



Good Samaritan School of Nursing

Bachelor of Science in Nursing (BSN)

Student Manual

2024 - 2025

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Disclaimer: subject to change during academic year; updates made available as they occur.

The baccalaureate degree program in nursing and master's degree program in nursing at Linfield University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

PREFACE

Linfield University is an equal opportunity employer in faculty and staff recruitment and hiring. Linfield University and Linfield Good Samaritan School of Nursing do not discriminate based on race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, marital status, veteran status, or membership in any other protected classification in its educational programs, admission, activities, or employment policies. Reasonable accommodation will be made for students with disabilities.

Reasonable Accommodations are based on the impact of one's disability and determined on a case-by-case basis.

Examples of reasonable accommodations* include:

1. Extended Testing Time -- Students who qualify for this service are allowed 150% - 200% of the time normally allowed.
2. Reduced Distraction for Exams -- A quiet room to take tests/exams is provided through LSS.
3. Peer Note-Taking -- A student in the same class that note-taking is needed is hired by LSS to provide copies of their notes.
4. E-text -- Some students may require textbooks in an alternate format. E-text allows students to manipulate text and can be read by an electronic reader.

*Disclaimer: The list above is not all-inclusive but is intended to give you an idea of the types of accommodations available.

Linfield University is regionally accredited by the Northwest Commission on Colleges and Universities. The baccalaureate program in nursing and master's degree program in nursing at the Linfield Good Samaritan School of Nursing are approved by The Oregon State Board of Nursing (OSBN) (<https://www.oregon.gov/osbn>).

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SECTION I: CURRICULUM

Overview

The Vision, Mission and Philosophy of the Good Samaritan School of Nursing are derived from the University Mission Statement and provide a foundation upon which the curriculum is structured. The curriculum is designed to be applicable to both pre-licensure students with no previous preparation in nursing and the returning registered nurse seeking a baccalaureate degree.

The Good Samaritan School of Nursing provides a quality education derived from a liberal arts foundation, learning theories, and evidence-based nursing practice, supplemented by content from other disciplines. Graduates are prepared to act as providers of direct and indirect care, designers/coordinators/ managers of care and members of the nursing profession to meet the health needs of multidimensional individuals and families, groups, communities, and populations 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. 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, assuming the roles of client educator and advocate, 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 for their own practice of nursing and delegated nursing care, as well as 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 "Linfield University Mission Statement," "Vision/Mission/Philosophy Statement of the Good Samaritan School of Nursing," "Curricular Themes, Modes of Inquiry and Curriculum Conceptual Organization," and "Program Outcomes." The "Linfield Good Samaritan School of Nursing Theoretical Model for Community-Based Nursing Education" provides a visual organizational structure for the curriculum.

The nursing program uses the following professional nursing standards and guidelines:

- AACN Essentials
- ANA Code of Ethics for Nurses with Interpretive Statements that describes the ethical obligations and duties of professional nurses and nursing students.
- ANA Standards of Practice
- OSBN Nurse Practice Act

Vision, Mission, and Philosophy Statement

Approved: 04/06/2009, Reviewed: 05/19/2019

Vision: Linfield Good Samaritan School of Nursing educates professional nurses for health stewardship of the complex global society.

Mission: The mission of Linfield Good Samaritan School of Nursing is to create an inclusive community of learning grounded in the liberal arts values of social justice and life-long learning. The program prepares caring nurses who are committed to the profession and responsive to the needs of the global community in an ever-changing healthcare environment. Evidence based practice and research guide student learning within a culture that promotes professional excellence and scholarship.

Philosophy: We believe that healthcare is a fundamental right that takes place within and among diverse and intersecting communities. Our diverse and inclusive learning environment fosters a commitment to social justice. Respect for multiple perspectives guides students and faculty to provide effective intercultural care, contribute to local and global efforts to eliminate health disparities, and advocate for vulnerable populations. Understanding that health and illness result from complex interrelated factors, nurses assume a leadership role in creating healthy communities by promoting health and healing, preventing disease, and influencing healthcare policy. Nurses develop collaborative partnerships with clients, healthcare providers, and other stakeholders to achieve healthcare goals in a variety of settings.

Consistent with the foundational education principles of Linfield University, the Good Samaritan School of Nursing promotes integrated learning, global and multicultural awareness, and experiential learning that foster reflective practice essential for professional nurses in the 21st century. We believe that learner centered education is best achieved within a supportive community that values individual learning styles and builds on previous knowledge and practical experience. Our curriculum is designed to facilitate the development of theory acquisition, clinical skill development, and socialization into the profession of nursing. The Linfield Good Samaritan School of Nursing Theoretical Model for Community-Based Nursing Education provides a visual organizational structure for the curriculum.

Curricular Themes, Modes of Inquiry, and Curriculum Conceptual Organization

Curricular Themes:

- Communication
- Community
- Diversity
- Ethics
- Health
- Stewardship

Modes of Inquiry:

- Evidence Based Practice/Scholarship
- Reflective Practice
- Praxis

Curriculum Conceptual Organization

Each semester is organized around a central theme:

- 100 and 200 levels: Linfield Curriculum (General Education), Nursing pre-requisite courses
- 300 level
 - Semester 1: Foundations for Community-Based Nursing Practice
 - Semester 2: Chronic Health
- 400 level
 - Semester 3: Acute Health
 - Semester 4: Stewardship of Health

Curricular themes and modes of inquiry weave through all the courses becoming more complex and building on previous knowledge and skills. A cohesive clinical experience each semester builds on skills and knowledge and integrates the theory included in concurrently taught courses.

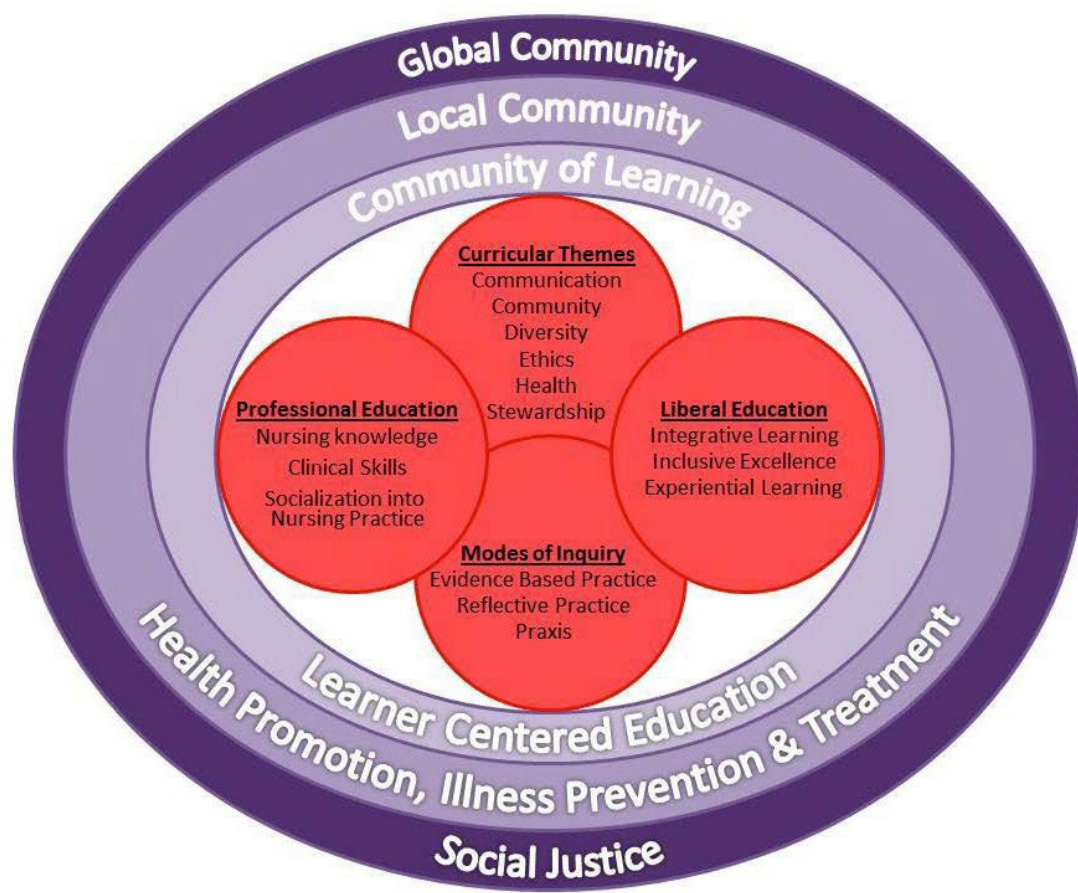
Progressive learning beginning semester 1 through semester 4:

- Basic clinical skills to complex/invasive to synthesis
- More supervision to more independence
- Increasing complexity among and within curricular themes
- Increasing facility with the modes of inquiry
- Increasing engagement and competence with implementing the clinical reasoning model
- Increasing progression towards program outcomes

Theoretical Model for Community-Based Nursing Education

Approved: 05/18/2009

The Linfield Good Samaritan School of Nursing Theoretical Model for Community-Based Nursing Education provides a visual organizational structure for the curriculum. The model reflects the dynamic relationship between global and local communities and the community of learning. Central to this community of learning is a focus on learner centered education, which engages students in the practice of health promotion, illness prevention and treatment and reflects the value of social justice. The curriculum is grounded in a liberal arts education that includes integrative learning, inclusive excellence, and experiential learning. The curricular themes of communication, community, diversity, ethics, health, and stewardship provide a foundation for the program's design and are developed throughout the program. Professional education includes nursing knowledge (what the student needs to know), clinical skills (what the student needs to do) and socialization into nursing practice (the student's "being" as a professional nurse). The ways in which the student engages in a process of inquiry include evidence-based practice, praxis, and reflective practice.



Program Outcomes

Approved: 04/06/2009

Revised: 04/15/2013; 08/29/2022

- Integrates knowledge from liberal arts, sciences and nursing science as a basis for professional practice.
- Uses clinical reasoning and clinical judgment in providing and advocating for safe, compassionate, evidence-based quality care for individuals, families, groups, communities, and populations.
- Communicates and collaborates effectively in an intra- and inter-professional practice.
- Provides respectful nursing care that considers diverse values, cultures, perspectives, and health practices.
- Responds to the context of the health care system using systems thinking, principles of sustainability, reflective practice, and leadership effectively to influence the practice environment and improve health outcomes.
- Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making to achieve health care outcomes for clients.
- Demonstrates accountability for personal and professional development and adherence to nursing standards of practice and professionalism.

Praxis in the Curriculum

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 a situation, understand it through reflection and discussion, and make sound judgments that lead to justifiable actions. Students can:

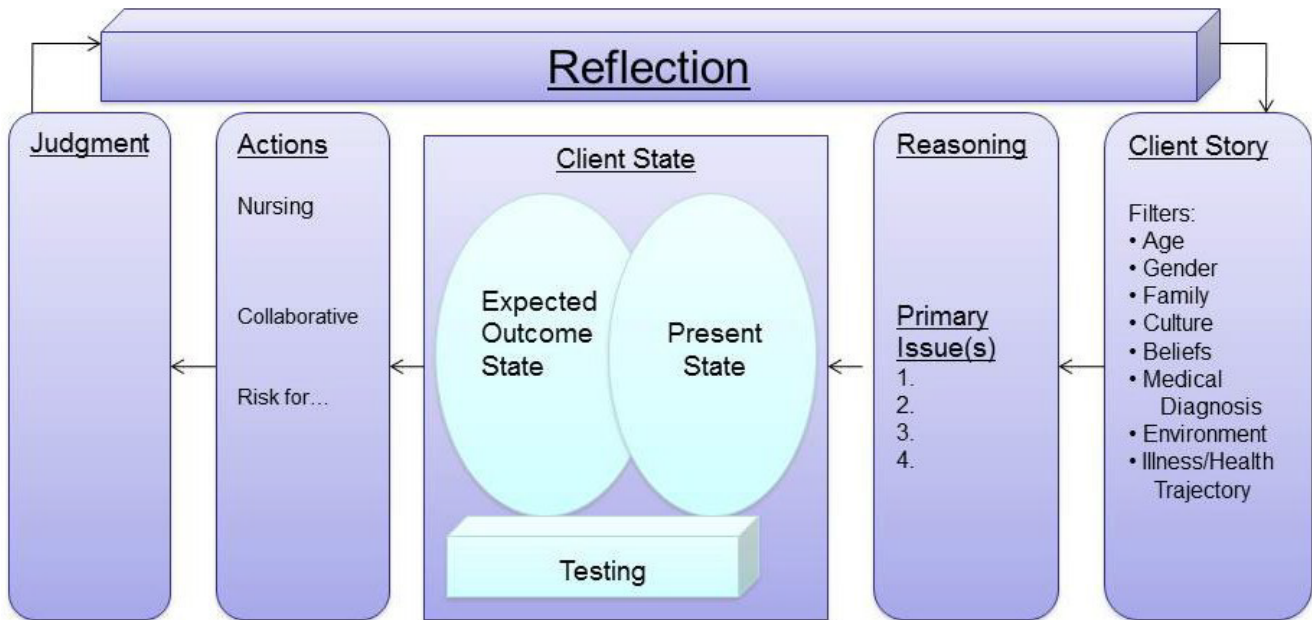
- Perceive situations within their larger context
- Generalize from their experiences
- Act as a responsible professional to modify/develop all levels of practice

In weekly praxis seminars, faculty and students involved in clinical courses engage in dialogue focused on integrating clinical experiences with theoretical content.

Clinical Reasoning Model

The Clinical Reasoning Model assists students in thinking systematically about their clients, to focus nursing care on the priority needs of the client, determine the appropriate interventions, and evaluate client outcomes.

Clinical Reasoning Model



Adapted from: Outcome Present State Test (OPT) Model; © Pesut & Herman, 1999)

SECTION II: ORGANIZATIONAL STRUCTURE AND STUDENT MEMBERSHIP ON COMMITTEES

Organizational Structure

Academic Advisors collaborate with students to facilitate admission, matriculation, registration, orientation, and engagement across programs and the Linfield community. To foster holistic advising, the academic advisor, program directors, faculty advisors and faculty work with students to support their academic plan and provide referrals to student services as needed.

The **Academic and Administrative Manager** and **Administrative Assistant** assist faculty, staff, and students, along with handling a variety of administrative projects.

Adjunct Clinical Instructors are hired to teach in clinical courses in the program meeting qualifications for facilitating learning in clinical settings.

The **Associate Dean of Clinical Education** collaborates with the Dean of Nursing and the Associate Dean of Nursing in the administration of the Good Samaritan School of Nursing. Additionally, provides oversight for clinical education and works in association with program directors, clinical course coordinators, simulation coordinators, CFC, and ELC Manager to facilitate clinical experiences for students.

The **Associate Dean of Nursing** collaborates with the Dean of Nursing and Associate Dean of Clinical Education in the administration of the Good Samaritan School of Nursing. The Associate Dean of Nursing serves as the Search Committee Chair for faculty positions.

The **Dean of Nursing** is the chief academic officer of Linfield Good Samaritan School of Nursing and provides vision and leadership while representing the interests of the School of Nursing. The Dean of Nursing assures the orientation, supervision, and evaluation of Nurse Educator Associates through delegation of appropriate faculty.

The **Director of Clinical Education** provides oversight for clinical education in the pre-licensure programs. The Director works in association with program directors, clinical course coordinators, simulation coordinators, Clinical Facilities Coordinator, and Experiential Learning Center Manager to facilitate clinical experiences for students.

The **Director of Nursing Academic Operations** assists the Dean, Associate Deans, and Program Directors to oversee the implementation of policies, procedures, and strategic communications.

The **Director of Simulation** oversees the implementation of the simulation program in the Experiential Learning Center for all programs. The Director of Simulation works collaboratively with the Program Directors, Clinical Course Coordinators, Laboratory Coordinators, Clinical faculty, the ELC Manager, the Simulation Operations team, and the Director of Clinical Education to develop and implement evidence-based teaching and learning strategies for the simulation experiences in the prelicensure nursing program.

The **Experiential Learning Center (ELC) Manager** is responsible for the operations of the Experiential Learning Center (nursing labs), with the assistance of the ELC staff and collaboration with Clinical Course Coordinators and the Simulation Coordinator.

Faculty members are the students' primary resource for learning activities and should be the first point of contact. Students should check with professors about preferences for communication and their timeline for response.

Program Directors are responsible for overall leadership, development, direction, evaluation, and administration of assigned aspects of the nursing program, and for ensuring the program is in compliance with all standards and regulations.

Student Representation of Committees and Councils

Two pre-licensure nursing student representatives to the Good Samaritan School of Nursing community meetings are selected by the Associated Students of Linfield University – Portland Campus (student government). These representatives provide input but are not eligible to vote.

Each Good Samaritan School of Nursing standing committee has two nursing student representatives selected by Associated Students of Linfield University – Portland Campus (student government). Student representatives on committees have both voice and vote. A description of these committees as well as the Clinical Advisory Council, Diversity and Inclusion Advisory Council and Search Committees follows:

Clinical Advisory Council: nurses from the community provide counsel to the Good Samaritan School of Nursing concerning the nursing curriculum, the changing health care system, community health care needs and expectations of graduates.

Curriculum Committee: develops and implements curricular policies as directed by the Good Samaritan School of Nursing Community. Monitors the quality of the nursing program and promotes improvement of the teaching-learning process and facilities on campus and in the community.

Diversity, Equity, and Inclusion Committee: The DEI Committee's mission is establishing and celebrating an inclusive culture that attracts and supports diversity. Equipping students, faculty and staff with knowledge and experiences in the value of a culturally responsive lens. The purpose of the committee is facilitating the Linfield SON in navigating the necessary culture shift that supports inclusive policies, practices and curriculum through dialog, education identification and action plans.

Evaluation Committee: monitors the quality of the nursing program and promotes improvement of the teaching- learning process and facilities on campus and in the community.

Faculty Search Committee: advertises, interviews, assesses professional presentations, and recommends candidates for faculty positions to the Dean of Nursing, Provost/Vice President for Academic Affairs, and the University President.

Student Policy and Progression Committee: recommends policies and standards; reviews factors relating to the recruitment, advising, selection, admission, advanced placement, retention, dismissal, progression, readmission, transfer, honors, and graduation of nursing students.

Student Life on Portland Campus

The [Office of Student Life](#) has a host of information available on their website. Check out information about student government, diversity, equity, and inclusion programs, student life, campus clubs, the Peer Resource Network, and more.

SECTION III: STUDENT RECOGNITION AND AWARDS

Policy: SPP – School of Nursing Graduating Senior Awards

Approved: 08/27/2015

Revised: 12/04/2017

The department of nursing has established three kinds of awards for students graduating from the traditional BSN program that are announced at the end of each semester: Senior Honors in Nursing, Award for Professional Excellence, and the Wilma Pope Award.

The Associate Dean or designee is responsible for awards procedures and is the appropriate point of contact.

Senior Honors in Nursing Award

The nursing faculty members vote to honor one pre-licensure nursing student with the Senior Honors in Nursing Award. The following criteria will be used to determine eligibility for this award:

- A cumulative grade point average of 3.500 based on required nursing courses.
- Exceptional performance in clinical practice as a provider of direct and indirect nursing care, designer/coordinator/manager 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 lifespan.
 - Used critical, analytical, and creative thinking, as well as 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, communities, populations, and/or systems in a continually evolving diverse and multicultural society.
 - Evaluated research findings, applied them to professional nursing practice and identified researchable problems.
 - 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, university, or community.)

Award for Professional Excellence

The nursing faculty members vote to give this special award to a graduating pre-licensure nursing student 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:

- Is caring with self, clients, fellow students, faculty, health care providers, and the community.
- Is a leader in multiple areas (may include clinical practice, student government, and the community).
- Is in touch with their own power and uses it appropriately.
- Has excellent communication skills in class, clinical, and the 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 a high level of inquiry skills in the creation and evaluation of knowledge.

Wilma Pope Alumni Award

The nursing faculty members vote to give this award to a graduating pre-licensure nursing student. The following criteria will be used to determine eligibility for this award:

- Demonstrated caring in clinical practice and in university activities/classes.
- Demonstrated clinical competence.
- Modeled professional behavior in clinical practice and in university activities/classes.
- Demonstrated involvement and leadership in student organizations.

DAISY Award for an Extraordinary Student

DAISY Award is administratively managed by the Good Samaritan School of Nursing Dean's Office and all graduating students are eligible to be nominated.

Designed to remind students, even on the hardest days in nursing school, why they chose nursing as a profession. By recognizing nursing students for the above-and-beyond care and compassion shown to patients and their families, we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to patients and their families in their healthcare experience and that makes great nurses truly great. Students are nominated by members of the community and recipients are selected through a designated committee process.

This award is given at a Pinning Ceremony.

Recognition for Honors and Awards

Graduating nursing students who receive Good Samaritan School of Nursing awards will be recognized for their achievements at the Pinning Ceremony with a certificate.

Nursing Pinning Ceremony

The nursing pinning ceremony honors Good Samaritan School of Nursing graduates and is a welcome celebration into the nursing profession. Pinning is a separate event from the university commencement ceremony which recognizes all university graduates each spring.

Student speakers will be selected by graduating students in conjunction with the Good Samaritan School of Nursing Deans. Nominated student speakers must be in good academic standing.

Pinning ceremony seating is limited. Each graduate will be allowed to invite a limited number of guests. Graduating students will receive information about guest seating in advance of the ceremony.

SECTION IV: PROGRAM POLICIES AND PROCEDURES

Progression in the Nursing Major

Approved: 02/17/06

Revised: 08/25/14; 04/04/16; 03/15/21; 10/31/22; 05/06/2024

Progression in the nursing major is dependent upon a student's ability to master appropriate learning content in academic courses as demonstrated by achieving appropriate grades. Progression is also dependent upon consistent demonstration of safe, ethical, and professional behavior in the classroom, experiential learning center and with patients, patient family members, agency or clinical staff, faculty, Linfield staff, student peers, and others. At all times students must perform within the legal scope of nursing practice as determined by lab, course, and clinical instructors.

To progress a student must:

1. Receive a C or better in all required nursing courses.
2. Demonstrate safe, ethical, and professional behavior that is within the scope of nursing practice, always.

Disruption in progression in the nursing major may include, but is not limited to:

1. A withdrawal or an incomplete in a required nursing course.
2. Failure of a required nursing course (first time failure).
3. Overall Linfield cumulative GPA less than 2.000 or being on Linfield University probation.
4. Leave of Absence, Military Leave, other.

Students are only eligible to repeat courses within the program track they are admitted to in the School of Nursing.

Dismissal from the nursing major includes, but is not limited to:

1. Unsafe nursing practice.
2. Unethical behavior that violates the ANA code of ethics.
3. Unprofessional behavior with patients, patient family members, agency or clinical staff, faculty, Linfield staff, student peers, or others.
4. Illegal behavior that results in a situation in which a student may not participate at a clinical site, presents a potential danger to others, or is outside the scope of nursing practice.
5. Two failures (receiving a grade of C- or below) in required nursing courses. Either failing the same course twice, or failures in two separate nursing courses.
6. Dismissal from the nursing program for any reason is not eligible for appeal.

Procedures

Incomplete Grades: A grade of incomplete (I) in any required nursing course must be converted to a passing grade before a student is eligible for enrollment in succeeding required nursing courses.

Withdrawal from a Required Nursing Course

- If a student withdraws from a required core nursing course during the semester/term they will also be withdrawn from all required core nursing courses. All the required core nursing courses will need to be repeated.
- If a student withdraws from a required nursing course, and is failing at the time of withdrawal, the student will be considered to have failed the course for purposes of progression. The grade recorded for the course on the student's transcript will follow the university policy for withdrawals. This policy will be enforced without regard to whether the student withdraws from one or more courses or withdraws completely from Linfield University. This will be noted in the student's file for consideration at the time of a petition to retake the course(s) or application for readmission to the program.
- A student who fails a clinical course due to unsafe, unethical, unprofessional, or illegal behavior is unable to withdraw from the course and will receive a grade of F.

First Time Course Failures that are not due to Unsafe, Unethical, Unprofessional, or Illegal Behavior

A student who experiences a failure for the first time in a required nursing course must petition to retake the course using the following procedure. Submission deadlines are set by the Student Policy and Progression Committee in collaboration with the Registrar's Office. Students are only eligible to repeat courses within the program track they are admitted to in the School of Nursing.

- In conjunction with their advisor, the student must prepare a Progression Remediation Plan that addresses the reason for the course failure (e.g. time management problems, test taking strategies, effective studying techniques).
- The student must secure the signature of their nursing advisor indicating approval of the remediation plan and approval to retake the nursing course.
- The student must secure the signature of the instructor of the failed course indicating their approval for the student to retake the course.
- Submit the completed remediation form with signatures to the Registrar's Office.
- The Registrar may register the student to retake the failed course with a completed Progression Remediation Plan; provided the form is filled out completely and correctly and the registrar has no questions.
- The student may retake the course during the next regularly scheduled time, provided space is available in the course. The entire course, not just a portion of the course, must be repeated.
- In the event that the Progression Remediation Plan is incomplete or incorrectly filled out, the form will be submitted to the Student Policy and Progression Committee (SPP) for review and determination as to whether or not the student may retake the course.
- If the instructor of the failed course, or the student's nursing advisor does not give approval for the student to retake the course the student will be referred to SPP committee that will make a determination as to whether or not the student may retake the course.
- Students who are repeating a theory course and are not taking a concurrent clinical course are responsible for maintaining clinical proficiency in readiness for entering the clinical course in the subsequent semester. The student should meet with their advisor or clinical course coordinator in order to plan for appropriate clinical

remediation/maintenance while repeating the theory course, including taking the required Kaplan Integrated Tests at the end of the semester.

- If a student is not enrolled in coursework in the nursing major for greater than 6 months, the student may be asked to demonstrate clinical competency based on the last clinical course in which they were enrolled. This applies to all programs of study, including the accelerated programs (with the exception of the RN-BSN program). This may also apply to those students who have returned from an extended Leave of Absence (including a medical leave). This step in the process will be managed by Clinical Administration, Program Directors, Clinical course coordinator, and course faculty.

Process for Student Petition to Retake a Course

- The committee may solicit and review additional information from faculty, the student's academic advisor, and the student.
- Upon review of the Remediation Plan and student petition as well as any additional information, the SPP committee will make a decision of approval or denial of repeating a course.

First Time Course Failure due to Unsafe, Unethical, Unprofessional, or Illegal Behavior

- A faculty member who identifies unsafe, unethical, unprofessional, or illegal behavior by a nursing student will notify the student by means of an academic alert, a meeting will take place discussing the failure with the faculty of record, the student, and the advisor as soon as possible, and the student will be dismissed from the program.
- For failure in a clinical course before the end of the semester, the student will be removed from the course including all upcoming coursework, clinical activities, and Kaplan work.
- For failure in a clinical course, a final CEI will be completed reflecting the reason and rationale for failure. This will be reviewed with the student by the clinical coordinator at a meeting with the student and the student's advisor as soon as possible where applicable signatures will be obtained.
- The student will receive a failing grade of a C- or below depending on the severity of the behavior.
- A student who receives notice that their behavior is unsafe, unethical, unprofessional, or illegal and wishes to progress will need to appeal to the SPP Committee and follow the procedure for readmission.
- The student will write a letter explaining the circumstances of the unacceptable behavior and identify a course of action to remediate the behavior.
- The instructor identifying the behavior and the nursing advisor will write a letter to SPP either approving or denying the student's petition to repeat the course.
- SPP will strongly consider the documentation by the faculty member identifying the unacceptable student behavior as well as the student response before making a recommendation as to readmission and progression in or upholding dismissal from the nursing program.
- 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.

- If a student is not enrolled in coursework in the nursing major for greater than 6 months, the student may be asked to demonstrate clinical competency based on the last clinical course in which they were enrolled. This applies to all programs of study (with the exception of the RN-BSN program), including the accelerated programs. This step in the process will be managed by the Clinical Administration, Program Directors, Clinical Course Coordinator, and course faculty.

Progression Appeal

Students wishing to appeal a progression decision made by the SPP Committee should consult with their academic advisor and submit a letter of appeal to the Dean of Nursing. If the matter is still not resolved, students may appeal to the Provost/Vice President for Academic Affairs.

Withdrawal from the Nursing Major

Students wishing to withdraw from Linfield University should refer to the Linfield Course Catalog.

If a pre-licensure student wishes to withdraw from the nursing major but not Linfield University, the student must notify the Registrar's Office and Academic Advising (nursing advisor). Students should also work with their faculty advisor to assist with this process. Staff will work with the student to complete intercampus transfer forms and make initial contact with an academic advisor. The student should also confer with their nursing faculty advisor.

Withdrawal from Linfield University: Impact on Nursing Courses

University policy assigns a W (withdraw) grade to all courses if the student withdraws from the university entirely between the last day to drop a course without notation and the end of the semester/term. Withdrawal from the University does not affect the policy on withdrawal from a required Nursing course (above).

Readmission to the Nursing Major

Approved: 05/02/16

Revised: 02/12/18; 03/15/21; 10/31/22; 05/15/2023

Students who have withdrawn from the nursing major, including those dismissed for failure to meet academic progression requirements, prior to program completion are eligible to apply for readmission. It is suggested that students wait at a minimum a semester before applying for readmission so that they can demonstrate actions taken to improve the possibility of success in the nursing program. A student who applies for readmission will be subject to the admission requirements published in the Linfield University Course Catalog at the time of application for readmission.

Readmission to the nursing curriculum involves an application process reviewed by the Student Policy and Progression Committee. If the student meets readmission expectations, a review course is potentially one step in this process.

Re-entry to the nursing major will depend on the following:

- Decision of the application process will be made by the Student Policy and Progression Committee. Affirmation by the Dean of the Good Samaritan School of Nursing.
- Decisions may be appealed to the Dean of the Good Samaritan School of Nursing. Decisions by the Dean of the SON may not be appealed.
- Available space in the program. Students progressing as scheduled through the program have priority.
- Readmission dates differ per track based on the program calendars. For example, readmission to the ABSN or MEPN programs for any accelerated semester is only available once per academic year.
- Students are only eligible for readmission within the program track they were enrolled in within the School of Nursing.

Students granted readmission are expected to be successful. If the student fails another nursing course the student will be dismissed from the Good Samaritan School of Nursing and readmission will not be considered.

Procedure:

1. Pre-licensure Program: An application for readmission and other required documents (refer to directions related to readmission letter below) must be submitted to the Registrar's Office (pre-licensure students) by dates noted in the Linfield Course Catalog.
2. A pre-licensure student who has been enrolled in another nursing program since leaving Linfield must submit a letter of good standing from the Dean or Director of that nursing program. The letter of good standing must attest to the fact that the student was in a position to progress in the nursing major at the time the student withdrew
3. Applications and student letter are forwarded to the SPP Committee for review and to the Dean of the SON for affirmation.
 - a. The SPP Committee will evaluate each applicant for readmission on an individual basis. The committee may request additional supporting material from the applicant including written statements from faculty or advisors.
 - b. Depending on the circumstances, SPP may suggest conditions to the Dean related to the readmission. The following examples are not all inclusive.
 - i. A student requesting readmission after an extended absence may be required to retake and successfully pass a particular course(s).
 - ii. Pre-licensure students will be required to complete a new background check and drug screening if they have been out of the program for more than a year by the start date of their readmitted term.
 - iii. A pre-licensure student who was out of the program for less than a year will not be required to submit a background check or drug screening.
 - iv. If a student is not enrolled in coursework in the nursing major for greater than 6 months, the student may be asked to demonstrate clinical proficiency assessments or other considerations.

4. The SPP Committee submits a decision to the Dean of the Good Samaritan School of Nursing
5. The Dean notifies student(s) of the decision relative to readmission in writing with a copy to the students' Academic Advisor, University Registrar, Clinical Facilities Coordinator, Associate Dean, Faculty Advisor, Director of Admissions, and SPP chair(s).
6. To appeal the decision by the SPP, students must submit a written request to the Dean of the SON.

Letter Requesting Readmission

The student requesting readmission to the nursing major submits a letter along with the Application for Readmission to the Registrar's Office that includes the following information:

- Brief history of why you failed and were dismissed including a self-reflection on issues that impacted academic performance and actions taken that address these issues.
- List each course failed, grades on each test and assignments in that course and the total course grade.
- Your remediation plan needs to address the following and what you plan to do differently to increase the likelihood of being successful if readmitted.
 - Help you sought while enrolled in the Good Samaritan School of Nursing.
 - Evidence you sought help with academic skills since dismissed, such as took a course in study skills, bought NCLEX study program. You may want to submit summary of work from that program.
 - Study habits and process of studying for exams.
 - Support systems.
 - Working outside of school: How much you worked during the semester the low grades were earned. Describe your plan for working should you be readmitted.
 - Discuss, if appropriate to your situation, if you sought counseling and your plan for support should you be readmitted.
 - Stress management plan.

Application and Admission Procedure for Students Desiring to Transfer from Other Nursing Programs

Approved: 08/11/11

Any applicant who was enrolled in an *accredited** baccalaureate in nursing degree program may apply for admission to the Linfield Good Samaritan School of Nursing at any time, provided they submit the regular application, all regular supplementary materials, course syllabi of all completed nursing courses, and provide a letter from the dean/director of the previous school stating the student was in *good standing.***

Application will be made through the Admission Office, who will be responsible for collecting all application materials for review.

Admission will screen the application to determine if all basic requirements are met, such as minimum grade point average requirement, prerequisite courses and preliminary review of the

letter of good standing from the dean/director of the previous program.

If basic requirements are met and the applicant left the previous program in good standing, the application file will be forwarded to the Good Samaritan School of Nursing Admissions, Student Policy & Progression Committee and the Dean of Nursing, for review, assessment of previous nursing courses, determination of admission and recommendation for placement in the nursing program. For example, what courses need to be taken at Linfield University to complete the BSN degree and any limitations or adjustments regarding progression as determined to be appropriate.

If admitted, it will be on a "resource available" basis, as determined by the Dean of Nursing. The Good Samaritan School of Nursing Student Policy & Progression Committee may make recommendations regarding the placement vis-à-vis current students, who may be requesting changes to their curriculum plan, but the final decision on resource availability will rest with the Dean of Nursing in consultation with the Clinical Course Coordinator and Associate Dean of Clinical Education.

**Accredited Nursing Program*

A program meeting the standards of an institutional accrediting agency (regional or national) recognized by the U. S. Secretary of Education such as, National League for Nursing (NLN) or Commission on Collegiate Nursing Education (CCNE).

***In Good Standing*

A student is "in good standing," when they are allowed by the institution and program to continue enrollment in the nursing program of study.

Leave of Absence

Leaves of absence may be granted by the University. Students must notify their nursing faculty advisor and the Registrar's Office. The registrar will respond by sending a Linfield University Leave of Absence form, which must be promptly returned. Portland campus students requesting a medical leave of absence will also be directed to work with the Assistant Dean of Students, Portland Campus, to provide medical documentation and create a plan for a safe return. When applicable, the student must participate in a Student Loan Exit Interview. . Additional information can be found in the Linfield University Course Catalog.

Immunization and Certification Requirements

To participate in clinical experiences throughout the program, each student must meet and maintain immunization and certification compliance at all times while enrolled in the nursing program. Non-compliance will prevent students from participating in clinicals and class.

In addition to Linfield immunization and certification requirements, individual clinical sites may require additional health and professional requirements. Students must complete clinical site-specific requirements of agencies they are assigned to for their clinical experience. These must be completed prior to the start of the assigned clinical.

[View detailed requirement information here.](#) This link is the most accurate listing of current health and professional requirements. Clinical agency and/or state requirements may change at

any time. It is the responsibility of the student to check this page frequently.

Policy: Administration - Student Criminal Background Check

School of Nursing Applicant

In accordance with Oregon State Board of Nursing Division 21 of the OARs the nursing program is required to screen applicants for admission for a criminal background that may pose a risk to public safety, preclude the ability to be in a clinical site, or result in licensure denial. All students seeking admission to the Good Samaritan School of Nursing are required to undergo a criminal background check. Some clinical agencies will require students to undergo additional criminal background checks throughout our curriculum of study.

A positive criminal history is not immediate grounds to deny an admission to the Good Samaritan School of Nursing. Each application is reviewed on a case-by-case basis. Applicants are required to disclose if they have ever been arrested, cited or charged with an offense, other than a traffic ticket. The applicant must disclose the following information regardless of the length of time since the incident, whether or not the applicant was convicted, what jurisdiction it occurred in, how old the applicant was when the incident occurred, whether or not it was expunged, dismissed, set-aside or any other action.

Applicants who have received a DUII, went to court and were ordered to diversion in the last 2 years must identify that on the admission application to the Good Samaritan School of Nursing. Applicants currently enrolled in a diversion program, or less than 1 year out of diversion program for DUII, will not be considered for application to the Good Samaritan School of Nursing.

Applicants seeking admission with a positive criminal background check will meet with the Dean of the Good Samaritan School of Nursing or the Associate Dean of the Good Samaritan School of Nursing. It is the responsibility of the Dean of Nursing to determine whether an applicant's criminal history has the potential to present a threat to the health and welfare of the public. The following aspects of the history will be considered:

- Nature of the arrest or conviction
- Severity of the arrest or conviction
- Timing of the offense(s)
- Rehabilitation
- Documentation provided by the applicant: including, official court documents, arrest reports relative to applicant's conviction, showing the date, and circumstance(s) surrounding applicant's arrest/conviction, sections of the law violated and disposition of the case.
- Detailed description of the rehabilitative changes in your lifestyle since the time of applicant's conviction or disciplinary action that would enable one to avoid future occurrences. Include changes made that support continued rehabilitation. (May include documented evidence of professional treatment or counseling; discharge summary, letters of references proof of service work or self-improvement efforts or court-issued certificate of rehabilitation, dismissal or evidence of expungement, proof of compliance.

Good Samaritan School of Nursing Student

Any student who is charged with or convicted for an offense, including a DUII, is required to report the situation in writing to the Dean of the Good Samaritan School of Nursing within one working day of the event. If a student fails to disclose previous criminal history or a current criminal event the student may be dismissed from the Good Samaritan School of Nursing. The report must include:

- Nature of the arrest or conviction
- Severity of the arrest or conviction
- Timing of the offense(s)
- Documentation provided by the applicant: including, official court documents, arrest reports relative to applicant's conviction, showing the date, and circumstance(s) surrounding applicant's arrest/conviction, sections of the law violated and disposition of the case.

Readmission to Nursing Major

Any student who applies for re-admission to the nursing major following a dismissal from the nursing program and has been out of the program for 1 year or more will be required to undergo a new criminal background check and drug screening following the same procedure as outlined.

Learning Support Services

Learning Support Services (LSS) facilitates and supports access and inclusion for students with disabilities. Students who believe they may have a disability should contact this office as early as possible in order to request a reasonable accommodation for a disability. Documentation of the disability is required, and providing such documentation is the student's responsibility.

Learning Support Services is located in Building 6, (971-369-4143, lss@linfield.edu).

Reasonable Accommodations are based on the impact of one's disability and determined on a case-by- case basis.

Examples of reasonable accommodations * include:

1. Extended Testing Time -- Students who qualify for this service are allowed 150% - 200% of the time normally allowed.
2. Reduced Distraction for Exams -- A quiet room to take tests/exams is provided through LSS.
3. Peer Note-Taking -- A student in the same class that note-taking is needed is hired by LSS to provide copies of their notes.
4. E-text -- Some students may require textbooks in an alternate format. E-text allows students to manipulate text, and can be read by an electronic reader.

**Disclaimer: The list above is not all-inclusive but is intended to give you an idea of the types of accommodations available.*

Documented Disability Statement

Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a disability and feel you may require academic accommodations contact the Learning Support Services Program Manager, to request reasonable

accommodations. Learning Support Services is in Building 6, (971-369-4143, lss@linfield.edu). We also recommend students communicate with their faculty about their accommodations and any special needs an instructor should be aware of.

The Linfield University Policy Statement and Guidelines Regarding Services for Students with Disabilities is available in the Linfield University Policy Handbook.

Testing Accommodations for Students in Special Circumstances

Faculty and/or students may initiate the taking of a make-up exam in Learning Support Services. This accommodation is made for special circumstances (e.g., rescheduling an exam due to illness; a personal crisis such as a death in the family); and must be approved both by faculty and the Program Manager of Learning Support Services.

Policy on Alcohol, Substance and Drug Use

Linfield University prohibits the unlawful possession, use, or distribution of illicit substances, drugs, and alcohol by students and employees on the institutions property or as any part of the institution's activities (Refer to Linfield University Policy Handbook). Good Samaritan 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 substance, 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 Linfield University. 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 Linfield University.
- Reported to the Oregon State Board of Nursing

Student Drug and Alcohol Testing

Linfield University SON may require drug testing during the following periods. All testing is at the expense of the student.

Pre-Matriculation

All students admitted to the pre-licensure programs at the SON are required to submit a drug test as part of compliance and in order to fully matriculate into their degree program.

Clinical Site Testing

Any student may be required to submit a drug test if placed at clinical sites that require drug and/or alcohol testing prior to their start date.

"For-Cause" Drug and Alcohol Testing

Any student may be required to provide a drug test if behavioral or physical signs give rise to reasonable suspicion. Reasons include, but are not limited to:

1. Direct observation of drug use or possession of drugs.
2. Direct observation of physical signs or symptoms of being under the influence of a drug or alcohol or abnormal conduct or behavior.
3. Evidence of drug tampering or evidence of tampering with a previous drug test.
4. Abnormal physical conditions such as bloodshot eyes, slurred speech, lethargy, or drowsiness, lack of coordination, and odor of alcohol on breath.

Students, administrators, 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, meets the clinical site requirements as stated in clinical facility contracts, and is supported by the Oregon State Board of Nursing. Though marijuana is legal in the State of Oregon, use of marijuana is not allowed even with a medical marijuana card due to licensure requirements and federal funding.

Policy: Administration – Student Participation in Non-Linfield Clinical or “Shadow” Experience

Approved: 02/12/18

Students may only use their status as a current Linfield student when they are practicing in a setting that is specifically related to a required clinical course. Students may not represent themselves as being a Linfield nursing student when participating in independent clinical learning experiences (shadowing) of any kind, at any time.

Clinical experiences for students are regulated by the Oregon Nurse Practice Act and are overseen entirely by the Linfield Good Samaritan School of Nursing. All clinical experiences of Linfield nursing students must be linked to a specific course, take place during active operating days of the academic year, and be supervised by a faculty-of-record. All clinical experiences require active contracts and tracking by the Good Samaritan School of Nursing and its authorized agents.

Thus, students may not wear Linfield attire or present themselves as related to Linfield Good Samaritan School of Nursing in any way, which includes the following:

- Participate in independent job “shadowing” experiences
- Solicit health care facilities and leaders about such experiences
- Solicit health care facilities and leaders to organize their own senior practicum experiences
- Wear Linfield uniform/ID badges outside of designated and approved clinical experiences within the established curriculum
- Represent themselves as agents of the school with authority to create and enter into contracts for clinical experiences.

If you participate in a shadow experience that is not part of a required Linfield clinical course, you are not covered by the University malpractice insurance. Should you be injured or harm a client during a shadow experience Linfield University is not responsible for your care or actions

that result from a shadow experience.

A student's academic standing may be affected by violation of this policy.

Policy: Administration – School of Nursing Social Media Policy

Approved: 2/12/18

Purpose

This policy applies to Good Samaritan School of Nursing students who engage in internet conversations for school- related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General Information

Social media are defined as mechanisms for communication and information gathering/sharing designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, , Snapchat, Tik-Tok, and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

Policy

- Protect confidential, sensitive, and proprietary information: Do not post or share confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Linfield Good Samaritan School of Nursing student.
- Respect copyright and fair use. When posting or sharing, be mindful of the copyright and intellectual property rights of others and of the university.
- Do not use Linfield University or Good Samaritan School of Nursing marks, such as logos and graphics, on personal social media sites. Do not use Linfield's name to promote a product, cause, or political party or candidate.
- Use of the Good Samaritan School of Nursing marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinical and classes use of a smartphone/tablet and other devices employed for social media will be used only as authorized by faculty and facility policy.
- No personal phone conversations or texting are allowed at any time while in patient/client

areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.

- Use of computers (smartphones/tablets, notebooks, etc.) shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape, photograph or voice record professors or fellow students for personal or social media use without permission of the faculty or fellow student. At NO time shall patients/clients be videotaped, photographed or voice recorded without written permission of the patient/client and of the facility.
- Be aware of your association with Linfield University in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Linfield's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

Consequences

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Procedure and Considerations

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting or sharing. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a Linfield University student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable University and affiliated clinical sites' privacy and confidentiality policies.

- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Email Etiquette: Writing an email to faculty and/or staff

1. Only use your Linfield email address. This marks the message as legitimate. It provides the faculty/staff with information about whom the email is from in the Linfield system.
2. Always use the subject line. Inform the faculty/staff of the purpose of the email.
3. Start with a Salutation
 - a. Salutations that are acceptable: "Hello", "Hi", and address the Professor by title.
 - b. Do not start with "Hey."
4. Using the honorific or person's title communicates respect for the faculty's position.
 - a. Professors have years of experience and education and should be addressed as such. Address the person as Dr. if the faculty member has a PhD, EdD, DNP or other earned doctorate, otherwise use the term Professor.
 - b. Use a formal salutation with the professor's full last name:
 - i. Example: Dr. Brown-Hayden or Professor Brown-Hayden. The only exception to this is if you have received an email from the professor where that person used an informal salutation such as "Dr. K".
 - c. Never use a first name unless you have explicit permission to do so by that faculty person.
5. The reason for your email.
 - a. Remember that you are representing yourself as a professional in your email.
 - b. The tone of the email should be professional, courteous, and civil.
 - c. Do not use slang, text language, emoticons, or offensive terms in your email.
 - d. Do not write in all uppercase letters or overuse an exclamation point as it will make it appear that you are over-exaggerating your tone of voice.
 - e. Keep the email short and concise.
 - f. Use spell check and proofread your message.
6. Sign-off from your email.
 - a. Sign your email or bring closure to it with a simple, "Thank you" or "Sincerely."

Remember that anything that goes on the Internet is forever. Do not send an email you will regret in the future or that may lead to negative consequences, even if those consequences do not appear serious at first glance. Additional information may be found on Purdue Owl.

Online Course Expectations

Approved: 05/19/11

Revised: 01/16/12

- Students are expected to read the course syllabus, assignment expectations, course calendar, announcements, and all other course materials at the beginning of the course and periodically, throughout the term.
- Every member of the online learning community will have different views, opinions, and experiences that come up from the topics that are discussed. It is expected that the learning experience will be enhanced if students and faculty respond to each other respectfully, politely, and with professionalism at all times.
- The online course room is a safe, confidential learning environment, where clinical situations and scenarios are discussed for the purposes of collaborative learning.
- Students are expected to log-in to the course a minimum of 3-4 times per week* to check for announcements, e-mails, new discussion responses, and returned assignments.
 - *On-campus and hybrid courses may have different expectations for log-in requirements than courses that are conducted completely online, please check the course syllabus for expectations.
- In addition to course room e-mail, it is expected that students check their Linfield e-mail site on a regular basis. General program announcements, Linfield University announcements, as well as specific, critical information from faculty and staff may be communicated in this way.
- Faculty members do their best to respond to e-mails and questions within 24-48 hours. It is important to check with each instructor to understand their preferences for communication and their timeline for responses.
- Students may notice similarities in the way that online education is delivered across the curriculum; however, it is important to know that faculty instructors will have a variety of teaching styles and preferences.
- Each course is designed with its own set of course outcomes or goals for learning. The teaching and learning strategies that are utilized to meet these outcomes will vary from course to course. Examples include collaborative discussions, group projects, individual research and writing assignments, online quizzes, case studies, web-based learning, community activities, service learning, clinical preceptor activities, and more.
- The knowledge and skills that students can expect to gain in one course will provide a foundation for subsequent courses. The learning that occurs across the curriculum builds from simple to more complex.
- There are a variety of resources available in the course room to support student learning, such as: library class pages, librarian contact and support information, writing tips and resources for formatting using the Publication Manual of the American Psychological Association (APA), web links, blackboard support, NW eTutoring Consortium of Colleges that provides academic tutors in a wide-range of subjects including writing, and Linfield University Learning Support Services for assignment assistance.
- In online courses, student identification is confirmed through their CatNet ID and secured password. Plagiarism can be checked through an application on a learning management system.

Student Evaluation Policy

Students must practice legally, ethically, professionally and safely. Students must meet all course

outcomes to pass nursing courses. The achievement of course outcomes is evaluated using appropriate methods identified by the course faculty and communicated by the course syllabus. In clinical nursing courses, students will receive a written clinical performance evaluation based on written course and clinical outcomes related to nursing practice in the lab/clinical areas. The clinical performance evaluations will be kept electronically for six years after separation from the university.

Student Evaluation of Nursing Courses in the Curriculum

Periodically, as part of the Good Samaritan School of Nursing continuous quality improvement efforts, students are asked to evaluate nursing courses to determine if course outcomes are effectively being met. The evaluation is anonymous. Data are used to facilitate course development.

Student Evaluation of Classroom and Clinical Instruction

Students are asked to evaluate their classroom and clinical instructors using an online program. Directions for instructor evaluations are sent via email to each student prior to the end of each semester. The evaluations are anonymous.

Instructor evaluations are used to help improve courses, as well as to make personnel decisions such as tenure and promotion for professors. Students are urged to provide constructive written comments to make their views most useful to the professor and the others who will read these evaluations.

Responses are available to instructors, program directors, and the deans after final grades are submitted each semester.

Student Evaluation of Clinical Agencies

Both faculty and students are asked to evaluate clinical facilities at the end of a clinical rotation. Data from faculty and students are used to evaluate the quality of clinical experiences and to plan future clinical experiences. The evaluations are anonymous.

Student Evaluation of Clinical Preceptors

At the end of clinical courses which use the preceptor model of instruction, both faculty and students are asked to evaluate the Clinical Preceptor. Data from faculty and students are used to determine future Clinical Preceptor assignments.

Grading Policy for All Required Nursing Courses in the Curriculum

Theory

Theory courses are graded using the scales that follow. To pass the courses, the student must meet all course outcomes as evaluated by examinations and other methods of assessing learning and achieve an overall course grade of at least C.

Multiple choice examinations will comprise a minimum of 50% of the course grade for the following courses:

- NURS 305: *Foundations of Community-based Nursing Practice*
- NURS 355: *Nursing Care of Clients and Families Across the Lifespan Living with Chronic Conditions*
- NURS 365: *Clinical Patho & Pharm*
- NURS 395: *Mental Health and Illness across the Lifespan*
- NURS 425: *Transitions in Health and Illness*
- NURS 455: *Nursing Care of Clients and Families Across the Lifespan Living with Acute Conditions*

To pass the above three courses, a minimum average of C must be earned on examinations. The students must also achieve an overall course grade of at least C.

Grading Scale

Acceptable Grades:

| Letter grade | Percent range |
|--------------|---------------|
| A | 94-100 |
| A- | 90-93 |
| B+ | 88-89 |
| B | 84-87 |
| B- | 82-83 |
| C+ | 80-81 |
| C | 77-79 |

Unacceptable Grades:

| Letter grade | Percent range |
|--------------|---------------|
| C- | 73-76 |
| D+ | 70-72 |
| D | 62-69 |
| F | 0-61 |

Note: Linfield University does not accept grades of A+, D-, F+, or F-.

Exam Mastery in Prelicensure Programs

In all required pre-licensure nursing courses students must achieve exam mastery. To pass these courses, students must earn a minimum cumulative weighted grade of C (77%) on exam, except the Kaplan exam grades which are not included in this minimum exam score. Irrespective of all other graded assignments, if a student earns less than a cumulative weighted score of C (77%) on exams, the course grade will reflect the weighted exam score. Cumulative weighted exam scores are not rounded. The students must also achieve an overall course grade of at least C (includes all graded exams and assignments within the course). Final grades in pre-licensure courses will be rounded up to the nearest whole number.

Cumulative weighted exam scores are not rounded. Grades for all evaluation methods are rounded to the nearest 10th based on the math rule of 5, and the final course grade is rounded up or down to the nearest whole number. Example for rounding to the 10th decimal place:

76.86% becomes a score of 76.9% or 76.96% becomes a score of 77%. Example for rounding to the nearest whole number: When the final course grade is 76.5 % the grade becomes 77%. When the final grade is 76.4% the grade becomes 76%.

Course Mastery

- The student must achieve a minimum weighted cumulative grade of C on all course assignments.
- The student must achieve a minimum cumulative weighted score of 77% on all exams (midterms and final).
- The student must achieve a pass on all assignments that are graded Pass/No Pass.
- All course assignments must be completed.

Clinical Courses (Integrated Experiential Learning Courses, Simulation practicums, Practicum courses)

A student who demonstrates unsafe clinical practice, unethical behavior, unprofessional behavior, or illegal behavior in the clinical setting will be removed from the clinical experience and not pass the clinical course.

Clinical courses are graded using the above scale. To pass these courses, the student must meet all course outcomes as evaluated by the student Clinical Evaluation Instrument (CEI) and other assignments (e.g., written assignments, group projects, examinations, etc.). The clinical component (i.e., direct care or other learning activities occurring at clinical agencies) is graded pass/no pass. Written clinical assignments may be given points that contribute to the overall course grade. The student must pass the clinical component and achieve at least a C average on graded assignments to pass the course.

Incomplete Grade in Nursing Courses

An incomplete grade in a nursing course may be given at the discretion of the instructor when the quality of work is satisfactory, but the course requirements have not been completed for reasons of health or other circumstances beyond the student's control as determined by the instructor.

Each incomplete grade requires a contract to be filed by the instructor with the registration officer. (*See*, the Linfield University Course Catalog for details.)

Students receiving an incomplete grade in prerequisite nursing courses must complete all required coursework according to the following schedule. Nursing faculty must submit a change of grade to the registration officer by the date noted in this schedule.

| Semester/Term Incomplete Grade Given in a Prerequisite Nursing Course | Latest Date Incomplete Prerequisite Nursing Course Must be Completed | Latest Date Nursing Faculty Must Submit Change of Grade |
|--|---|--|
|--|---|--|

| | | |
|--------|---|--|
| Fall | Two weeks prior to the beginning of spring semester | One week prior to the beginning of spring semester |
| Spring | <p>If student is registered for required nursing course(s) in summer term: Prior to summer term beginning</p> <p>If student is <i>not</i> registered for required nursing course(s) in summer term: Two weeks prior to the beginning of fall semester</p> | <p>If student is registered for required nursing course(s) in summer term: Prior to summer term beginning</p> <p>If student is <i>not</i> registered for required nursing course(s) in summer term: One week prior to the beginning of fall semester</p> |

If a satisfactory passing grade is not submitted to the registration officer by the deadlines noted above, the student will be administratively withdrawn from nursing courses requiring the prerequisite course(s).

In nursing courses that are not prerequisite courses, the University policy concerning incompletes is followed. The student may continue work on incompletes in these courses during the succeeding semester.

Clinical Evaluation Policy

Clinical evaluations are completed by faculty and students at mid-term and the end of the experience. Clinical is graded as pass or no pass. Students are given a copy of their evaluation. Clinical evaluations are kept on file for 6 years post-graduation. The clinical evaluation instrument that has been approved by faculty can be found in Blackboard.

Accident Reporting Procedure on Campus While Engaging in University Activity or Clinical

The following procedure is to be instituted for accidents involving a student or faculty member injured on campus or while engaging in any university sponsored activity (e.g., field trip, January Term Travel Course), a University Work Study/Campus Employment Student injured while engaged in university activity or student or faculty member injured during clinical. After making an assessment and calling 911 if necessary, report the injury immediately to your supervisor, no matter how minor. The instructor must fill out the *Linfield University Incident Investigation and Analysis Report* form and submit it to the Director of Operations.

Clinical Incident Reporting

This procedure applies for reporting incidents that occur during nursing clinical whether a student injury results.

1. Login to Etrieve using Catnet ID and password: [Clinical Incident Reporting](#); faculty or students can access Etrieve login from Linfield website or store a link in their phone.
2. Under FORMS, choose the form EHS Nursing Clinical Incident Report

3. The faculty or student can begin the form and once it is approved by both will go to the clinical course coordinator. The coordinator can send the form back to student or faculty as needed until it is complete. Once the coordinator approves the form, it will go to the Dean of Nursing, Assoc. Dean, Evaluation committee chair, and Director of EHS. The forms will be stored in Etrieve.
 - a. Follow-up care is the student's responsibility.
 - b. Any costs of evaluation and follow-up shall be the responsibility of the student.

Procedure for blood/body fluid exposure incident:

Linfield University Good Samaritan School of Nursing is required to provide assurance that our students have a level of protection and education similar to health care agencies. Each year students and faculty are required to complete blood borne pathogen training.

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 blood borne pathogen status.
- Seek immediate medical evaluation if a blood/body fluid exposure has occurred.
- Students must be evaluated for preventive therapy within one hour of blood/body fluid exposure.
- Submit a clinical incident report through the procedure explained above.

Procedure for workers compensation claim:

Campus Employment Students are covered by the University Worker's Compensation program if the injury, requiring a doctor or hospital visit, occurs while working for the University. Such students must complete an 801-insurance form. This form should be faxed to the Human Resources office (503-883-2644) within five business days of the incident. The form is available in the office of the Operations Coordinator (Building 1, Office 182).

NCLEX-RN Examination Application Process

Pre-Licensure Nursing Students Only

Information about the process for applying to take the NCLEX-RN exam can be found via the [Oregon State Board of Nursing \(OSBN\)](#). The most up-to-date information is always available on that page. In addition, students should access the state board of nursing in the state in which they plan to practice.

Pain Management Requirement for Registered Nurses Entry Level Education in Oregon

Pain management education is required for registered nurse entry level education in the state of Oregon as regulated by the Oregon State Board of Nursing (OSBN). The requirements include a minimum of 6 hours of pain management education and completion of Oregon Pain Management Commission online course: Advancing Pain Management in Oregon.

The hours of pain management education are included in the Linfield Good Samaritan School of Nursing curriculum. The online pain management course is assigned to students in the final semester of a program as part of course assignments.

OSBN performs random audits of compliance related to the pain management requirements. Therefore, keep the outline of pain management curriculum content with your records as verification of six hours pain management, along with your completion certificate of the online course. See Appendix B for the curriculum pain management content.

Insurance

Health Insurance (Required)

All nursing students are required to have health insurance coverage either purchased through Linfield University 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 Linfield University's Worker's Compensation programs cover student injuries. Needle sticks, back injuries, and infectious diseases are some of the potential injuries that occur during clinical, making health insurance coverage essential.

Campus employed students are covered under Linfield University's Worker's Compensation program only if the injury occurs while they are working for the University, and not during non-employment times.

Professional Liability Insurance - Malpractice (Required)

Students are required to purchase professional liability insurance coverage through Linfield University. 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 most current edition of the *American Psychological Association's* Publication manual. This book is available for purchase. A copy of this book is available in the library.

Clinical Requirements

Clinical Attendance

Approved: 4/4/2016

Revised: 3/11/2024

Successful completion of the nursing program is dependent upon consistent demonstration of safe, ethical, and professional behavior in the experiential learning center and clinical sites with patients, patient family members, agency or clinical staff, Linfield faculty and staff, student peers, and others. Simulation, on-site, and on-campus clinical experiences are limited and represent high impact learning. For this reason, **students are required to be present at all scheduled days/times in the clinical course.** Clinical course absences are not conducive to student mastery of course outcomes and may result in clinical course failure. **There are no excused absences;** *rare exceptions* will be considered with approval from course faculty and the respective IEL coordinators/practicum coordinator.

Scheduled clinical experiences include but are not limited to hospital/facility on-site clinical, on-campus clinical, simulation, scheduled clinical meetings including CEI meetings and praxis, and practicum activities.

SON program (TBSN, ABSN, MEPN and RN/BSN) and specific criteria may influence how this policy is implemented, though the consequences of absence remain the same.

Repeated (more than one) absences from clinical course experiences throughout the semester may result in course failure. Refer to the clinical course syllabus for details regarding how clinical absences will impact your grade in the course.

After one absence, no matter the reason, it will result in a First Absence Alert form; this alert will state the concern related to not meeting course outcomes and risk of failure. This alert will be sent by the clinical course coordinator (IEL Coordinator/Practicum Coordinator) and clinical faculty with a return receipt email from the student; the program director will be notified as well.

In the event of an absence and required make-up work:

- Students are required to immediately notify their clinical faculty and clinical course coordinator/practicum coordinator via email and/or text messaging if available.
- Students will be required to make up missed clinical course experiences.
- Students sent home from clinical experiences for any reason will need to make up the missed clinical/lab. (This can be due to lateness, being unprepared, arriving with an unprofessional appearance, unsafe behavior, etc.)
- The clinical course coordinator/practicum coordinator will determine how, where, and when the clinical course experience is to be made up.
 - If a student does not meet the deadline of the make-up assignment *without prior communication and approval by faculty*, this will be considered a second absence, prompt a Learning Assistance plan (LAP), and may result in course failure.
- The clinical course make-up does not need to be identical to the missed experience;

however, the make-up needs to be designed to help the student meet the course learning outcomes. These may include but are not limited to:

- a rescheduled clinical time
- make-up assignment
- other clinically related learning activity

Any assignment should be 'true' to the missed experience. The specific type of make up work will be unique to the course/assignment absence. Rescheduled clinical experiences are often not possible.

- The student may be responsible for costs of clinical make up if this occurs outside of the course semester calendar. Costs may include, but are not limited to:
 - Cost of faculty/staff time.
 - Supplies including lab supplies
 - The cost of the clinical experience make-up will be made known to the student at the time the make-up is scheduled
- Because access to clinical sites outside of regularly scheduled times is extremely limited and because clinical faculty have limited availability, it is not guaranteed that a student will have access to an appropriate clinical make up.
- If an appropriate clinical course experience make-up is not available during that semester, the clinical faculty, in consultation with the clinical course coordinator/practicum coordinator may, but is not obligated to, award an Incomplete. Please see Linfield University Policy on Incompletes. Additionally, consideration for an approved Leave of Absence or Medical leave may be relevant depending on the specific student circumstances.
- Make-up experiences are not readily available and may lack the intensity and focus of the original learning experience.

Additionally, if a student arrives to a scheduled clinical course experience unprepared to provide safe patient care, or behaves in an unprofessional manner, the student will be sent home from the experience by their clinical instructor. This will count as an absence and may result in course failure; the absence policy process will then be implemented. The student will be required to complete a make-up assignment.

If applicable, Medical clearance and an updated Essential functions form may be required to return to clinical activities.

Clinical Learning Activity Tardiness:

Students are expected to report on time for all scheduled clinical course experiences and be willing, capable, and prepared to participate in assignments and activities. Tardiness is defined as one minute or more past the designated start time.

Arriving late for a scheduled clinical course activity will result in the following:

If the student arrives after the activity has begun, the student will be sent home. The scheduled activity can include but is not limited to report, pre-brief, meeting, or discussion. If a student is sent home, the above absence policy applies. If they are late, and allowed to remain, the late policy below will be initiated. If the student arrives before the clinical course activity has started, the student will be permitted to stay for the scheduled activity/day, and the following will be completed:

- Late **one time**, student will receive a **verbal warning**.
- Late **twice**, the student will receive a **written warning/academic alert, and a learning assistance plan (LAP) for improvement, final course grade will be decreased by 5%.**
- Late **three times**, the student **fails the course**.

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, social media use, drug testing, immunizations, and/or criminal background checks.

Transportation

Students are responsible for providing their own transportation to and from clinical sites. If a student chooses to drive a personal vehicle, the student is responsible for operating the vehicle in compliance with local, state, and federal regulations, including Oregon State laws regarding automobile insurance. Linfield is not responsible for students who elect to carpool to a clinical site. Parking fees associated with clinical practice are also the responsibility of the student.

Student Clinical Errors

Students making an error of omission or commission during their clinical experience at an agency must immediately notify the clinical instructor, who in turn notifies the Clinical Course Coordinator. The procedure for reporting errors identified by the Clinical Agency is to be followed. The clinical instructor is to notify the Clinical Course Coordinator and Dean of Nursing in writing of any student errors that may require legal intervention or are of great significance. (Also see, Good Samaritan School of Nursing policy on incident reports in this chapter.)

Clinical Professional Image Policy

Approved: 5/25/2017

To continue the professional development of our students while maintaining their safety and the safety of patients and inhibit the spread of infection, Linfield University, Good Samaritan School of Nursing adheres to a Clinical Professional Image Policy. Students are expected to be in compliance with this policy or the policy of their clinical agency (whichever is stricter) when at their clinical site or participating in events/classes in the Experiential Learning Center (ELC).

COVID-19 addendum: use of personal protective equipment (PPE) during on-campus clinical experiences will be communicated to students as changes occur. Students will follow requirements of clinical agencies during off-campus clinical experiences.

Identification

All Linfield University nursing students must wear their Linfield identification badge and carry a current, compliant health passport while participating in clinical experiences or events/classes in

the ELC. Clinical site-specific identification must be worn according to site specifications.

Identification must be visible and worn above the waist. Health passports must be readable and compliant according to university requirements.

Clothing

Students are to wear navy blue scrubs. A Linfield University patch must be sewn on the left sleeve of each scrub top. No sweaters or jackets may be worn over scrubs during ELC and clinical activities. Long sleeve garments may be worn under scrubs. Acceptable solid colors include navy, white, black or gray. Navy blue scrub jackets are also acceptable and must have the Linfield University patch sewn on the left sleeve. Scrubs are available at various uniform shops in the community; patches are available at the campus bookstore. Students are required to follow the dress code of assigned clinical agencies. Undergarments must not be visible. Some clinical sites may allow or require students to wear street clothes and footwear while practicing in their agency. Students should check with their clinical faculty for specific guidelines.

Footwear

- Shoes shall be clean and in good repair and appropriate for the ELC and clinical assignment.
- Shoes with flexible soles, low heels, and closed toes are required for safety and optimum body mechanics.

Jewelry and Body Art

- Jewelry shall be kept to a minimum.
- Jewelry should be appropriate and safe for the ELC and clinical environment and not pose a risk to the student or patients (i.e., no large hoop or dangling earrings).
- Body piercing, except pierced ears, is not to be visible during ELC and clinical hours.
- All earrings must be secured.
- No facial piercings.
- Pierced ears may have 2 piercings per lobe No graduated lobe piercings or industrial piercings.
- Stretch-lobe piercings must have solid, skin-tone colored plugs.
- Every reasonable attempt will be made to conceal body art/tattoos during ELC and clinical experiences. For example, long-sleeved undergarments (solid navy, white, black, or gray) may be worn under scrub tops to cover arm tattoos. If unable to comfortably cover tattoos/body art, they may not be professionally inappropriate (i.e. neck or hand tattoos).

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, gel (shellac) and nail polish pose an infection control and safety risk and are not allowed.
- Hair, sideburns, mustaches and/or beards shall be clean, neat and well-trimmed.
- Long hair must be pulled back from the face and secured so as to not fall forward into a sterile field.

- Make-up shall be appropriate to the professional work environment and not extreme.
- Hair color is to be within the normal, natural color range.
- Hairstyle is to be within reasonable healthcare environment standards.

Professional Image

Other traits also contribute to a nursing professional image other than appearance. These include behavior, character and accountability.

Behavior

- Approachable
- Professional: Respectful, punctual, collaborative, reliable, etc.
- Caring
- Well prepared
- Demonstrates scholarly inquiry
- Active learner

Character

- Compassionate
- Good manners
- Being gracious
- Genuine
- Service oriented

Accountable

- Being accountable for performance and behavior
- Bystander responsibility: Holding each other accountable.
- Follows standards/ethics written in Linfield Student Handbook

Disciplinary Action for Violation of Personal Appearance Policy

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

Exceptions to the Clinical Professional Image Policy

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 University will accommodate the student provided that safety, infection management and hygiene requirements are satisfied. The student has the responsibility to inform the clinical instructor of this request for an exception to the Clinical Professional Image policy.

Required Supplies

- Name tag or badge

- Navy blue scrubs or uniforms
- Linfield University patches sewn on the left sleeve of each lab coat and top
- Watch with second hand or digital second timer
- Manual adult blood pressure cuff (sphygmomanometer)
- Stethoscope with bell and diaphragm (dual head)

Medication Calculation Testing Policy

Approved: 05/13/2024

Medication Calculation (med-calc) tests will be given in the clinical courses in the TBSN, ABSN, and MEPN program. The test will constitute 10% of the clinical course grade. Students will have three attempts to pass. Inability to pass after the 3rd attempt will result in course failure or an LAP as described below. Students will be assigned appropriate med-calc preparation assignments prior to taking the test. The test should only include medication calculation problems. Students need to earn 100% on the test in order to pass. If a retake is needed, robust remediation will be required. Retests will occur at a separate time from remediation. Grade delineation, procedures, and further details are below.

Course grade (10%) & Number of Attempts

1st Attempt

- If pass (with 100%): Test Grade Earned = 100%
- If don't pass with 100%:
 - Academic alert sent
 - Robust remediation: 'class' for remediation for all students who failed.
 - Complete homework/practice questions.
 - Retest (with a different test) at a different time after remediation occurs.

2nd Attempt

- If pass (with 100%): Test Grade Earned = 88.5%
- If don't pass with 100%:
 - Learning Assistance Plan (LAP) initiated: falls under outcome(s) addressing ability to provide safe patient care.
 - Robust remediation: 'class' for remediation for all students who failed.
 - Complete homework/practice questions.
 - One-on-one remediation, as needed.
 - Retest (with a different test) at a different time after remediation occurs.

3rd Attempt

- If pass (with 100%): Test Grade Earned = 77%
- If don't pass with 100% after 3rd attempt:
 - **ABSN and MEPN Semesters 1 and 2, and TBSN Semesters 2 & 3:**
 - If don't pass with 100% after 3rd attempt = course failure and the need to repeat the course. Med-Calc is an essential patient safety outcome, which is not being met. Students are given 3 opportunities for success.
 - **TBSN Semester 1:**
 - If don't pass with 100% after 3rd attempt:

- Test Grade Earned = 0%
- LAP will follow student into 2nd semester, which will delineate student actions for remediation over the break.
- Students are expected to continue remediation on their own throughout the semester and on break to be prepared for semester 2.
- Students will be expected to perform additional med-calc in IEL 1 clinical days and on theory exams.

What is a "Pass"?

- A pass equates to a student earning 100% on the Med-Calc test, zero errors.

Percentage of Course grade

- 10%

Directions should include

- Students must include units on their answers.
- Round final answers only to the nearest tenth (0.0).
- Students must show their work on a separate sheet of paper and submit to faculty.
- Students will be given common conversions (below).

Time allotted

- 4 minutes allotted per question

Number of Questions on Test

- Each Med-Calc test should be a minimum of 15 questions (can be more if needed)

Remediation

- Remediation after a failed attempt should be robust. A 'class' like remediation should be offered/required for all students needing to retake the med-calc test. Students should also be assigned additional homework/practice problems to be submitted before retesting. The retest should not be offered the same day as the remediation. One-on-one remediation may be offered as needed.

Paper and Electronic Testing

- Med-Calc tests should be given on paper or electronically.
- Med-Calc tests should be proctored with either format.
- All students are required to 'show their work' and submit their written work on paper.
 - Requirement to show their work allows students to review where errors occurred

Common Conversions (include on tests)

- Give students standardized conversions for accuracy on the test.
 - These are easily accessible at a clinic site and easy to look-up if needed; no need to memorize for the med calc tests.
- Include the following for all Med-Calc tests.
 - Common conversions:
 - 30 g = 1 oz
 - 1 kg = 2.2 lbs
 - 5 ml = 1 tsp
 - 1000 mcg = 1 mg
 - 1000 mg = 1 g
 - 1000 mL = 1 L

Student Request to be Absent from Course Due to Attendance at Professional-Related Event

Approved 09/17/12

Participation in professional nursing events contributes to student learning and provides opportunities for professional development. However, these must be balanced with meeting course requirements and needs of clinical agencies. The purpose of this policy is to clarify the process for requesting to be absent to participate in professional-related events.

1. Review the sections on the Clinical Attendance Policy and "Absence from Class" in this manual.
2. A student must be in good standing in a course for the request to be considered.
3. Before registering for a professional conference or arranging transportation, students should consult with clinical and theory faculty if any class, clinical, or lab hours will be missed by participating in the event.
4. Students should complete the form in Appendix C and submit it to faculty at least 6 weeks prior to the event.
5. Students should meet with faculty to review the request and obtain permission to be absent. Expectations regarding the need to make up the absence or meet other course responsibilities should be clarified.

**LINFIELD UNIVERSITY
SCHOOL OF NURSING
ESSENTIAL FUNCTIONS**

All students must be able to perform and/or develop the following essential functions in order to succeed at Linfield-Good Samaritan School of Nursing. If at any time your ability to perform these essential functions changes while enrolled in the nursing program, you must notify the clinical course coordinator.

| 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, sign and submit through the clinical compliance system.

SECTION V: LINFIELD KAPLAN POLICIES AND PROCEDURES

Linfield Kaplan Focused Review Tests (FRTs)

Approved: 2/13/17

Revised: 10/26/20; 08/02/22; 10/31/22

The Focused Review Tests (FRTs) are un-proctored practice tests. These tests review basic nursing content according to the medical model and provide topical retest opportunities. The tests are designed to coach students through specific content, providing rationales for the correct and incorrect answers, comprehensive remediation as well as alternative question stems to enhance student comprehension of written questions. The purpose of the FRTs is for students to have practice with NCLEX style questions and to increase student knowledge.

Kaplan is an important part of the Linfield Nursing program and both supplements and complements what is learned in the classroom and in clinical.

- Each test consists of approximately 30 questions.
- Tests are typically placed in the curriculum to coincide with concepts being taught in that course. Not all content questions in Kaplan will be taught in the course, but the concept the question addresses typically will be taught in that course.
- Students who repeat any course are required to complete all FRTs and the Integrated Tests assigned in that semester. All required FRTs must be taken as described below before taking the Integrated Tests. Both must be completed in order to receive the earned grade in the course being repeated.
- **Students must pass the FRTs at 90% or better to receive the earned grade on the Integrated (secured and proctored) Test(s) as assigned in the semester.**
 - All students must complete the Integrated Tests for the semester.
 - If a student does not meet the requirements of the FRT completion, the student will receive a zero for each Integrated Test.
- Students must complete all the FRTs assigned in the course to receive a course grade. The FRTs should be completed and remediated *no earlier than 6 weeks prior to the start of the semester* to meet the requirements for that semester. If an FRT for a semester is completed earlier than 6 weeks prior to the start of the semester, the student must repeat the exam to receive credit.
- Students may take the FRTs as many times as it takes to achieve the 90% passing requirement.
- Students will not be given extra credit in the course for completing any FRTs. Students take these exams on their own time in preparation for taking the proctored integrated tests.
- Students are required to remediate all questions on the FRTs. Reference the Linfield Kaplan Remediation Policy for specific details.
- Schedule of FRTs across semesters (subject to change, check course syllabi) will be provided to students for each program.

8/6/2024 *TBSN Reminder Added to FRT Policy*: Additionally, please review your program Central on Linfield's learning management software for FRT schedule updates.

Policy: Curriculum – Linfield Kaplan Integrated Testing Program

Approved: 02/02/2017

Revised: 08/25/17; 02/12/18; 08/02/22; 10/31/22

Kaplan Integrated Testing Program is a series of secure proctored online tests designed to evaluate the knowledge of students in a basic nursing curriculum leading to RN licensure. The tests are timed to help students prepare for the requirements on the NCLEX-RN exam.

Students who need accommodations during testing sessions will receive the time needed for testing through Learning Support Services. Student performance on the Integrated Tests identifies knowledge/concept deficits in specific content areas, so that early interventions can be implemented.

Student ability to pass the NCLEX-RN exam is strengthened by their ability to pass each series of integrated tests at the suggested number of correct answers and the percentile ranking.

Students prepare for each Kaplan Integrated Test by reviewing related content outlined in The Basic Book (Kaplan Review Book) as well as reviewing content presented in theory courses.

Kaplan Integrated Testing Program will be given in the semesters as scheduled in each program. Students are required to complete all Integrated Tests assigned in that semester, including students who are repeating a course. Students who repeat a course are not required to pay the Kaplan fee for that semester.

To receive the earned points on the Integrated Tests, students must submit the completed Integrated Test Remediation Tool. The remediation and Tool can be completed online immediately after testing and remediation and submitted in Blackboard. The date the Integrated Test Remediation Tool is due after an Integrated Test will be provided for each course. If remediation is not completed and submitted by the due date, the student will receive zero points for the Integrated Tests. If Kaplan Integrated Test results drop a student's course grade below 77% passing grade, the student will receive a 77% as the course grade.

Kaplan Integrated Tests and Grading Scale

Kaplan Integrated Tests are scored using the statistical Roush probabilistic model which expresses both item difficulty and test-taker ability on the same scale. Students receive both a total percent correct score and a percentile rank. The total percent-score is strictly the number of questions answered correctly out of the total questions. The percentile score is the percentage of individuals in the total norm group who achieve scores at or below the individual's score. An individual's percentile rank describes the student's exact position compared with the norm group. The higher the percentile rank, the better a student performed on the test. For example, if a student performed at the 85th percentile, this means that 85% of the norm group scored at or below the student's score. For a student who performed at the 49th percentile, 49% of the norm group scored at or below the student's score. Percentile Rank is a more accurate indicator of performance than the raw percentage to determine students' success on individual tests because it considers the difficulty level of that

test.

Integrated tests are graded and count towards the course grade. The following grading scale will be used for all of the integrated tests to assign a course grade based on percentile ranking the student achieves on the exam. If Kaplan Integrated Test results drop a student grade below 77% passing grade, student will receive a 77% grade in the course.

| Percentile Ranking | Test Grade |
|--------------------|------------|
| 90- 100 | 100 |
| 80-89 | 96 |
| 70-79 | 94 |
| 60-69 | 87 |
| 50- 59 | 84 |
| 40-49 | 80 |
| 30-39 | 77 |
| Below 30 | 73 |

For Semester 4 Only—Kaplan Diagnostic Test and the Predictor Test: Integrated Tests that are predictors (the Diagnostic and the Predictor) are graded and count towards the course grade in NURS 475. Predictor Tests have only raw percentage-scores. Grades for the exams that have a predictor score are determined by using a flat curve model. The grading scale used for the integrated exams with predictive scores and without percentiles will be posted on a course-specific, learning management system site and are included below.

Linfield Final Semester Grading Scale for the Diagnostic A Integrated Exam

Approved: 2.12.2023

The grade for the Diagnostic A Integrated Exam will be 12.5% of the course grade in the semester 4 IEL/Practicum course. This grade is based meeting the “threshold/benchmark” score for this exam, which is 68%. Receiving this score means students have a 95% or greater probability of passing NCLEX and will receive a score of an A on toward their course grade. This means you are on track for passing NCLEX. *Remember that this is a result from one exam only. The more you prepare and practice testing and remediation the higher your likelihood of passing NCLEX.*

Grading conversion scale is below.

| Percent Earned on Diagnostic | Probably of Passing NCLEX (approximate) | Percent Earned toward Course Grade (12.5%) |
|------------------------------|---|--|
| 68% and above (threshold) | >95% | 100% |
| 60-67% | 94% | 93% |
| 53-59% | 93% | 88% |
| 48-52% | 92% | 84% |
| 42-47% | 91% | 80% |

| | | |
|--------|------|-----|
| 38-41% | 90% | 77% |
| <38% | <90% | 73% |

*Round Percent Earned score up or down to the nearest whole number based on the tenth place. (0.4 and below, round down to the nearest whole number. 0.5 and above, round to up to the nearest whole number. Example 63.2% would be rounded to 63% and 63.5% would be rounded to 64%.)

Linfield Final Semester Grading Scale for the Predictor B NGN Integrated Exam

Approved: 2.12.2023

The grade for the Predictor B Integrated Exam will be 12.5% of the course grade in the 4th semester IEL/Practicum course. This grade is based meeting the “threshold/benchmark” score for this exam, which is 72%. Receiving this score means students have a 95% or greater probability of passing NCLEX and will receive a score of an A toward their course grade. This means you are on track for passing NCLEX. *Remember that this is a result from one exam only. The more you prepare and practice testing and remediation the higher your likelihood of passing NCLEX.*

Grading conversion scale is below.

| Percent Earned on Actual Kaplan Predictor | Probability of Passing NCLEX (approximate) | Percent Earned toward Course Grade (12.5%) |
|---|--|--|
| 72% and above (threshold) | >95% | 100% |
| 71% | 94% | 93% |
| 70% | 93% | 88% |
| 69% | 92% | 84% |
| 68% | 91% | 80% |
| 66-67% | 90% | 77% |
| <66% | <90% | 73% |

*Round Percent Earned score up or down to the nearest whole number based on the tenth place. (0.4 and below, round down to the nearest whole number. 0.5 and above, round to up to the nearest whole number. Example 63.2% would be rounded to 63% and 63.5% would be rounded to 64%.)

Refer to the Kaplan Remediation Policy for specific information about how to analyze and remediate Kaplan Integrated Tests.

8/6/2024 *TBSN Reminder Added to IT Policy:* Additionally, please review program Central on Linfield’s learning management software for IT schedule updates.

Kaplan NCLEX-RN Review Course

The Kaplan NCLEX-RN Review course is a live review course scheduled during the last week of the last semester of the program. **Attendance is mandatory at the Kaplan NCLEX review course to pass the last clinical course in prelicensure programs.** Students will have 90-day access to online Kaplan resources after completing review course. It is strongly recommended that the NCLEX-RN Licensing Examination be completed as soon as possible

after graduation. Students who take the exam within 45 days of graduation have a higher likelihood of passing NCLEX.

Policy: SPP – Kaplan Exams Required for Students Repeating a Course

Approved: 04/10/17

Reviewed: 10/31/17; 2/12/18; 10/26/20; 10/31/22

1. When a student repeats a course or semester, the student is required to complete all the assigned Focused Review Tests for all the courses in the semester being repeated and not just the course being repeated.
2. Students are required to take all Integrated Kaplan tests that are required for the semester they are repeating.
3. Students must complete all Focused Review Tests before being allowed to take any of the required Integrated Exams for the semester.
4. If the student is repeating a clinical course, the Integrated Tests are calculated as part of the course grade.
5. If the student is not repeating a clinical course the Integrated Test scores are not calculated in the course grades for those being repeated but the tests will need to be completed in order for the repeated theory course grade to be released.
6. Students will be given access to the Focused Review Tests schedule and Integrated Exams required for that semester.
7. Students who repeat a course will not be charged by Kaplan for that semester.

Procedure

1. Clinical course coordinator will monitor progress of student(s) who are repeating courses in that semester.
2. A student who is repeating a course will be counseled by their faculty advisor to repeat the assigned Focused Review Tests for the entire semester and assist with contacting the clinical course coordinator as needed to schedule Kaplan Integrated Tests.
3. Nursing administrative staff will adjust students in cohorts and upload rosters of new students to Kaplan as needed each semester.

Linfield Kaplan Remediation Policy

Approved: 2/13/17

Revised: 8/23/17; 12/10/18; 10/26/20; 10/31/22; 8/14/2023

All students are required to participate in remediation for both the Focused Review Tests and the Integrated Tests. Requirements for the last semester of the program may differ.

Meeting with Faculty Advisor: All students and faculty advisors are required to meet in their first semester of the program and their final semester of the program. Meetings in other semesters are encouraged, but optional. The meetings will take place before the end of both the first and final semesters.

Meeting Purpose/Focus:

The purpose of the meeting in the first semester is to discuss the Kaplan program – Focus Review Tests, Integrated Tests, remediation, Kaplan resources, and the importance of integrating Kaplan throughout the program. The meeting may also include a review of the student's remediation notebook, analysis of test performance, assessment of knowledge gaps, and discussions about studying and test taking strategies. These required review meetings with your faculty advisor may be conducted one-to-one or with a group of other students in your cohort. Faculty will review detailed reports of your remediation efforts. In the final semester of the program, the meetings will include a discussion of the above as well as a plan for preparation for NCLEX.

What is remediation?

- An intentional study of content to improve student learning.
- There is a difference between review and remediation. Review is going over and remediation is taking the time to understand what you did not know.
- Remediation is the process of improving or correcting a situation.
- Remediation in this sense is a way of conducting self-feedback and evaluation to improve knowledge.
- It is purposeful engagement in analysis of one's performance to both reinforce what one knows and corrects underlying knowledge deficits.

Remediation is a form of relearning that is known to increase retention of knowledge, especially if the remediation is completed immediately after the exam. Multiple ways of remediation are preferred over looking at the correct answer, merely looking is not learning (Corrigan-Magaldi, Colalillo, & Molloy, 2014; Culleiton, 2009; English & Gordon, 2004; Horton, Polek, & Hardie, 2012; Sharoff, 2011; Wiles, 2015). Studying requires the learner to spend time in analysis of one's thinking, uncovering where one's thinking may have been incorrect or not accurate, and using multiple modalities (analysis, reading, video clip and PowerPoint) to help knowledge move from short term to long term memory (Wiles, 2015). Remediation that is conducted across the program of study results in higher test scores and increased likelihood of passing NCLEX (Mee & Schreiner, 2016; Miles, Wilson, & Bar, 2001; Sifford & McDaniel, 2007; Wiles, 2015)

Why should I engage in remediation?

- Increases retention of knowledge
- Confirms that you understand the information
- Having the correct answer doesn't guarantee that you understand the answer
- Understanding what you are doing wrong needs to happen for you to improve
- Merely looking at the correct answer rationale is not the same as learning the correct answer and that specific content.

How do I remediate?

- Remediation should happen immediately after completing an exam
- Review the question until you understand why the correct answer is the best answer and why the other choices are wrong.
- Complete a written analysis in your using the Kaplan Remediation Tool for each question on the Focused Review Tests, including the ones answered correctly and incorrectly. (Remediation tools for both the Focused Review Tests and the Integrated Tests are

provided on the Kaplan website and on TBSN Central.)

- Review your remediation/notebook with your Faculty Advisor.
- Remediation is available 24 hours a day, seven days a week, in multiple formats so students can correct knowledge deficits. The remediation program includes: 1) Online remediation explanations with links to essential content from Kaplan Nursing and various nursing textbooks, 2) The Kaplan Basic Book, 3) PowerPoint review and 4) videos.

Remediation for Focused Review Tests

- Students are required to participate in remediation of all questions on the Focused Review Tests.
 - Students can view their results/score report in Kaplan immediately after completing the test or by selecting 'Take Tests' > 'Focused Review Tests' > 3. Completed Focused Review Tests > [the completed test] > 'Review'
 - Students will be able to see which questions are correct and incorrect. Next to each question, select 'Review'. Review the question and answers, then select 'See Explanation'. Review the 'Summary' and then select 'Remediate Topic'.
 - Each question needs to be remediated for at least 60 seconds in order for remediation time to be recorded.
- Students can access the Remediation Tool on the Kaplan website or Blackboard Central Blackboard site.
- Complete the question analysis for each question.

Analysis and Remediation of Integrated Tests

Students will receive a detailed test summary report after completing the Integrated Test. It can also be accessed on Kaplan by selecting 'Take Tests' > 'Integrated Tests' > 4.

Completed Scheduled Tests > [completed test name] > 'Review'. Students should carefully review the report and remediate.

The IT Remediation Tool (found on the Kaplan site or in Blackboard Central) guides students through the remediation process to analyze personal scores (correct, incorrect, changed), client need categories, and level of difficulty. Students will not see the question, they will remediate based on categories, concepts, and topics.

Students will receive zero points for the Integrated Tests if the required Linfield version of the Integrated Test Remediation Tool is not completed and submitted by the due date.

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SECTION VI: GOOD SAMARITAN SCHOOL OF NURSING POLICIES AND PROCEDURES

Nursing Student Technology Recommendations

The Linfield University Good Samaritan School of Nursing (SON) relies on the use of computer technologies for student learning and testing. Students who do not have adequate technology resources may not be able to complete course expectations. Therefore, all students, in either face-to-face or online courses, are recommended to have or purchase a Mac or PC Laptop that meets the minimum specifications outlined below. For students enrolled in fully online courses [RN to BSN and MSN programs] a desktop computer with similar minimum specifications will meet the requirements.

Hardware

It is recommended that students have or purchase a Mac or PC laptop as they start the program. This should be their primary device for online and in-person courses. If a student has general questions about the recommendation, please contact the School of Nursing at son@linfield.edu. If the student has specific questions about technology, please contact Information Technology Services at pdxsupport@linfield.edu.

NOTE: Chromebooks, Kindles, Smartphones (e.g., iPhone), iPads (and other iOS Devices), Android tablets, and eReaders do **NOT** meet the minimum recommendations for the programs. While these devices may provide adequate functionality for many course-related activities, they are not an acceptable alternative to the requisite computer.

Laptop Recommendations

It is recommended that the laptop has the following minimum specifications:

- Intel i5 processor
- 8GB Memory
- 802.11AC 5GHz wireless network card
- 250GB SSD
- Operating systems:
 - Windows 10
 - Mac OS Catalina (10.15)

Recommended Accessories

- Headset/Headphones with Microphone – Internal and external microphones will work for most video or audio conferencing. USB or Bluetooth headsets offer a better experience and help to reduce background noise.
- Webcam – Students will need access to an internal or external webcam that is 720p or greater.

Internet Service Recommendation

Access to high-speed Internet is recommended for a successful computing experience. You will always have access to high-speed Internet via Wi-Fi anywhere on the Linfield campus. Dial-up and Mobile hot-spots provided by cellular providers are not recommended. For more information, see the [FCC Household Broadband Guide](#).

Additional Software

- Microsoft Office – Many courses will require documents to be submitted using Microsoft Office file formats (docx, xlsx, pptx, pdf). Linfield provides students with access to Microsoft Office software including Word, PowerPoint, Excel, Outlook, OneDrive, OneNote, and Teams. Students can access the web versions of these tools, along with Blackboard, by visiting the My Apps Single Sign On Portal. Students may install [Microsoft Office](#) products on up to 5 devices. Select 'Install Office link'.
- Internet Security and Antivirus Software – With all the Internet threats to personal computers, virus protection is a must. To protect your computer and academic work, it is critical for each student to have adequate security for their computer resources.
- Web Browser – Students should have the Google Chrome Browser installed on their device. Additionally, students could have additional browsers such as Edge or Firefox. Internet Explorer is no longer supported.

Email

Linfield University provides students with an institutional email account. This is the student's official email address. All course work and communication must be through this account. Due to security and privacy concerns, Linfield recommends that students do not forward their Linfield emails to another email account.

Cloud Storage

Students are strongly encouraged to use the Linfield provided OneDrive cloud storage for course work and collaboration.

Testing Software

The required laptop will be used for both proctored and unprotected tests. Students will be required to install and use approved third party plugins and software per the test requirements.

Multifactor authentication

Linfield University continues to roll out multi-factor authentication. Students may be required to verify their identity using a dual authentication on a mobile device.

Faculty Advisor/Advisee Relationship and Responsibilities

The relationship between nursing faculty advisor and advisee is one of shared responsibility. Although students are ultimately responsible for their own choices while attending university, in order to make informed decisions, faculty advisors and others within the Linfield community provide mentoring, advice, and information. A pre-licensure student's faculty advisor is the student's primary resource regarding academic issues, opportunities, and programs.

The *student's* responsibilities in the advising relationship are to:

- Take the initiative to contact and become acquainted with your faculty advisor and help your faculty advisor get to know you. Be mindful of the need to work with your faculty advisor during posted office hours or make other arrangements in advance.
- Consult with your faculty advisor about changes in your academic progress, course

selection and academic, career and life goals.

- Notify your faculty advisor immediately whenever a serious problem (medical, financial, personal) disrupts your ability to attend classes or interferes with your ability to focus on your education and to perform your best work.
- Prepare for meetings with your faculty advisor by gathering relevant decision-making information, creating a list of questions and drafting a course schedule (if the meeting is focused on course selection for the coming semester).
- Keep a personal record of your progress toward your degree. Organize official university documents (catalog, Academic Evaluation, etc.) and bring them with you to advising meetings.
- Be familiar with the Linfield Curriculum, GPA, and major(s) and minor(s) requirements. Schedule courses each semester in accordance with those requirements.
- Follow Linfield procedures when registering for courses and adjusting your class schedule.
- Observe academic deadlines. Know when to register and when to drop or add classes. Schedule an appointment with your advisor well in advance of these deadlines.
- Take the initiative to investigate options for changing advisors if you no longer have an interest in the advisor's area and/or a positive relationship is not developing.
- Meet with faculty advisor a minimum of once per semester.
- Respond in a timely manner to communication received from your faculty advisor.

The *faculty* advisor's responsibilities in the academic advising relationship are to:

- Be accessible to advisees through posted office hours, scheduled appointments, telephone calls, and emails.
- Provide support for Kaplan remediation and meet with advisee at a minimum of their first and last semesters of the program. Meeting each semester is encouraged.
- Provide resources as needed for student success (for example, when students have been issued an academic alert, a learning assistance plan, etc.).
- Assist advisees in developing long-range academic goals and plans and to address immediate problems or issues.
- Assist advisees in making choices that will lead to the development of a successful academic plan and educational experience.
- Clarify Linfield policies, requirements, programs, and procedures.
- Be a responsive listener and refer advisees to a support office or person when appropriate.
- Discuss with advisees their academic performance and the implications of their performance for their academic and career goals.
- Discuss career opportunities with advisees and make referrals to Career Center, when appropriate.
- Empower advisees to explore their interests and make their own decisions regarding academic, career, and life goals.
- Understand and comply with the mandates of the Family Education Rights and Privacy Act (FERPA) of 1974 as amended.

Infection Prevention Policy

Faculty and students who have the flu or other communicable diseases are to stay home and not attend class or clinical until it has been 24 hours since their last elevated temperature. That

means the fever went down naturally, not because of fever reducing medication. Faculty and students with influenza, who do not have a fever, should also stay home until asymptomatic even if taking antiviral drugs for treatment of the flu. Linfield University's policy concerning social distancing and related infection prevention measure is available online.

Healthcare Needs

For healthcare needs, students must use providers through their own individual health insurance plans. For student insurance through Linfield University, [view coverage and provider information](#).

Students have access to the Portland campus counselor for 5 free sessions per term. Students pay a \$20 healthcare fee per term. The Counseling Office is located in Building 1, Room 150. To schedule an appointment, email pdx-counseling@linfield.edu. Most students take advantage of the service for issues such as: anxiety/worry, handling life transitions, anger, depression, trauma/loss/grief, relationship problems, self-esteem problems, and parent-child problems, among others.

Absence from Theory Class

When situations beyond a student's control, such as illness, result in a student missing class or an examination, the student is responsible for contacting each professor before the class or exam (e.g., emailing a message or leaving a voice mail message). It is the prerogative of individual instructors to determine if a student should be allowed to make up tests or assignments.

Therefore, a student who misses class due to such circumstances should consult, if possible before the class or exam or as soon as possible, with each instructor to determine potential make up procedures.

Linfield University Portland Campus Guidelines for Posting

Approved: 08/29/11

In the spirit of Linfield University's mission as a private liberal arts university, priority is given to the promotion of on-campus organizations and events. Advertising and posting by commercial groups and other groups not affiliated with the university is limited to several locations on campus and must be approved by the Director of Portland Campus Operations and/or the Assistant Dean of Students/Director of Student Life prior to posting.

To ensure that information is effectively transmitted, does not cause damage to surfaces and contributes to an appearance befitting an academic institution, the following standards apply to all postings (i.e., signs, fliers, posters, messages, etc.) on the Linfield University Portland Campus:

- Signage will be posted only on bulletin boards and attached with provided push pins.
 - All printed materials must indicate the:
 - Name of the sponsoring department or student organization

- Contact information
- Location, date and time of the event
- Postings must be removed by the sponsoring organization within 24 hours following the event
- No signage may be posted on doors, walls or windows – with the exception of notices dealing with university designated emergencies and pre-approved “day of” directional signage.
 - Temporary class announcements or ‘day of’ directional signage may be affixed to doors, using blue tape only (available through Campus Operations and/or Student Life)
 - “Day of” signage must be:
 - Pre-approved by Campus Operations and/or Student Life
 - Related to the function of the program such as schedule, directions and/or registration
 - Must be removed immediately after the event
- Presentation materials and/or discussion aids utilized in the classrooms or conference rooms will adhere to the same standards as all other postings.
 - Post-it® self-stick easel pads may be obtained from Campus Operations or Student Services for use in classrooms or conference rooms
 - Materials will be hung using blue tape only (available through Campus Operations and/or Student Life)
- Approval to post, distribute or disseminate printed materials for on- campus and off-campus individuals is granted through Director of Portland Campus Operations and/or Assistant Dean of Students/Director of Student Life.
 - Items that are not congruent with the university standards and/or stamped by Student Life or Campus Operations will be removed immediately.
 - All members of the university community are expected to adhere to this policy and aid in the removal of expired and improperly posted items

For further information, please contact Director of Portland Campus Operations in Building 1, Office 182. or Assistant Dean of Students/Director of Student Life in Building 5, Office 102.

Food and Beverages in Labs

Food and beverages are prohibited in the computer labs located in Library, as well as the Experiential Learning Center in Buildings 3 and 7.

Animal Policy

The following policy applies to all animals on the Portland Campus of Linfield University. Students, staff, faculty, and guests are not allowed to bring animals into any Linfield University building, excluding Service Animals (or unless otherwise granted permission for entry by the University). Animals are allowed outside on university-owned and/or controlled property, provided the animals are leashed (six-foot maximum) and under the control of the person capable of controlling the animal. Animals may not be left unattended on campus for any length of time, nor may they be tied or attached by a leash to any object on university-owned

and/or controlled property. Exceptions to this policy include animals used by university staff for the purpose of research, teaching, or other academic endeavors.

View more information about [Service Animals the Americans with Disabilities Act \(ADA\)](#).

Classroom Configuration

Classrooms are used for multiple purposes requiring different configurations of seating. To accommodate a variety of different classroom uses; faculty, administrators or students may rearrange the configuration of seating. However, after a class or activity, the seating should be returned to the original configuration.

When rearranging the configuration of seating, safety considerations are to be followed such as not blocking the exits in case of an emergency. Care should be taken to avoid damaging furniture or walls when rearranging the seating configuration.

Linfield Portland Campus Operations and Linfield Public Safety

Portland Campus Operations, in partnership with Linfield Public Safety (LPS), is responsible for campus security, facilities requests, ID badges, parking, room reservations, and more. You may find more information on the Portland Campus Operations webpage found [here](#).

SECTION VII: LINFIELD UNIVERSITY POLICIES AND PROCEDURES

Linfield Catalog Student Code of Conduct

Students are expected to conduct themselves in accordance with the rules and regulations of the University. Students, like all members of the University – trustees, faculty, administration, and staff members – assume the responsibility to conduct themselves in compliance with the objectives and standards of conduct established by the University. These standards apply both on and off campus.

By enrolling in the University, students accept the responsibility to become fully acquainted with the University's policies and [student code of conduct](#) and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University policies.

Please refer to the current Linfield University Catalog and [Student Policy Guide](#) for all policies and procedures, including but not limited to academic integrity, petitions and grievances, academic standing, etc.

SECTION VIII: APPENDICES

Appendix A-1: Occupational Safety and Health Division (OR-OSHA) Blood Borne Pathogens Exposure Control Plan

Background

The Occupational Safety and Health Division at the federal level adopted the Blood Borne Pathogens Standard on December 6, 1991. As a state, 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, requiring OSHA to revise the Blood Borne 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 Blood Borne Pathogens, Needlestick and Other Sharps Injuries, Final Rule. - 66:55317-5325. (01/18/01).

This amended Blood Borne 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 to ensure employee safety with regard to occupational exposure to blood and/or other infectious materials since any exposure could result in transmission of blood borne pathogens that could lead to disease or death.

Blood borne 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 University employees and is recommended for all nursing students.

Exposure Determination

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

- Nursing Faculty: Faculty in nursing courses that involve clinical experiences.
- Nursing 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 faculty/students in which occupational exposure occurs.

Nursing Faculty:

- In the Experiential Learning Center where there may be the potential for exposure to blood.
- In clinical experiences when supervising students in the provision of direct care to clients, 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 Experiential Learning 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 professional practice by nursing faculty.

Engineering and Work Practice Controls

- Engineering Controls are structural or mechanical devices Linfield University 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 faculty and students throughout campus facilities. Any contact of skin or mucous membrane with blood or potentially infectious body fluid by students or faculty will be thoroughly cleansed with soap and water or water only as appropriate.
 - The Experiential Learning Center has a sink with a 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 Experiential Learning Center. Drinking is permitted only when activities/skills involve 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 Experiential Learning 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.
- 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 the event of exposure to blood and body fluids, immediate follow-up with a medical provider is recommended.

Appendix B-1: Pain Management Content in the Nursing Curriculum

Revised: 06/11/2013; 12/01/2020

Pre-Licensure BSN Program

| Course | Course Title | Hours | Brief Content Description |
|---------------|---|--------------|--|
| NURS 305 | Foundations of Community-Based Nursing Practice | 2.00 | Physiological mechanisms of pain. |
| NURS 335 | Integrated Experiential Learning I | 2.00 | Pain assessments with demonstrations and faculty feedback followed by clinical performance evaluations. |
| NURS 355 | Nursing Care of Clients and Families Across the Lifespan Living with Chronic Conditions | 2.00 | Symptom management of pain in chronic illness. |
| NURS 365 | Clinical Pathophysiology and Pharmacology of Nursing Practice | 2.00 | Pathophysiology of pain. Use of medications and alternate therapies to alleviate physical and emotional pain in chronic health conditions. |
| NURS 425 | Transitions in Health and Illness | 2.00 | Pain and symptom management in the intrapartum period, in the neonate, and at end-of-life. |
| NURS 455 | Nursing Care of Clients and Families Across the Lifespan with Acute Conditions | 2.00 | Pain assessment and management in acute conditions. Safe administration of medication to control acute pain. |
| Total | | 12.00 | (OSBN requirement: 6 hours) |

Appendix B-2: Cultural Understanding Content in the Nursing Program

Pre-Licensure Traditional BSN Program

| Course | Course Title | Hours | Brief Content Description |
|-------------------|--|-------|--|
| Semester 1 | | | |
| NURS 305 | Foundations of Community-based Nursing Practice | 4 | Foundational concepts compared across the lifespan of community-based nursing in preparation for reflective professional practice. Discussion of ethics and moral distress, ethical frameworks, and ethics in healthcare occur in week 12. |
| NURS 315 | Professional Communication in Healthcare | 3 | Major themes of the course include cultural humility, implicit bias, ethics, and health literacy. While cultural understanding is touched on throughout the course, a focus on cultural humility occurs in Week 12 and intercultural communication is the focus of Week 13. Students spend 3 hours in class in addition to completing out-of-class assignments. |
| NURS 320 | Evidence Based Nursing | 3 | Discussion of ethics in research and the systems in place to protect populations. Reflection on past research practices on marginalized/vulnerable populations |
| NURS 335 | Integrated Experiential Learning I | 4 | Course Outcome #4- Provide culturally sensitive nursing care to individuals. Shadow Health patients are diverse, family genogram assignment addresses family/culture of origin and the impact on patient experience, simulated patients may be diverse for skills evals- one scenario has a transmale patient. DEI addressed in Kaplan exams and on CEI. |
| Semester 2 | | | |
| NURS 355 | Chronic Conditions Across the Lifespan | 3-4 | Discussion of cultural, ethnic, racial, religious aspects in relation to health disparities and the development of specific disease processes, outcomes, and discussion of the need to individualize interventions, diet and nutrition, and adherence as needed to meet pt goals and needs (CKD, heart failure, DM, cancer, heart disease, hypertension, asthma, cystic fibrosis, sickle cell, HIV, liver disease, etc.) |
| NURS 365 | Clinical Pathophysiology and Pharmacology for Nursing Practice | 3-4 | Discussions of cultural, ethnic, racial, or gender in relation to pathophysiology, pharmacokinetics, pharmacodynamics mechanism of action, bioavailability, |

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|-------------------|--|-----------|--|
| | | | medication administration as well as barriers to adherence and health disparities for clients. |
| NURS 395 | Nursing In Mental Health And Illness Across The Lifespan | 3 | Each chapter addresses culturally relevant aspects of mental health, highlights are cultural differences in eye contact, physical touch, spiritual beliefs. |
| NURS 375 | Integrated Experiential Learning II | 5 | Use ethical decision-making to advocate for vulnerable individuals and populations. Participating in interdisciplinary and collaborative teams that incorporate culturally sensitive care management into care of persons with mental and chronic health conditions, their families, and caregivers. |
| Semester 3 | | | |
| NURS 425 | Transitions | 3 | Explores essential concepts, knowledge, and skills to care for clients and their families across the lifespan during major health and illness transitions. Discussion of equitable healthcare practices focusing on gender diversity and inclusive practices in reproductive healthcare. |
| NURS 455 | Nursing Care of Clients and Families Across the Lifespan with Acute Conditions | Continual | Lecture includes major concepts including cultural and socioeconomic considerations. Discussion includes how patient education relates to advocacy. Specific examples include advocating for perhaps a cheaper generic medication like warfarin for clients with a fixed income. Other points of emphasis include the idea of providing patient-centered care. Students are reminded to think of cultural considerations like having family bring food that the client may be more used to. The importance of family involvement, which is especially important for clients with varying ethnic backgrounds is emphasized. |
| NURS 435 | Integrated Experiential Learning III | Continual | Students are engaging in diversity in real time situations in the clinical environment. Clinical partners in the Portland metro area have patients from extremely diverse backgrounds. Students create care plans and provide care with cultural competence in mind. 6-10 hours minimum |
| Semester 4 | | | |
| NURS 460 | Population-Based Nursing | Continual | Explores public health principles and challenges and their application to multicultural, domestic, and global |

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|----------|---|-------|---|
| | | | populations through exemplars such as: COVID 19 pandemic, sex trafficking, foster system, refugees and immigrants, domestic violence, extreme poverty, and population advocacy. Emphasis on social determinants of health, trauma informed care and population advocacy throughout the course. |
| NURS 470 | Leadership and Management of Nursing Practice | 3 | Cultural competency is interwoven throughout the course themes related to functioning as a nurse leader within the Healthcare environment. We challenge students to consider not only the expected "cultural" identify related to race, but also sociodemographic identifiers, as well as generational factors. These factors impact not only the patient and their family but also the nurse provider and their team members. Through lecture content, small group discussion, and self-reflection, students engage in this learning objective. (time: 2-6 hours) |
| NURS 475 | Integrated Experiential Learning IV | 7 | In the clinical environment, the students have an opportunity to engage in cultural diversity in real time. They meet patients, families, and healthcare team members who represent the diversity of the Portland/Willamette Valley demographic. In most settings, students meet individuals whose language, family background, socioeconomic, generational, and individual characteristics may vary from their own. The students then reflect, discuss, and share their experience(s) with peers and faculty. Story prompts, and reflective questions throughout the course engage students in this cultural/experiential learning. (time: 6-10 hours) |
| | | Total | Minimum 41.00 (OSBN requirement: 2) |

Appendix C-1: Student Request to be Absent from Course Due to Attendance at Professional-Related Event

Students are to complete this form prior to participating in professional-related events while enrolled at Linfield Good Samaritan School of Nursing.

Student Name: _____

Course: _____

Faculty: _____

Dates of absence: _____

Purpose of Professional-Related Event:

Describe how participation in this activity will contribute to learning outcomes of this course. If there are no directly applicable learning outcomes related to the course, describe how this activity meets requirements for 300 or 400 level outcomes, or program outcomes.

Describe how you will use the information learned from your participation in the above activity.

Student signature: _____

Date: _____

Faculty Consent: _____ Yes _____ No

Faculty Comments:

Faculty Signature: _____

Date: _____

Appendix D-1: Policy: Administration – Academic Integrity Violation and Grievance

Revised: 01/24/2018

Approved: 02/12/2018

Faculty adheres to the university policy on academic integrity, as published in the Linfield University Course Catalog.

The instructor shall have discretion as to what penalty to impose regarding the course grade.

Procedure for First Violation

1. Faculty who suspects an academic integrity violation has occurred should immediately contact the student(s) involved and investigate the concern.
2. Contact the Assistant Dean of Students/Director of Student Life on the Portland Campus to see if this is the student's first violation.
3. Within 10 days of the discovery of an offense, the instructor must submit in writing a description of the offense and the course consequence for violation of academic integrity to both the student(s) and Assistant Dean of Students/Director of Student Life on the Portland Campus
4. The Dean of Students, or designee, will have the discretion to refer a first-time offender to the University Conduct Board.

Procedure for Second Violation

1. Faculty who suspects an academic integrity violation has occurred should immediately contact the student(s) involved and investigate the concern.
2. Contact the Assistant Dean of Students/Director of Student Life on the Portland Campus to see if this is the student's first violation.
3. Within 10 days of the discovery of an offense, the instructor must submit in writing a description of the offense and the course consequence for violation of academic integrity to both the student(s) and Assistant Dean of Students/Director of Student Life on the Portland Campus.
4. The Dean of Students, or designee, will automatically refer the case to the University Conduct Board and notify the student and instructor, who has(have) a legitimate educational interest.

Procedure: Grieving Academic Integrity Violation

1. Diagram of the flow of communication is below
2. When submitting a letter to the Dean with a formal request for grievance
 - a. Contact the Administrative Assistant to the Dean to arrange for an appointment
 - b. Submit letter to the Administrative Assistant to the Dean and the Dean at a minimum a day before the appointment
 - c. Items to include in the letter to the Dean:
 - i. Specifically, what you are grieving and asking to be changed
 - ii. Important points you want to be sure are considered in the discussion
 - iii. Any extenuating circumstances that you may not have brought forward before in your conversations
3. Meet with the Dean to discuss the situation with the student. The student or the Dean may ask the student's Academic Advisor to attend the meeting

4. Dean will send a letter and email with the decision

If the issue remains unresolved the student files a grievance for an academic integrity issue with the Provost/VP of Academic Affairs.

Appendix D-2: Flowchart: BSN & MEPN Student Academic Grievance Communication Process

