Stewardship of the Community | 5 |
| NUR 316 Life Threatening Health Challenges | 6 | NUR 419 Reflective Practice in a Global Society: Senior | 5 |
| LC Linfield Curriculum or Elective | <u>3</u> | Practicum | 1 |
| | 15 | NUR 025 Skills for NCLEX-RN Exam | <u>3</u> |
| <u>Note:</u> Completion of all support courses and NUR 311, 313, 316, 318 and 2.5 BSN GPA needed for progression to 400 level nursing courses. | | LC Linfield Curriculum or Elective | 14 |

Linfield Curriculum courses (LCs): 4 semester credits each of Vital Past, Creative Studies, Ultimate Questions, Global Pluralisms and an upper division course outside of nursing must be completed in order to graduate from Linfield. These courses may be taken in any order in your curriculum. Current Linfield students will follow the catalog requirements in effect at the time they originally enrolled.

- A student’s progression through the Nursing program requires a minimum BSN GPA of 2.5 and a grade of “C” or greater in all required courses.
- This curriculum plan shows courses necessary to complete the major. Additional courses may be needed in order to meet the Linfield graduation requirements and the 125 semester hours.

NOTE: Students have the option of taking a course of 3-5 credits during January term, a four week program offered between fall and spring semester. On-site study abroad courses, as well as regular departmental courses are offered during this term. There is a fee of \$160.00 per credit hour for 2009.

SUBJECT TO CHANGE

04/07

CHAPTER VII

Appendices

APPENDICES

| | |
|--|----|
| A. Health Assessment Report | 48 |
| B. Health Self Assessment Report..... | 49 |
| C. Hepatitis B Immunization Wavier Form..... | 51 |
| D. Essential Functions | 52 |
| E. Computer Proficiency Requirement | 53 |
| F. Student Health Passport | 56 |
| G. Student Papers and Assignments Consent Form | 58 |
| H. Student Health Services | 59 |

Appendix A

Linfield-Good Samaritan School of Nursing Health Assessment Report

Date _____ (Please Print)

Last Name First Name MI Date of Birth

Street Address City State Telephone Number

In case of Emergency contact:

Contact Name Relationship to Student Telephone Number

Address

IMMUNIZATIONS AND TEST REQUIRED:

You must provide documentation of the following required tests:

Tuberculin skin test: (annual requirement)

OR

Chest X-ray results if positive reactor **AND**

Prophylactic medication prescribed and completed or not and the dates

OR

Previous BCG vaccine with positive reaction

Diphtheria-Tetanus: (every 10 years)

Measles, Mumps, Rubella: 2 documented doses

OR

Laboratory evidence of Measles, Mumps and Rubella immunity by titers

Hepatitis B status:

Dates of vaccine **AND**

Hepatitis B surface antibody results if vaccinated (**titer is required to verify immunity**)

OR

History of Hepatitis B disease (Anti-HBc positive)

OR

Hepatitis B declination waiver signed

Chickenpox (varicella):

Date of disease

OR

Dates of vaccinations (2)

Polio:

Dates if available

DO NOT WRITE DATES ON THIS FORM. PROVIDE OFFICIAL DOCUMENTATION.

Appendix B

Linfield-Good Samaritan School of Nursing Health Self Assessment Report

Name: _____

Date of Birth: _____

PART I To be completed by student

Past Illness:

Injuries:

Hospitalization:

Other: (Check if condition applies to you)

Comments

| | | |
|--------------------------------|-------|-------|
| Anemia | _____ | _____ |
| Arthritis | _____ | _____ |
| Asthma | _____ | _____ |
| Back Injuries | _____ | _____ |
| Birth Defect | _____ | _____ |
| Bladder Infections | _____ | _____ |
| Bowel Problems | _____ | _____ |
| Cancer | _____ | _____ |
| Diabetes | _____ | _____ |
| Hearing Problems | _____ | _____ |
| Heart Disease | _____ | _____ |
| High B/P | _____ | _____ |
| High Cholesterol or Lipids | _____ | _____ |
| Infectious Mono | _____ | _____ |
| Kidney Disease | _____ | _____ |
| Liver Disease | _____ | _____ |
| Rheumatic Fever | _____ | _____ |
| Seizures | _____ | _____ |
| Thyroid Disease | _____ | _____ |
| Ulcer (duodenal or stomach) | _____ | _____ |
| Visual Problems | _____ | _____ |

MEDICATIONS YOU ARE PRESENTLY TAKING:

ALLERGIES: (to medications and other substances, please list)

PRESENT OR CHRONIC MEDICAL PROBLEMS:

Student Signature _____

Date _____

**Linfield-Good Samaritan School of Nursing
Health Assessment Form**

Name: _____

Date of Birth: _____

PART II To be completed by physician or nurse practitioner

Height _____ Weight _____

Blood Pressure _____ Pulse _____ Respirations _____

Vision (Snellen) / R/L Corrected / R/L

Near Vision _____

Hearing _____ R _____ L

Check if normal:

| | | |
|-------|--------------------|-------|
| _____ | General Appearance | _____ |
| _____ | Head & Scalp | _____ |
| _____ | Face & Skin | _____ |
| _____ | E.E.N.T. | _____ |
| _____ | Neck | _____ |
| _____ | Heart | _____ |
| _____ | Lungs | _____ |
| _____ | Breasts | _____ |
| _____ | Abdomen | _____ |
| _____ | Back & Spine | _____ |
| _____ | Extremities | _____ |
| _____ | Lymphatics | _____ |
| _____ | Neurological | _____ |
| _____ | Genitourinary | _____ |

Is general health adequate to allow participation in a nursing education program? .

Name of Physician or Nurse Practitioner _____

Address _____

Signature _____

Date _____

THIS INFORMATION IS CONFIDENTIAL

Appendix C

Hepatitis B Immunization and Waiver Form for Students

Hepatitis B Immunization

Part A - Consent:

I understand that due to my reasonably anticipated occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B (HBV) infection. I understand that a series of three injections of Hepatitis B vaccine are needed for protection to occur; additional doses may be needed if the first series does not result in immunity. I understand that I will be responsible for the cost of this test. I understand that I will need a post-exposure evaluation if I have an exposure incident, even if I have received the Hepatitis B vaccination series. (For women only: I understand that if I am pregnant, I am advised to consult with my private practitioner regarding the administration of Hepatitis B vaccine.

Signature _____ Date _____

Documentation of three doses (Month & Year)

#1 _____ #2 _____ #3 _____ (Post vaccination titer)

Part B - Refusal

I understand that due to my exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. If in the future I continue to have exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccine series and I will be responsible for the cost of this test.

Signature _____ Date _____

Part C - Consent after initial waiver or refusal:

I have now decided to receive the Hepatitis B vaccination series (three doses) due to my exposure risk to blood and other potentially infectious materials. I have completed Part A of this form as a condition of understanding.

Signature _____ Date _____

Appendix D

Essential Functions Document Linfield-Good Samaritan School of Nursing

Prospective students must be able to perform and/or develop the following essential functions in order to succeed at Linfield-Good Samaritan School of Nursing.

| Essential Functions | Description | Examples |
|---------------------------------|--|---|
| Sensory | Auditory, visual and tactile ability | Monitor and assess health status (e.g., assess color changes in the skin; hear heart, lung and breath sounds). |
| Communication | Verbal, nonverbal, reading, writing | Interact effectively with individuals, families, groups and health care team members from a variety of social, emotional, cultural and intellectual backgrounds; effectively use verbal and nonverbal communications; use responsive and empathetic listening to establish rapport; effectively use appropriate information technology for research and patient care; understand and use correct professional terminology when communicating with other health care professionals; document nursing care clearly; write papers accurately and with clarity. |
| Motor | Physical ability, coordination, stamina | Perform cardiopulmonary resuscitation (CPR); transfer and lift persons; move from room to room and maneuver in small spaces; provide routine and emergency nursing care. |
| Cognitive | Critical thinking ability | Measure and calculate drug dosages and solutions; comprehend, memorize, reason, analyze, prioritize and synthesize information; integrate theory with clinical practice, effectively problem solve; use good clinical judgement based on critical, analytical and creative thinking; as well as intuitive processes; recognize personal learning needs from the clinical setting. |
| Behavioral/Social/ Emotional | Emotional stability, capacity for self-reflection and change | Function effectively under stress; adapt to changing environments and uncertainties in clinical situations; be flexible; use effective organizational and time management skills; respect and accept constructive criticism; respond appropriately to evaluation; be assertive; demonstrate professional responsibility and accountability in nursing practice |

Signature _____

Date _____

Name (print please) _____

Please read this document and sign it. Return this signed document to the Admissions Office.

Appendix E

Linfield College- Good Samaritan School of Nursing Computer Proficiency Requirement

Linfield College – Good Samaritan School of Nursing

Pre-Admission Computer Proficiency Requirement

Information Literacy Expectations

Researching, finding, understanding and managing large amounts of complex information are both the hallmarks and challenges of 21st century health care. Linfield College School of Nursing is committed to preparing nurses to thrive as the health care environment increasingly relies on the nurse's fluency in information literacy to manage care and promote health.

The Linfield College School of Nursing Information Literacy Plan

Upon entry into the nursing major and at each level of the nursing curriculum the student will learn and practice new information literacy skills. Each set of skills builds on previous learning and moves the student toward fluency in information literacy. Access to computers and the Internet is provided during scheduled hours through the Loveridge Hall Computer Lab. It is strongly recommended that students have a personal computer with Internet access that uses programs compatible with those in current use at the College, in addition to the access provided by the Computer Lab

The Linfield College School of Nursing Computer Proficiency Requirement

Basic computer proficiency is a prerequisite for entry into the nursing major. Admitted students are required to have basic word processing, e-mail, and Internet access skills. Students may obtain computer knowledge through self-study, working with a tutor, or taking courses that best meet their learning styles and unique learning needs.

The following skills are essential for all entering students in the Linfield College of School of Nursing program. Possession of these skills will enable students to progress and use relevant instructional methodologies in the nursing program. By signing this document and initialing the attached sections, the student verifies proficiency in EACH of these skills.

“I have read and I understand that by signing this document and initialing the attached I am verifying my proficiency in and accountability for EACH of these skills.”

Signature

Date

Basic Technical Skills: Competence in use of Central Processing Unit (CPU), monitor, keyboard, mouse and printer.

- Use keyboard to enter information, including special features (e.g., caps lock, insert)
- Use mouse effectively (right click, click and drag, etc.)
- Use a windows environment effectively (e.g., opening and using multiple windows; cutting, copying, and pasting between windows; minimizing and maximizing windows)
- Save files to hard drive and disk
- Know what a virus is, and how to screen for and remove a virus
- Use folders and subdirectories to organize information
- Use toolbars and menu bars with drop-down windows
- Understand the concepts of drives, storage media, etc.
- Use Start to find desired applications and to shut down
- Use the Office suite of software
- Operate a printer (e.g., print, add paper, clear minor paper jams)
- Use educational technology (e.g., videotapes and computer programs)
- Access the library's homepage on the World Wide Web
- Understand error warning messages
- Use CD-ROM and disk drives
- Download updates

Initials

Windows Environment: Competence in Windows Explorer for folder/file management.

- Use windows Help
- Maximize and minimize a window
- Move a window
- Print the current window or entire screen
- Distinguish between a file and a folder
- Format a diskette
- Find, move or copy a file or folder

Initials

Email: Competence in use of Email to Send and Receive messages and Attachments

- Open E-Mail system
- Identify the parts of an e-mail address
- Access/Use E-Mail system help
- Address message
 - Use the To: and CC: fields
 - Single recipient or multiple recipients
 - Use subject field
- Read, send, delete, reply to, forward and print e-mail messages
- Send and receive attachments
- Avoid SPAM

Initials

Word Processing: Competence in Word to produce and edit scholarly documents.

- Save in a particular format (e.g. doc, .html, .rtf)
- Save to diskette or hard drive
- Send a document as an email attachment
- Make folders
- Save backup files
- Retrieve a document
- Create a document
- Edit contents of a document
 - Set margins for the document
 - Reform a paragraph (indent, center, tab)
 - Use Spell and Grammar Check
 - Manipulate fonts (boldface, italics, underline)
 - Move a sentence within a document
 - Add page numbers to a document
 - Line spacing
 - Headers and footers
 - Cut and paste
 - Find and replace
 - Justify margins
- Print a document or a selection
- Rename a document
- Delete a document

Initials

Web Browser/General Internet: Competence the use of an Internet browser to locate and navigate through Linfield College web pages.

- Access a web browser
- Open a known web address (URL-Uniform Resource Locator)
- Bookmark a web page or save as a Favorite
- Find the Linfield College and the Linfield College Library home page
- Print out a course syllabus from a Nursing course

Initials

Appendix F

Student Health Passport

This document is your passport to clinical/field experiences. You will not be allowed to participate in field experiences without showing this documentation to your instructor. It must be verified as complete prior to each course to be valid.

NAME _____
Last First MI DOB

1. Health assessment form ___ yes (on admission) Comment:

2. Tuberculin Skin Test (PPD) annual requirement

Date _____ Result _____

Date _____ Result _____

Date _____ Result _____

Date _____ Result _____

_____ Previous positive reactor or BCG vaccine with positive reaction

Date _____ Chest x-ray date and result

Prophylactic medication prescribed and completed. ___yes ___no Date _____

Yearly tuberculosis review done ___ Yes Date _____ Result _____

3. Diphtheria/Tetanus (every 10 years) Td booster

4. Measles, Mumps & Rubella: All students are required to have 2 documented doses of MMR vaccine or laboratory evidence of Measles and Rubella immunity by titers.

a. Dates of vaccine: MMR 1 _____ MMR2 _____

OR

b. Date drawn and result of: Measles titer _____ Result _____

Rubella titer _____ Result _____

5. Hepatitis B Vaccine OR Declination Waiver:

Hepatitis B Vaccine: (dates of vaccine)

HB#1 _____ HB#2 _____ HB#3 _____

(3 injections of vaccine given at intervals of 0, 1 and 6 months AND/OR

a. Hepatitis B surface antibody positive (anti-HBs positive ___/___/___ (titer)

(titer can be drawn at one month after completion of the three initial immunizations and is required to verify immunity).

OR

b. History of Hepatitis B disease (AntiHBc positive) ___/___/___

OR

c. Hepatitis B declination waiver signed ___/___/___

(The Hepatitis B vaccine series may be started at any time even if you have elected to sign the waiver declining the vaccine).

6. Chickenpox (varicella): Complete one of the following:

a. Date of the disease ___/___/___

b. Date and result of varicella titer ___/___/___

c. Dates of vaccination: ___/___/___ Varivax #1 ___ Varivax #2

7. Polio (dates): 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Appendix G

**Linfield-Good Samaritan School of Nursing
Student Papers and Assignments Consent Form**

The nursing faculty at Linfield-Good Samaritan School of Nursing has my permission to use my written papers and/or assignments as examples for exhibits, reports, and/or instructional purposes in subsequent classes. I understand that scores and faculty comments may be included for use in reports. I also understand that my name will be omitted and confidentiality maintained.

I understand that I may withdraw this permission at any time by a written letter to the Dean of the School.

_____ YES _____ NO Signature _____ Date _____

**Linfield College
Linfield-Good Samaritan School of Nursing
Informed Consent**

Both the Evaluation and the Admission and Progression Committees collect anonymous aggregate data (e.g., total scores) on Linfield-Good Samaritan School of Nursing students for purposes of program evaluation, accreditation, research, and publication (e.g., the percentage of students repeating a course is monitored each year).

In the data collection process, individual scores are gathered and entered onto a database. Every effort is made to assure that the identity of each student is protected. Final reports will summarize performance or characteristics of the class or student body as a whole (e.g., 90% of the 1996 class completed the nursing program in 4 years). In no way are students identified individually in the final report.

In signing this consent, I give permission to Linfield-Good Samaritan School of Nursing to collect data as described above. I understand that the risks of my participation are minimal and that I will not receive any compensation or direct benefit from these studies. I also understand that I may refuse to give my permission without this affecting my grades.

I agree to allow Linfield-Good Samaritan School of Nursing to collect data about me; I can withdraw this approval at any time by a written letter to the Dean of the School of Nursing.

Participant Signature _____ Date _____

I will not allow Linfield College School of Nursing to collect data about me.

Participant Signature _____ Date _____

Appendix H

Linfield College Portland Campus Student Health Services

All students enrolled at Linfield College – Portland Campus are eligible to receive the basic urgent care services provided by the Legacy Good Samaritan Ambulatory Care Unit located across from the Emergency Department (ED) at the west-end of Good Samaritan Hospital.

To access these services, the student must present to the registration and triage area of the ED for evaluation. If the medical problem is determined to be within the service level of the Ambulatory Care Unit by the triage RN, the student will be triaged to the clinic. If the level of acuity is considered complex or emergent, the student will be triaged to the ED. There is no charge to currently enrolled students for services performed in the Ambulatory Care Unit. Services performed in the ED will be billed to insurance or to the student.

Services covered by this contract

- ❖ Urgent Care services within Ambulatory Care Unit:
 - Acute minor illnesses and infections
 - Skin rashes
 - Minor traumas such as cuts and abrasions
 - Musculoskeletal problems such as strains and sprains and no displaced fractures
 - Minor gastrointestinal
 - Gynecological complaints (not routine check-ups)
- ❖ All in-clinic tests
 - UA's
 - Urine pregnancy test
 - KOH and saline smears
 - Blood smears
 - Blood draws (Lab tests not covered)
- ❖ PPD's
- ❖ Tetanus Vaccinations
- ❖ Contraception
- ❖ Routine injection services like allergy or depoprovera with a prescription from your physician will be covered at the discretion of the Ambulatory Care physicians, based on the complexity of service. Appropriate referrals will be made if the clinic is unable to provide service.
- ❖ No chronic pain prescriptions will be made.

Services not covered by this contract (billed to insurance or student)

- ❖ Emergency Department visits
- ❖ Laboratory Services (e.g. CBC, Chemistries)
- ❖ Radiology Services
- ❖ Vaccinations (other than tetanus)

Services not provided at this time

- ❖ Routine pelvic/pap for health maintenance
- ❖ Routine birth control services
- ❖ Psych services
- ❖ Chronic pain services

Location

Ambulatory Care unit shares the lobby with the ED located at NW 23rd and NW Marshall. Enter at the emergency entrance and proceed to the admitting desk.

PLEASE SHOW YOUR LINFIELD STUDENT ID TO THE ADMITTING PERSON!

Convenience Care Clinic Hours (No appointments)

Monday – Friday 9am – 9pm

Saturday 10am – 8pm

Sunday 10am – 6pm

*Note: Monday & Tuesday are especially busy. Please refrain from visiting for routine immunizations on these days.

Emergency Department Open 24 hours a day 7 days a week

Billing Concerns

Should you receive a bill by mistake, call Jennifer Thornburgh, Manager of Good Samaritan Emergency Services, at 503-413-6180.

Appendix I

Disaster Plan

In the case of a disaster, Linfield College-Portland Campus follows Legacy Portland Hospital's Disaster Plan. Classes will be canceled. People that can aid in relief work and/or nursing care will be identified; a list of such people will be hand carried to the Legacy Human Resources Department. Peterson Hall and Loveridge Hall will be evacuated. If there is no structural damage to Peterson Hall, the auditorium (110/111 PH) will be used as a gathering place for the newspaper, radio and TV media. Faculty and students will be given the choice of leaving campus or staying to offer assistance. It is advisable that faculty, staff and students have an identified source outside Oregon where family members can call and exchange information.