



Linfield College

Linfield-Good Samaritan School of Nursing

Student Manual

2017-2018

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Preface

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

Linfield College is regionally accredited by the Northwest Commission on Colleges and Universities. The baccalaureate program at Linfield-Good Samaritan School of Nursing is accredited by the Commission on Collegiate Nursing Education and approved by the Oregon State Board of Nursing until June 30, 2024.

On February 20, 2014 the Oregon State Board of Nursing (OSBN) granted Linfield-Good Samaritan School of Nursing full approval for the maximum term possible and awarded the School several commendations. (*See*, Oregon State Board of Nursing website: www.osbn.state.or.us.)

Chapter I: Curriculum

Overview of the Linfield-Good Samaritan School of Nursing Program

The Vision, Mission and Philosophy of the School of Nursing are derived from the College 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 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. The School prepares graduates 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 College Mission Statement,” “Vision/Mission/Philosophy Statement of the 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-The Essentials of Baccalaureate Education for Professional Nursing Practice, which can be found at the following website:
<http://www.aacn.nche.edu/Education/bacessn.htm>.
- ANA Code of Ethics for Nurses with Interpretive Statements that describes the ethical obligations and duties of professional nurses and nursing students. It can be found at the following website: <http://nursingworld.org/codeofethics>.
- ANA Standards of Practice
- OSBN Nurse Practice Act, which can be found at the following website:
http://arcweb.sos.state.or.us/pages/rules/oars_800/oar_851/851_tofc.html

Linfield-Good Samaritan School of Nursing Vision/Mission/Philosophy Statement

Approved: 04/06/09

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 College, the 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.

Linfield-Good Samaritan School of Nursing 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: Liberal Arts Support 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.

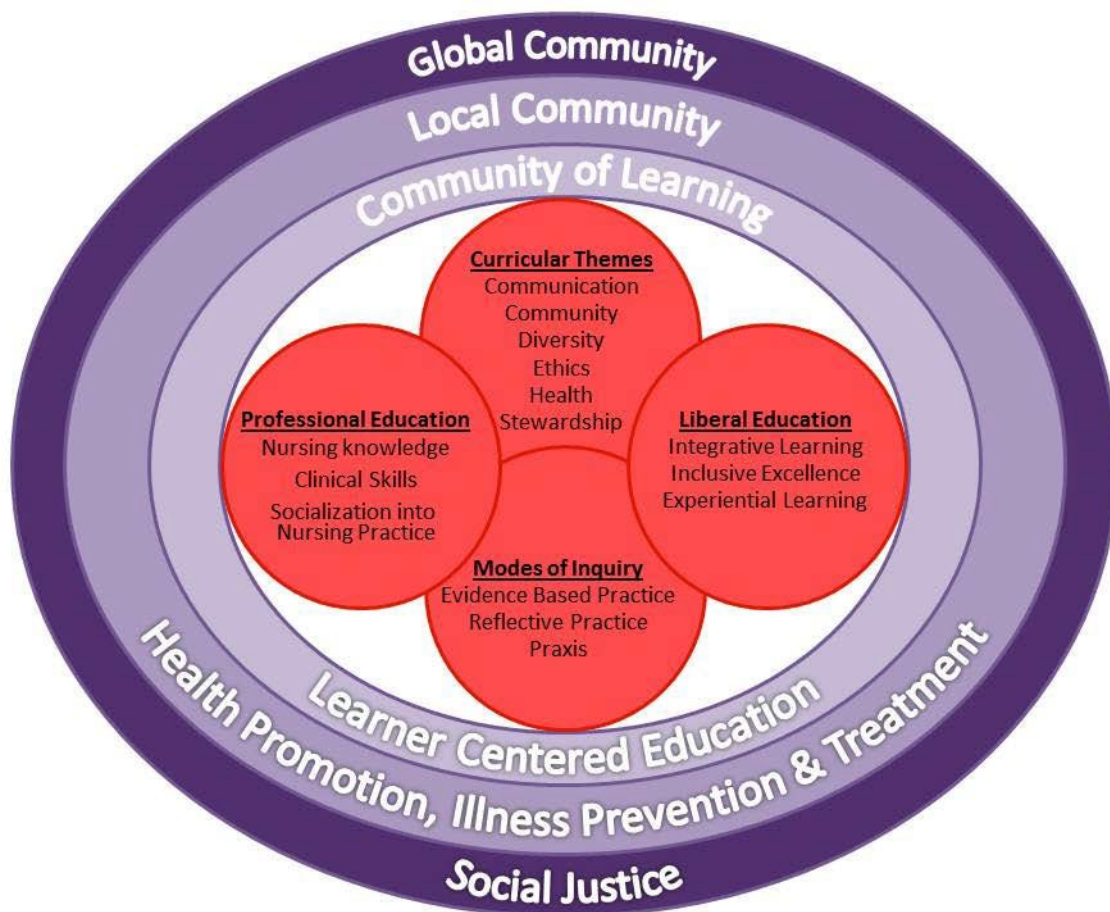
Progressive learning beginning semester 1 through semester 4:

- 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

Linfield-Good Samaritan School of Nursing Theoretical Model for Community-Based Nursing Education

Approved: 05/18/09

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.



Linfield-Good Samaritan School of Nursing Program Outcomes

Approved: 4/06/09, 4/15/13

Last Revised: 5/16/16

- Integrates knowledge from liberal arts, sciences and nursing science as a basis for professional practice.
- Applies clinical reasoning, reflective practice and evidence-based practice in the provision of safe, quality holistic client-centered care.
- Communicates effectively and collaboratively in a professional practice.
- Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making to achieve health care outcomes for clients.
- Provides effective nursing care that considers diverse values, cultures, perspectives and health practices.
- Demonstrates accountability for the delivery of standards-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, humanistic and social justice principles.
- Uses principles of stewardship and leadership effectively and efficiently to influence the practice environment and improve health outcomes.
- Demonstrates awareness of and responsiveness to the larger context of the health care system, and effectively calls on system resources to provide care that is of optimal quality and value.
- Demonstrates commitment to the nursing profession through the comportment of professional values and standards.

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 are able to:

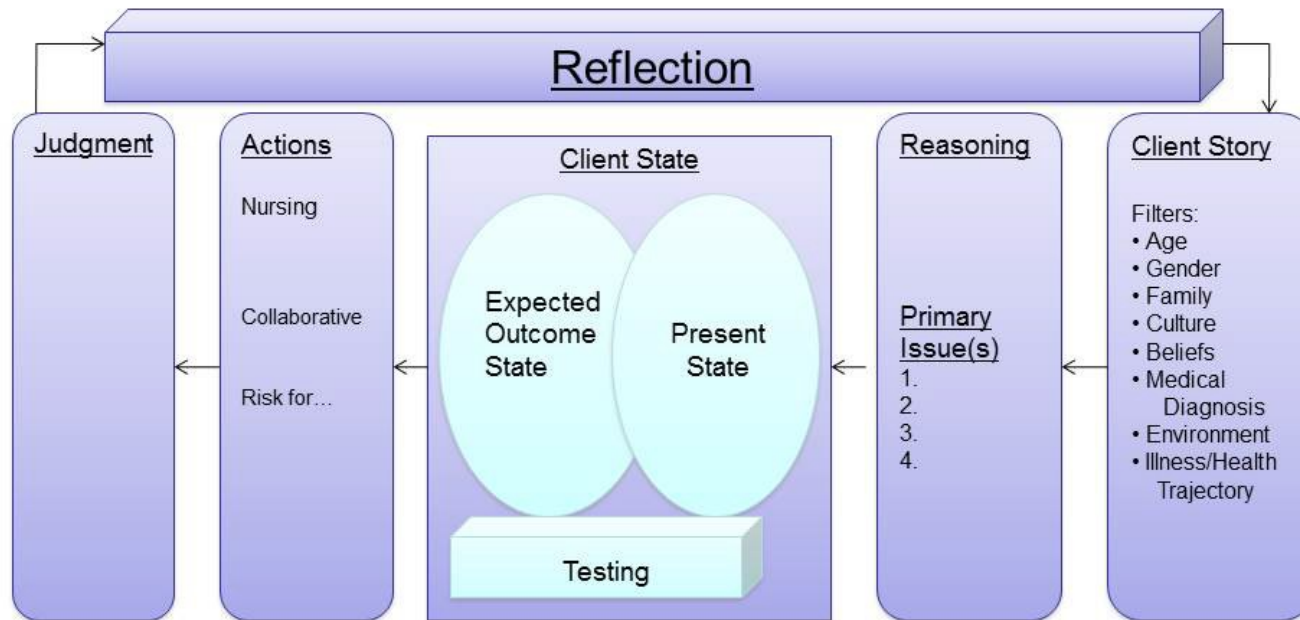
- perceive situations within their larger context
- make generalizations from their experiences
- take action as a responsible professional to modify/develop all levels of practice

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

Linfield-Good Samaritan School of Nursing 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)

Chapter II: Organizational Structure and Student Membership on Committees

Organizational Structure

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 Director of the Pre-Licensure Program is responsible for the curriculum development and program evaluation. The Experiential Learning Center (ELC) Director is responsible for the operation of the Experiential Learning Center (nursing labs), with the assistance of the Experiential Learning Center Coordinators. The High Fidelity Simulation Coordinators manage the high fidelity simulation program with the technical assistance of the Simulation Operations Manager and the Senior Laboratory Coordinator under the direction of the ELC Director. The Clinical Facilities Assistant is responsible for coordination of clinical facilities. The Coordinator of Clinical Education is responsible for assuring clinical experiences allow students to meet the program learning outcomes.

The Assistant to the Dean and Administrative Assistant assist faculty, staff and students, along with handling a variety of administrative projects.

Faculty members are the student's 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.

The Dean of Nursing assures the orientation, supervision and evaluation of Nurse Educator Associates through delegation of appropriate faculty. Semester Coordinators facilitate curriculum integrity and evaluate Nurse Educator Associates (classroom adjunct faculty). Integrated Experiential Learning Coordinators orient, supervise and evaluate Nurse Educator Associates' (clinical adjunct faculty) teaching in Integrated Experiential Learning courses

Nurse Educator Associates (adjunct faculty) are hired semester by semester to meet staffing needs and are fully qualified faculty. They will inform students how to communicate with them.

In the RN to BSN Program, the Director of Online Programs in Nursing serves as the liaison between the School of Nursing and Online and Continuing Education (OCE) in all matters concerning faculty and curriculum in the online program. The RN to BSN Service Learning Coordinator facilitates the service learning experiences for RN to BSN students and serves as the Course Lead for the Integrated Experiential Learning (IEL) course. The Service Learning Coordinator orients, mentors, and evaluates the adjunct instructors that teach in the online IEL course. In addition, the Service Learning Coordinator is responsible for facilitating the RN to BSN international service learning program.

Student Representation on Linfield-Good Samaritan School of Nursing Committees/Councils

Two nursing student representatives to the School of Nursing Community meetings are selected by the Associated Students of Linfield College – Portland Campus (student government). These representatives provide input but are not eligible to vote.

Each School of Nursing standing committee has two nursing student representatives selected by Associated Students of Linfield College – 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:

Admissions, Progressions, Honors, and Graduation 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.

Curriculum and Evaluation Committee: develops and implements curricular policies as directed by the 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.

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

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

Diversity Advisory Council: provides the School of Nursing with guidance and expertise on culturally relevant curriculum issues, as well as the recruitment and retention of students, staff, and faculty of diverse backgrounds, especially areas underrepresented in nursing and healthcare. The primary responsibility of community members on the Diversity and Inclusion Advisory Council is to serve as ambassadors to the Portland-metro community in their current community roles and provide feedback regarding the School of Nursing's diversity efforts.

Student Life on Portland Campus

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

Chapter III: Student Recognition and Awards

School of Nursing Graduating Senior Awards

The School of Nursing has four awards that recognize outstanding clinical practice and leadership awarded at the Pinning ceremony at the end of each semester: Senior Honors in Nursing, RN to BSN Senior Honors in Nursing, Award for Professional Excellence, and the Wilma Pope Award.

Senior Honors in Nursing Award

The nursing faculty members vote to honor one pre-licensure nursing student with the Senior Honors in Nursing Award for every 25 pre-licensure nursing students in the graduating class. The following criteria will be used to determine eligibility for this award:

- A cumulative grade point average of 3.50 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 life span.
 - 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, and populations 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, college, or community.)

RN to BSN Senior Honors in Nursing Award

The nursing faculty members vote to honor one Registered Nurse student with the RN to BSN Senior Honors in Nursing Award for every 25 RN to BSN students in the graduating class. The following criteria will be used to determine eligibility for this award:

- A cumulative grade point average of 3.50 based on required nursing courses completed at Linfield College.
- 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 life span.
 - 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, and populations 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, college, 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 his/her 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 college activities/classes.
- Demonstrated clinical competence.
- Modeled professional behavior in clinical practice and in college activities/classes.
- Demonstrated involvement/leadership in student organizations.

Nursing Pinning Ceremony

Background

The school of nursing holds three (3) pinning ceremonies a year (spring, summer, & fall) – one for each graduating cohort. The ceremony is for the graduating students and is part of a welcome celebration to their career as professional nurses. Pinning is completely separate from the college commencement ceremony (Linfield College Commencement is held only once a year in the spring).

Ceremony Planning Points

At the beginning of each semester, the graduating cohort will receive a “Save the Date” email with the date/time/location of the ceremony. The venue has limited seating and requires that we provide a guest list that includes the first and last name of everyone attending the ceremony. Each graduate is allowed five (5) guests. Submission of each of the guest’s full name is mandatory for admittance to the pinning ceremony. Approximately six (6) weeks prior to the Pinning Ceremony, the Nursing Administrative Assistant will send an email with instructions on how to RSVP attendance to the Pinning Ceremony and how to submit a guest list.

Attire

Academic regalia (cap, gown, and cords if applicable) is required to participate in the ceremony. Approximately six (6) weeks prior to the Pinning Ceremony, the Nursing Administrative Assistant and/or the Linfield bookstore will send an email to the graduating cohort with instruction on how to order the regalia. Linfield College will provide the student with his or her official Linfield-Good Samaritan School of Nursing stole and pin. Stoles and pins are distributed at the ceremony unless otherwise arranged.

Chapter IV: Linfield-Good Samaritan School of Nursing Policies and Procedures

Progression in the Nursing Major

Approved: 02/07/06, 8/25/14, 4/4/16

Policy:

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 the Oregon State Nurse Practice Act.

In order to progress a student must:

1. Receive a C or better in all required nursing courses.
2. Maintain a minimum overall Linfield cumulative GPA of 2.00 and above.
3. Maintain a minimum overall Linfield nursing major GPA of 2.50 and above. The nursing major GPA is calculated using all required courses taken in the nursing major.
4. Demonstrate safe, ethical, and professional behavior that is within the scope of nursing practice, at all times.

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. Grade of C- or below in a required nursing course.
3. Nursing Major GPA less than 2.50.
4. Overall Linfield cumulative GPA less than 2.00 or being on Linfield College probation.
5. Leave of Absence, Military Leave, other.

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 theory course during the semester/term the student will also be withdrawn from the concurrent clinical course. Both the theory course and the clinical course will need to be repeated.
- If a student withdraws from a required nursing course, and is earning a C- grade or below 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 college policy for withdrawals.
- 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 either a C- or below.

First Time Course Failure:

A student who experiences a failure for the first time in a required nursing course must petition to retake the course within 5 business days using the following procedure:

- In conjunction with student's academic advisor, the student must prepare a Nursing Course Failure Remediation Plan (available from the Portland Campus Registration and Records website) 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 the 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 approval for the student to retake the course.
- Submit the completed remediation form with signatures to the Office of Enrollment Services (Portland Campus) within 5 business days. .
- The Office of Enrollment Services may register the student to retake the failed course with a completed Nursing Course Failure Remediation Plan; provided the form is filled out completely and correctly and the registration officer has no questions.
- The student may retake the course during the next regularly scheduled time in Fall or Spring semester, provided space is available in the course. The entire course, not just a portion of the course, must be repeated. A pre-licensure student, who has failed a nursing course, will not be allowed to enroll in the course during summer term.
- Students repeating a course are required to repeat all of the Kaplan Review Focused Exams and Integrated Exams required in that semester. Students are not charged for Kaplan when they repeat a course.
- In the event that the Nursing Course Failure Remediation Plan is incomplete or incorrectly filled out the form will be submitted to the Admission, Progression, Honors and Graduation Committee (APHG) 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 petition will be referred to APHG and the committee 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 the subsequent semester. The student should work with the nursing advisor and the Experiential Learning Center Director in order to plan for appropriate clinical remediation/maintenance while repeating the theory course.

APHG Process for Student 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 plan and any additional information, the APHG committee will recommend approval or denial of the petition to the Dean of Nursing.
- If the petition is approved, the student may retake the course during the next regularly scheduled time in Fall or Spring semester, provided space is available in the course. The entire course, not just a portion of the course, must be repeated. A pre-licensure student who has failed a nursing course will not be allowed to repeat the course during summer term.

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 student who has received notice that his or her behavior is unsafe, unethical, unprofessional, or illegal and wishes to progress will need to appeal to APHG.
- 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 APHG either approving or denying the student's petition to repeat the course.
- APHG will consider strongly the documentation by the faculty member identifying the unacceptable student behavior as well as the student response before making a recommendation as to progression in or 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 the nursing program.

Progression Appeal:

- Students wishing to appeal a progression decision made by the APHG 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 Vice President for Academic Affairs/Dean of Faculty.

Student Petition to Join Summer Accelerated BSN (ABSBN) cohort:

- If a student enrolled in the regular pre-licensure curriculum wants to complete the fourth semester courses early the student may petition to join the ABSN cohort in the summer semester. In order to petition the student must:
 - Hold a bachelor's degree in another discipline;
 - Submit a petition to enroll in the ABSN summer cohort to the Office of Enrollment Services by February 1st;
 - Demonstrate a strong record of academic success in the first two semesters of the nursing program; and,
 - Provide a letter of support from a faculty member, recommending the student be allowed to join the ABSN summer cohort.
- The decision to allow the student to enter the ABSN program may be rescinded based on the student's academic performance in the third semester.
- The decision of the APHG committee is final and may not be appealed.
- Students will be placed in the ABSN summer cohort on a space available basis.

Withdrawal from the Nursing Major

If a pre-licensure student wishes to withdraw from the nursing major and Linfield College, the student must notify the Office of Enrollment Services (Portland Campus) by completing a Linfield College withdrawal form. RN to BSN students must notify the McMinnville Campus Registrar's Office at 1reg@linfield.edu. When applicable, the student must participate in a Student Loan Exit Interview. The student should also confer with his/her academic advisor.

If a pre-licensure student wishes to withdraw from the nursing major but not Linfield College, the student must notify the Office of Enrollment Services (Portland Campus). 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 her/his nursing faculty advisor. Additional information can be found in the [Linfield College Course Catalog](#).

Withdrawal from Linfield College-Impact on Nursing Courses

College policy assigns a W (withdraw) grade to all courses if the student withdraws from the college entirely between the last day to drop a course without notation and the end of the semester/term. If a student is failing a nursing course at the time of withdrawing from the college between the last day to drop from a course with a W grade and the end of the semester, it will be considered a course failure for the purpose of this policy, and noted in the student's file for consideration at the time of application for readmission to the program.

Readmission to the Nursing Major

Approved: 5/2/2016

Policy:

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. **Students who were dismissed from the School of Nursing for failing two**

Nursing courses must wait a full calendar year to apply for readmission. A student who applies for readmission will be subject to the admission requirements published in the [Linfield College Course Catalog](#) at the time of application for readmission. All applications for readmission will be reviewed by the Admission, Progression, Honors and Graduation (APHG) Committee and a recommendation will be forwarded to the Dean.

Procedure:

- Pre-licensure applicants: An application for readmission and other required documents is available from and must be submitted to the Office of Enrollment Services by February 1st for fall admission and by August 1st for spring admission. Students in the pre-licensure may not repeat a course in the summer with the accelerated program students
- RN to BSN applicants must notify the RN to BSN Academic Advising office at least six weeks prior to the beginning of the semester in which readmission is requested.
- 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.
- The application for readmission will be forwarded to the APHG Committee for review.
- The APHG 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. Re-entry to the nursing major will depend upon:
 - Recommendation of the application by the APHG Committee.
 - Available space in the program. Students progressing as scheduled through the program have priority.
 - Approval by the Dean of the School of Nursing.
- Depending on the circumstances, APHG may impose conditions on readmission. The following examples are not all inclusive.
 - A student requesting readmission after an extended absence may be required to retake and successfully pass a particular course(s).
 - A student may be required to complete a new background check and/or drug screen.
- The recommendation of the APHG Committee, once approved by the Dean of the School of Nursing, is final and may not be appealed.

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 within the past two years 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 College Assistant Director of Admissions, Office of Enrollment Services, who will be responsible for collecting all application materials for review.

Enrollment Services 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 School of Nursing Admissions, Progressions, Honors, and Graduation 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 College 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 School of Nursing Admissions, Progressions, Honors, and Graduation 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 Integrated Experiential Learning Coordinators.

**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 he or she is allowed by the institution and program to continue enrollment in the nursing program of study at the college or university.

Leave of Absence

Leaves of absence may be granted by the College. Portland Campus students must notify the registration officer by completing a Linfield College Leave of Absence form. 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. The student should also confer with his/her academic advisor. RN to BSN students must notify the Associate Registrar in the Online and Continuing Education Program. Additional information can be found in the [Linfield College Course Catalog](#).

Student Health Passport

Pre-Licensure BSN Student Health Passport Requirements

For students to be eligible for participation in laboratory and clinical rotations throughout the program, each individual is responsible for satisfying and maintaining compliance to the Health

Passport requirements **prior** to the first day of each semester. Please be aware that non-compliance of Health Passport Requirements by the first day of the semester will prevent students from being able to attend lab, clinical or class.

[Please go to the Experiential Learning Center web page for information about Health Passport Requirements.](#) Please note clinical agency and/or state requirements may change at any time. This link is the most accurate listing of current health and professional requirements. It is the student's responsibility to check this site frequently.

RN to BSN Requirements

Students are required to complete a mandatory criminal background check and upload verification of their RN license in the mandatory RN to BSN online orientation that is completed prior to the start of NURS 308. Additional requirements for service learning experiences will be determined by the specific service learning site.

[Please go to the Experiential Learning Center web page for information about Health Passport Requirements.](#) Please note clinical agency and/or state requirements may change at any time. This link is the most accurate listing of current health and professional requirements. It is the student's responsibility to check this site frequently.

Clinical Site Specific Requirements

In addition to Linfield Health Passport 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 requirements must be completed **prior** to the start of the assigned clinical.

Criminal Background Check

The School of Nursing requires that each student have a criminal background check through the school's authorized vendor prior to enrollment in the nursing program. Students must authorize release of the results of the criminal background check to the school and to clinical sites. The School of Nursing reserves the right to deny admission in the School of Nursing to any student whose criminal conviction might: (1) pose a risk to public safety, (2) preclude the ability to complete required clinical practica, or (3) result in Notice to Deny Licensure on application for initial licensure in Oregon.

The School reserves the right to require random criminal background checks throughout the time the student is enrolled in the nursing program. If the results are positive, the information will be sent to the Dean of Nursing who will determine the appropriate course of action. The School of Nursing reserves the right to deny continuation in the nursing major to any student whose criminal conviction might: (1) pose a risk to public safety, (2) preclude the ability to complete required clinical practica, or (3) result in Notice to Deny Licensure on application for initial licensure in Oregon.

If a student is charged or convicted of a crime while enrolled in the School of Nursing the student is required to inform the Dean of the School of Nursing immediately. Depending on the type of criminal issue the student may be required to withdraw from the program for a certain period of time or dismissed from the program.

The Oregon State Board of Nursing (OSBN) may deny nurse licensure to persons with criminal conviction histories. Contact the Board for information by phone or on their website for more information about [Administrative Rule 851-045-0080](#).

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 Director of Learning Support Services, to request reasonable accommodations. Learning Support Services is located in Loveridge Hall, room 24, (503-413-8219). We also recommend students communicate with their faculty about their accommodations and any special needs an instructor should be aware of.

The Linfield [College Policy Statement and Guidelines Regarding Services for Students with Disabilities](#) is available in the [Linfield College Policy Handbook](#).

Learning disability assessment is available through the Student Counseling Center (PH 319, 503-413-7873).

Testing Accommodations for Students in Special Circumstances

Faculty or students may initiate courtesy testing accommodations with the Director of 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 Director of Learning Support Services.

Policy on Alcohol, Substance and Drug Use

Linfield College 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 College Policy Handbook](#). 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 College. Disciplinary sanctions include one or more of the following:

- A warning, probation, requirement of an evaluation by a certified professional, and follow-up treatment as prescribed;
- Requirement to complete an educational workshop;
- Requirement to participate in other special educational programming;
- Referral for prosecution; and
- Separation from Linfield College.
- Reported to the Oregon State Board of Nursing

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.

Guide to the Use of Social Media

Social media, including blogs, social network sites, video sites, and online chat rooms and forums, can benefit health care and nursing education by fostering professional connections, promoting communication with fellow students and faculty, and educating and informing consumers and health care professionals. However, violation of confidentiality or privacy as defined by the Health Insurance Portability and Accountability Act (HIPPA) can intentionally or inadvertently result when using social media or other electronic communication. In addition, disparaging online comments regarding the college, fellow students, faculty members, administrators, staff, or clinical agency health care professionals may constitute lateral violence that can be detrimental to client safety, quality clinical outcomes, and the teaching-learning community. The following guidelines were developed by the National Council of State Boards of Nursing (2011) concerning the ethical and legal obligations of nurses, including student nurses, when using social media:

1. Do not transmit by way of any electronic media patient-related images or information that may violate client rights to confidentiality or privacy, or degrade or embarrass the client.
2. Do not share, post or otherwise disseminate information, including images, about a client (even if de-identified) or information gained in the nurse-client relationship with anyone unless there is a client care related need to disclose the information or other legal obligation to do so.
3. Do not identify clients by name or post or publish information that may lead to the identification of a client. Limiting access to posting through privacy settings is not sufficient to ensure privacy, since content once posted or sent can be disseminated to others.
4. Do not refer to clients (or their family members) in a disparaging manner, even if the client is not identified.
5. Do not take photos or videos of clients or client health records on personal devices, including cell phones.
6. Maintain professional boundaries in the use of electronic media. Online contact with clients or former clients blurs the distinction between a professional and personal relationship.
7. Promptly report any identified breach of confidentiality or privacy.

8. Do not make disparaging remarks about employers or co-workers (Linfield College, faculty members, administrators, staff or other students).
9. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

(National Council of State Boards of Nursing, White Paper: A Nurse's Guide to the Use of Social Media, 2011)

Improper use of social media by nurses or nursing students may violate state and federal laws established to protect client privacy and confidentiality. Students should always promptly inform their instructor of any breach of confidentiality or privacy on their part or by another student. In the case of breach of confidentiality, the appropriate School of Nursing/College reporting procedure should be followed. Students who participate in improper use of social media may fail that course and/or be dismissed from the nursing program.

Email Etiquette: Writing an email to faculty 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", or 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: Example: Dr. Brown-
 - c. 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".
 - d. 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 many lead to negative consequences, even if those consequences do not appear serious at first glance. Additional information may be found on Purdue Owl at <https://owl.english.purdue.edu/owl/resource/694/01/>

Linfield Kaplan Focused Review Tests

- The purpose of the Focused Review Tests is for students to have practice with NCLEX style questions and to increase student knowledge. These are not to be used to evaluate student knowledge at this point in the program. Each semester students will have specific Focused Review Tests assigned so that by the end of the program the student will have completed all 38 tests. The Focused Review Tests 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. Each test consists of approximately 30 questions.
- Tests are specifically placed in the curriculum to coincide with concepts being taught in that course. However, not all content questions on the Kaplan will be taught in the course, but the concept the question addresses will be taught in that course. In each course where there are required focused practice review tests, faculty may decide that students are required to complete the test before coming to the class on that specific topic. In other courses faculty may only require students to complete all of the assigned focused practice exams to qualify to take the integrated secure proctored exams.
- **Students who repeat a course are required to complete all Focused Review Tests assigned in that semester in order to take the Integrated Tests for that Semester.**
- **Students must pass the Focused Review Tests at 90% in order to take the RN Integrated (secured and proctored) exam(s) at the end of the semester.**
- Students must complete all the Focused Review Tests assigned in the course to receive a course grade.
- Students may take the Focused Review Tests as many times as it takes to achieve the 90% passing requirement.
- Students will not be given extra credit in the course for completing these exams. Students take these exams on their own time in preparation for taking the secured proctored exam at the end of the semester.
- Students are required to remediate all questions on the Focused Review Tests. Reference the Linfield Kaplan Remediation Policy for specific details.

Linfield Kaplan Integrated Testing Program

Kaplan Integrated Testing Program is comprised of 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 according to the same requirements allowed on the NCLEX-RN exam, which is 83 seconds per question. Students who are designated as needing accommodations during testing sessions will receive the time needed for testing. Student performance on the exams assists in the identification of knowledge/concept deficits in specific content areas, so that early interventions can be implemented.

Students should be aware that their ability to pass the NCLEX-RN is strengthened by their ability to pass each series of tests at the suggested number of correct answers and the percentile ranking. Students should 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 each semester. 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.

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. A student who performed at the 85th percentile performed better than 85% of the students in the norm group. A student who performed at the 49th percentile performed better than 49% of the norm group. Percentile Rank is a more accurate indicator of performance than the raw percentage to determine students' success on individual tests because it takes into account 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.

Percentile Ranking	Test Grade
70 nd or higher	94
60 nd – 69 nd	87
50 nd – 59 nd	84
40 nd – 49 nd	80
30 nd – 39 nd	77
Below 30 nd	73

Semester 4 only Diagnostic Exam A and Predictor Exam A: Integrated Tests that are predictors are graded and count towards the course grade in NURS 475. Predictor Tests have only raw percent 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 will be posted on the NURS 475 BlackBoard site.

Students who score below the percentile norm for that exam will be issued an academic alert and referred to their Academic Advisor for further analysis of test performance. Refer to the Kaplan Remediation Policy for specific information about how to analyze and remediate Kaplan Integrated Tests:

Kaplan NCLEX-RN Review Course (Semester 4 only)

The Kaplan NCLEX-RN Review course is a face-to-face review course that begins the last week of the fourth semester during finals week. **Attendance is mandatory at the live Kaplan NCLEX review course to pass NURS 475.** 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.

Linfield Kaplan Remediation Policy

All students are required to participate in remediation for both the Focused Review Tests and the Integrated Tests.

Meeting with Academic Advisor: In fall and spring students will meet with their Academic Advisor during the 7th week of the semester and in summer during the 5th week with the designated faculty. The purpose of the meeting is to review the student's notebook, analyze test performance, assess knowledge gaps, and discuss study and test taking strategies. These required review meetings with your academic 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.

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 didn't 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 correct 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 only for the first time taking the test is remediation required.
- 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 Kaplan Remediation Notebook for each question on the Focused Review Tests, including the ones answered correctly and incorrectly
- Review your notebook with your Academic Advisor during the 7th week of the semester in fall and spring. Accelerated students will review their notebook during the 5th week of the summer session with the designated faculty.
- 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 and access remediation by clicking on "review results" on their homepage.
- The question will appear followed by explanation, which is the rationale for each possible answer to the question.
- Topic Review: there may be up to 3 bolded areas:
 - **Kaplan Overview** – general information on the topic
 - **Essential Nursing Care** – more in depth information that includes assessment, implementation, outcomes
 - **Background for Nursing Care** – additional information on patient teaching, pathophysiology, complications
- Students purchase a Linfield Kaplan Focused Review Test Notebook. Complete the question analysis for each question.

Analysis and Remediation of Integrative Tests: Students will receive a detailed test summary report after completing the Integrated Test. This report includes important information for analysis of your performance. The percentile rank (on Integrated Tests) is positioned above the overall or

raw percent correct on the screen. The number correct, the number incorrect, and the number not reached are noted. If there are questions the student didn't reach, it is because the student ran out of time or quit the test before completing it. Answer-changing behavior is detailed on the right mid-screen.

The student's performance according to level of difficulty, nursing process, clinical concept, demographic, and client need category is provided in easy-to-understand bar graphs. The check mark indicates the number of questions that were answered correctly. The blue line indicates the number of questions that were omitted. "N" indicates the total number of questions for each category.

On this report, you will not see the questions. You will be shown information about the specific content the question was asking about (level of difficulty). For example, the topic was about chest tubes and the specific level of difficulty was "setting priorities" or the topic was about Chronic Obstructive Pulmonary Disease and the specific level of difficulty was "recognizing information."

Reference the document Analyzing & Remediating your Kaplan Integrated Tests on your course website for specific instructions.

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Linfield-Good Samaritan School of Nursing 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 College 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 College learning support services for assignment assistance.
- In online courses, student identification is confirmed through their CatNet ID and secured password. Plagiarism can be checked using the website: www.turn-it-in.com.

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 college.

Student Evaluation of Nursing Courses in the Curriculum

Periodically, as part of the School of Nursing continuous quality improvement efforts, students are asked to evaluate nursing courses in order 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

In both the pre-licensure and RN to BSN programs students are asked to evaluate their classroom and clinical instructors using the online program CoursEval. Instructions 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 written comments to make their views most useful to the professor and the others who will read these evaluations.

Responses are only available to instructors 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 Teaching Associates (Preceptors)

At the end of NURS 475 *Integrated Experiential Learning IV*, which uses the preceptor model of instruction, both faculty and students are asked to evaluate the Clinical Teaching Associate (Preceptor). Data from faculty and students are used to determine future Clinical Teaching Associate (Preceptor) assignments.

Student Evaluation of Experiential Learning Center (Nursing Lab) Experiences and High Fidelity Simulation

Both faculty and students in the pre-licensure BSN program are asked to evaluate the Experiential Learning Center (Nursing Lab) experiences and high fidelity simulation. Data from faculty and students are used to determine the effectiveness of these lab learning experiences in meeting course outcomes. This assessment is helpful in planning future lab experiences.

Grading Policy for All Required Nursing Courses in the Curriculum

(Approved 9/17/12; Revised 8/2/16)

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 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

Summer and Fall 2017 – Semester 4

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76

Unacceptable Grades:

C-	=	70-72
D+	=	67-69
D	=	60-66
F	=	0-59

Grading Scale

Summer 2017 – Semester 1

Fall 2017 – Semesters 1, 2, & 3

Spring 2018 – All semesters

Grading Scale

A	=	94-100
A-	=	90-93
B+	=	88-89
B	=	84-87
B-	=	82-83
C+	=	80-81
C	=	77-79

Unacceptable Grades:

C-	=	73-76
D+	=	70-72
D	=	62-69
F	=	0-61

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

Grades on assignments and exams are rounded up to the nearest 10th based on the math rule of 5. Example for nearest 10th rule: 76.86 becomes 76.9. Final course grades are rounded up or down to the nearest whole number. Example for rounding to the nearest whole number: 76.84 becomes 76.8 and is rounded up to the whole number of 77. Another example is 76.42 which becomes 76.4 and is rounded down to 76.

Clinical (Integrated Experiential Learning 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 passed that Integrated Experiential Learning course.

Integrated Experiential Learning courses are graded using the above scale. To pass these courses, the student must meet all course outcomes as evaluated by the student clinical performance evaluation instrument 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 is 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 College 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
Summer	Prior to fall semester classes beginning	Prior to fall semester classes beginning
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 College 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 Appendix B.

Accident Reporting Procedure on Campus While Engaging in College 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 college sponsored activity (e.g., field trip, January Term Travel Course), a College Work Study/Campus Employment Student injured while engaged in college 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 College Incident Investigation and Analysis Report form and submit it to the Operations Coordinator (PH 304).

Procedure for reporting incidents that occur during nursing clinical when a student injury results:

- If the accident involves a clinical situation, the instructor must fill out two incident report forms--a Linfield College Incident Investigation and Analysis Report form and a Linfield-Good Samaritan School of Nursing Clinical Incident Report form. In addition, the instructor may be required to complete an incident report required by that facility.
- If the injury will require an overnight stay in the hospital, you must notify the Director of Portland Campus Operations at 503-413-7189 (PH 302) and the Dean of Nursing at 503-413-7694 (PH 301).
- If the accident is fatal, immediately notify the Director of Portland Campus Operations at 503-413-7189 (PH 302) and the Dean of Nursing at 503-413-7694 (PH 301).

Procedure for reporting incidents that occur during nursing clinical when no student injury results:

- The agency's incident report is to be completed, as well as the Linfield-Good Samaritan School of Nursing Clinical Incident Report. (Follow the procedure for reporting incidents that occur during nursing clinical when a student injury results.)

Procedure for blood/body fluid exposure incident:

Exposure to blood borne pathogens: Linfield-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.

- Follow-up care is the student's responsibility.

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

- Request that the instructor complete an immediate report of the incident using the Linfield College Incident Investigation and Analysis Report form, Linfield-Good Samaritan School of Nursing Clinical Incident Report form, and Linfield-Good Samaritan School of Nursing Blood Borne Pathogen Exposure Form.
- Follow-up care may be arranged through the student's own private physician.
- Any costs of evaluation and follow-up shall be the responsibility of the student.

Procedure for workers compensation claim:

Campus Employment Students are covered by the College Worker's Compensation program if the injury, requiring a doctor or hospital visit, occurs while working for the College. 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 (PH 304).

Preparation for the NCLEX-RN Licensure Examination

Approved:

Pre-Licensure BSN Students Only

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 on the [NCLEX Testing & Licensure](#) page of the Linfield College Portland Campus Registration & Records website. 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 in Oregon

Pain management education is a requirement for nurses obtaining their entry level education in Oregon, and the required six hours is included in the Linfield-Good Samaritan School of Nursing Curriculum. Students in the 4th semester must also complete the OSBN required Oregon Pain Management Commission online course: [Advancing Pain Management in Oregon](#).

The Oregon State Board of Nursing performs random audits of compliance related to the pain management requirements. Therefore, [keep the outline of pain management content](#) with your records as verification of six hours pain management, along with your completion certificate of the online course. The outline can be found in Appendix D.

Insurance

Health Insurance (Required)

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

Neither clinical agencies nor Linfield College'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 College's Worker's Compensation program only if the injury occurs while they are working for the College, and not during non-employment times.

Professional Liability Insurance - Malpractice (Required)

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

Assigned Papers

Assigned papers are to be written according to the format present in the 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. APA resource materials can be found on the BlackBoard site of each course.

Clinical Requirements

Electronic Health Record

An electronic health record (EHR) is a computerized client chart, an interdisciplinary communication method, a safety and decision-making support tool, and a central client database. Pre-Licensure students will learn to use an electronic health record which is designed for educational purposes. In order to use the student EHR, students need to purchase a subscription. Further information is available on the Experiential Learning Center website.

Clinical Attendance

Policy Approved 4/4/2016

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, faculty, Linfield staff, student peers, and others. Clinical and lab experiences are limited and represent high impact learning.

Make-up experiences are not readily available and may lack the intensity and focus of the original learning experience. Clinical/lab absences are not conducive to student mastery of course outcomes and may result in clinical course failure.

- Attendance is required for all scheduled clinical and lab experiences.
- Students will be required to make up missed clinical or lab experiences.
- Students sent home from clinical/lab for any reason will need to make up the missed clinical/lab.
- The IEL coordinator and clinical faculty will determine how, where and when the clinical/lab experience is to be made up.
- The clinical/lab 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.
- The cost of the clinical make up is to be borne by the student. Costs may include, but are not limited to
 - Cost of faculty/ staff time
 - Supplies including lab supplies
- The cost of the clinical/lab 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, Linfield-Good Samaritan School of Nursing cannot guarantee that a student will have access to an appropriate clinical make up.
- If an appropriate clinical/lab make-up is not available during that semester, the clinical faculty, in consultation with the IEL Coordinator may, but is not obligated to, award an Incomplete. Please see Linfield College Policy on Incompletes.
- IEL Coordinators are not obligated to arrange for make-up experiences for repeated (more than one) absences.
- Repeated (more than one) absences from clinical/lab may result in course failure.

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 Integrated Experiential Learning Coordinator. The procedure for reporting errors identified by the Clinical

Agency is to be followed. Faculty is to notify the IEL Coordinator and Dean of Nursing in writing of any student errors that may require legal intervention or are of great significance. (*Also see*, School of Nursing policy on incident reports in this chapter.)

Clinical Professional Image Policy

Approved 5/25/17

In order to continue the professional development of our students while maintaining their safety and the safety of patients and inhibit the spread of infection, Linfield-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 more strict) when at their clinical site or participating in events/classes in the Experiential Learning Center (ELC).

Identification

All Linfield College 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 college requirements.

Clothing

Students are to wear navy blue scrubs. A Linfield College 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 College 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 and a conservative mixture of other piercings.
- 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 College 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 College patches sewn on the left sleeve of each lab coat and top
- Watch with second hand or digital second timer

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 E 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.

Chapter V: Linfield College Policies and Procedures

College Academic Issues and Community Standards

For information related to academic questions (the Linfield Curriculum, Academic Integrity, etc.) and Linfield's community standards (student behavior, code of conduct, etc.) please see the [Linfield College Course Catalog](#) and the [Student Handbook located online](#).

Academic Grievance Procedure

Academic grievances concerning teaching and learning should be settled as close to the level of student-faculty contact as possible. If students believe they have been treated arbitrarily or capriciously by an instructor in a grade assigned or other ways, they should first talk to the instructor, and consult with their academic advisor for assistance. The academic grievance procedure is explained in the [Student Handbook located online](#) and in Appendix F of this manual.

Academic Alerts and Support Resources

The purpose of an academic alert is to offer support to students who are having academic difficulty. The academic alert outlines a proactive plan of action to help remediate the concern. All academic alerts sent to a student are also sent to the student's academic nursing advisor and the Director of Learning Support Services. Academic alerts are not part of the student's academic record. Students are encouraged to immediately contact their academic advisor, make an appointment with the faculty who issued the academic alert and with the Director of Learning Support Services.

Academic Advising

[Please review the information on the Linfield website related to academic advising.](#)

Faculty Advisor/Advisee Relationship and Responsibilities

The relationship between faculty advisor and advisee is one of shared responsibility. Although students are ultimately responsible for their own choices while attending college, 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. RN to BSN students should contact their academic advisor 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 college 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 making adjustments to 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.

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.
- 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.
- Provide advisees with up-to-date and accurate information about selecting courses and developing an academic plan that satisfies degree requirements.
- 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.

- Encourage advisees to change advisors if they no longer have an interest in the advisor's area and/or a positive relationship is not developing.
- Understand and comply with the mandates of the Family Education Rights and Privacy Act (FERPA) of 1974 as amended.

*In the RN to BSN program, these responsibilities are shared between the academic advisor and the assigned faculty advisor.

Incident Weather Policy: Closure or Late Opening

Please see the [Student Handbook located online](#) for information about severe weather closures.

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 College'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 College, coverage and provider information is available at: <https://www.pacificsource.com/StudentHealth/>. The Linfield Group number is G0035862.

The Legacy Good Samaritan Pharmacy offers a ten percent discount with valid student ID card for over-the-counter items and prescription medication.

Individual, group, and family psychological counseling is available to students through a contract with the Psychological Service Center. Eight free and confidential sessions are offered either on-campus in Peterson Hall 319 or off-campus at the Psychological Service Center downtown clinic at 1411 SW Morrison Street, Suite 205. To schedule an appointment for on-campus counseling, call 503-413-7873 or email: pdx-counseling@linfield.edu. For off-campus appointments call 503-352-2400. 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.

Absence from 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 at all possible before the class or exam or as soon as possible, with each instructor to determine potential make up procedures.

Illegal Uploading and Downloading of Copyrighted Works

[Linfield College's document concerning compliance with the Higher Education Opportunity Act](#) addressing illegal uploading and downloading of copyrighted works through peer-to-peer file sharing is available online.

Linfield College Portland Campus Guidelines for Posting

Approved: 08/29/11

In the spirit of Linfield College's mission as a private liberal arts college, 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 college 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 College 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 college 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
- Departments or student organizations may submit a request to Campus Operations and/or Student Life a minimum of two (2) weeks prior to an event seeking permission to post signage in the following ‘non-bulletin board’ locations:

- Restrooms
- Windows or brick wall in Peterson Hall
- Glass entryway in Loveridge Hall
 - Materials posted in these areas must be of professional quality
 - Materials will be hung using blue tape only (*available through Campus Operations and/or Student Life*)
- 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 college standards and/or stamped by Student Life or Campus Operations will be removed immediately
 - All members of the college 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 Peterson Hall 302 or Assistant Dean of Students/Director of Student Life on the 1st floor of Loveridge Hall.

Food and Beverages in Labs

Food and beverages are prohibited in the computer labs located on the second floor of Loveridge Hall and PH 108, as well as, the Experiential Learning Center (nursing lab and high fidelity simulation lab). Water in closed, water-tight containers may be left in the bleacher area in the main nursing lab or in the debriefing room in the high fidelity simulation lab.

Animal Policy

The following policy applies to dogs and other animals on the Portland Campus of Linfield College. Students and faculty are not allowed to bring animals into the classroom. Animals are allowed on college owned or controlled property provided the animals are leashed (six foot maximum) and under the control of a 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 College owned or controlled property. All animals on campus must meet current license requirements. Exceptions to this policy include assistance animals and animals used by College staff for the purpose of research, teaching or other academic endeavors.

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.

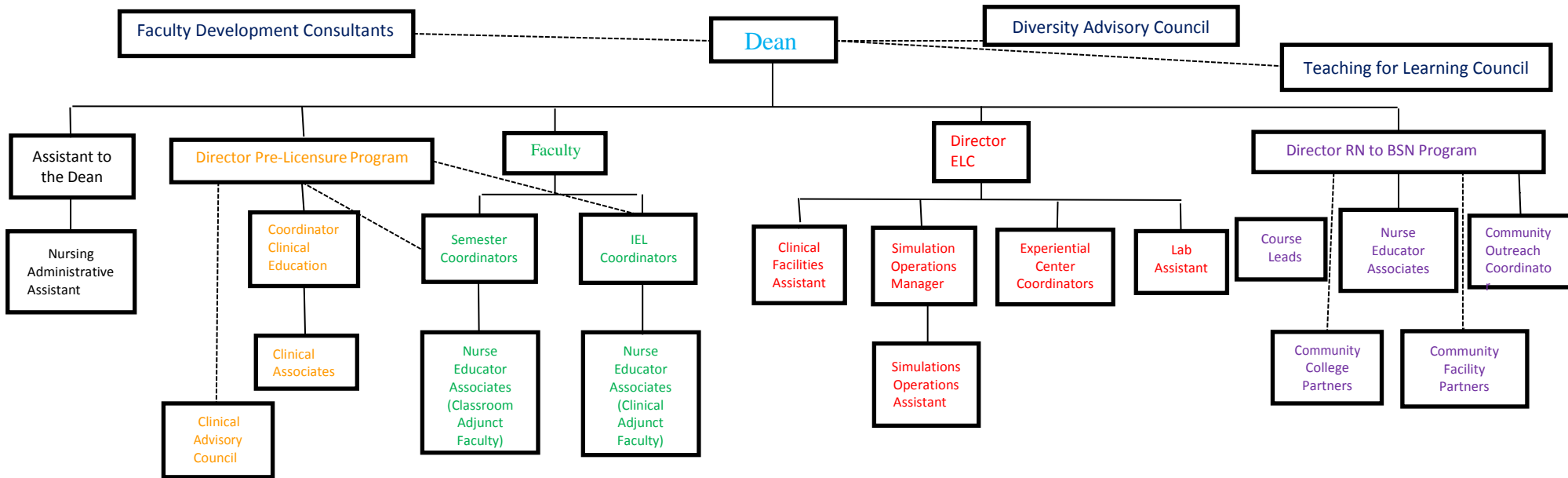
Linfield Portland Campus Operations

Portland Campus Operations is responsible for campus security, facilities requests, ID badges, parking, room reservations, and more. [Please check their website for the up-to-date information.](#)

Chapter VI: Appendices

Appendix A

School of Nursing Organizational Chart



Legend:
 Solid Line = Direct Report
 Dashed Line = Advisory

Committees:
 -School of Nursing Community
 -Curriculum and Evaluation Committee
 -Faculty Search Committee
 -Admissions, Progressions, Honors, and Graduation Committee

Appendix B

School of Nursing Clinical Evaluation Instrument

Approved 5/16/16 for use beginning Spring 2017

Linfield Good Samaritan School of Nursing Clinical Evaluation Instrument

Student: _____ Course: _____ Evaluation Period (Circle): Mid- Clinical Final Evaluation
 Semester _____ Instructor: _____ Site: _____ Date: _____
 Rating Schema: 4=High Pass; 3= Pass; 2= Provisional Pass 1=No Pass (Reference the Grading Schema and Process for Clinical Evaluation)

Clinical Outcome 1: Collects and analyzes comprehensive client data (Client Story)	
<p><i>a. Identifies appropriate sources for data collection (client, family, community, health record/EHR, health care team members)</i></p> <p><i>b. Uses developmentally and culturally appropriate approaches to conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in clients.</i></p>	<p><i>c. Interprets laboratory/diagnostic tests, assessment and screening tools</i></p> <p><i>d. Separates relevant from irrelevant facts in analyzing and interpreting client data</i></p> <p><i>e. Draws conclusions based on sound rationale using evidence from multiple sources and databases</i></p> <p><i>f. Recognizes and defines the clinical problem/nursing diagnosis</i></p>
<p>Faculty rating:</p> <p>Faculty comments:</p>	<p>Student practice exemplar(s):</p>

Clinical Outcome 2: Plans appropriate client care (Reasoning and Client State)	
<p><i>a. Prioritizes care appropriately</i></p> <p><i>b. Develops plan of care based on current evidence-based protocols and guidelines</i></p> <p><i>c. Uses theory-guided and reasoned rationales to support proposed deviations from evidence-based protocols in planning client care</i></p>	<p><i>d. Incorporates client needs/ preferences that include diverse values, cultures, perspectives, development across the lifespan and health practices</i></p> <p><i>e. Establishes realistic goals/expected outcomes written in behavioral and measurable terms</i></p> <p><i>f. Demonstrates conceptual synthesis and effective clinical reasoning in planning client care</i></p>

Faculty rating:	Student practice exemplar(s):
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Clinical Outcome 3: Provides safe client-centered care (Actions)
 [Criteria with ** indicate critical safety behaviors that must be met at all times to pass the course]

<p><i>a. Demonstrates conceptual synthesis and effective clinical reasoning in the delivery of safe client care</i></p> <p><i>b. Implements plans of care using evidence-based interventions congruent with assessment data</i></p> <p><i>c. Recognizes events and situations that are an imminent threat to clients' safety and intervened appropriately **</i></p> <p><i>d. Performs medication administration and therapeutic procedures safely and competently**</i></p>	<p><i>e. Demonstrates flexibility in adapting to changing client care situations</i></p> <p><i>f. Advocates for the rights of clients and others by acting on their behalf and in their best interest</i></p> <p><i>g. Recognizes when the care demands of client exceed own capability **</i></p> <p><i>h. Seeks assistance from experienced nurse/appropriate health care provider when needed**</i></p> <p><i>i. Provides care in a non-judgmental manner</i></p>
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<p>Faculty rating:</p> <p>Faculty comments:</p>	<p>Student practice exemplar(s):</p>
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Clinical Outcome 4: Engages in systematic and ongoing evaluation of the plan of care (Judgement)

<p><i>a. Evaluates the attainment of goals/expected outcomes</i></p> <p><i>b. Evaluates effectiveness of nursing interventions</i></p> <p><i>c. Analyzes client data for accuracy and completeness</i></p>	<p><i>d. Revises plan of care based on evaluation and consultation</i></p> <p><i>e. Involves client, significant others, and health team members in evaluation process as relevant</i></p>
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Faculty rating:	Student practice exemplar(s):
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Clinical Outcome 5: Communicates effectively and collaboratively in professional practice

<p><i>a. Provides therapeutic communication in the care of clients</i></p> <p><i>b. Exhibits timely, legally accurate, and appropriate documentation reflecting outcomes, assessment, evaluation, planning and behavioral responses to care</i></p> <p><i>c. Follows communication and documentation practices that minimize risk associated with handoffs among providers and across transitions of care, utilizing SBAR and agency guidelines</i></p> <p><i>d. Coordinates and delegates client care, as appropriate</i></p> <p><i>e. Uses inter and intra-professional communication and collaborative skills to deliver evidence-based, client-centered care</i></p> <p><i>f. Participates in advocacy for clients and families</i></p>	<p><i>g. Provides appropriate client teaching that reflects developmental stage, age, culture, spirituality, client preferences, health literacy and trajectory of care to promote client engagement in their care</i></p> <p><i>h. Discusses changes in client conditions, care of the client and/or questions orders, with the appropriate team member, regarding a client that impacts the client's safety and/or culturally competent care **</i></p> <p><i>i. Communicates with sensitivity by considering race/ethnicity, religion, gender identity, age, national origin, sexual orientation and disability or health status</i></p> <p><i>j. Suspends own social, ethical and cultural bias in the delivery of client care</i></p> <p><i>k. Incorporates effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships</i></p>
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Faculty rating:	Student practice exemplar(s):
Faculty comments:	

Clinical Outcome 6: Exhibits caring to facilitate physical, mental, and spiritual health (Being with, Maintaining belief, Doing for)

<i>a. Demonstrates sensitivity to cultural, moral, spiritual, and</i>	<i>f. Integrates provision of authentic presence and therapeutic</i>
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<p><i>ethical beliefs of clients, families, peers, health care team members, and others recognizing potential dilemmas and conflicts of personal beliefs/values</i></p> <p><i>b. Recognizes barriers and facilitators to care such as socioeconomic factors, environmental factors, support systems and personal beliefs/values</i></p> <p><i>c. Protects the client’s safety and privacy, and preserves human dignity while providing care</i></p> <p><i>d. Encourages family and/or significant others’ participation in care</i></p> <p><i>e. Assists clients with coping and adaptation strategies</i></p>	<p><i>communication into care activities</i></p> <p><i>g. Communicates professional empathy</i></p> <p><i>h. Maintains the professional boundaries of a therapeutic relationship</i></p> <p><i>i. Encourages and clarifies client’s expression of needs/feelings/concerns</i></p> <p><i>j. Respects all persons as individuals by including them in health and relevant conversations, activities and decisions according to their desire and capability</i></p> <p><i>k. Supports the optimal health of each person, regardless of clinical diagnosis</i></p> <p><i>l. Reflects upon one’s own spiritual beliefs and values and how these beliefs inform or detract from the care of the client</i></p>
<p>Faculty rating:</p> <p>Faculty comments:</p>	<p>Student practice exemplar(s):</p>
<p>Clinical Outcome 7: Minimizes risk of harm to clients and providers through both system effectiveness and individual performance</p>	
<p><i>a. Demonstrates effective use of technology and standardized practices that support safety and quality of client care</i></p> <p><i>b. Demonstrates effective use of strategies to reduce risk of harm to self or others</i></p> <p><i>c. Applies safeguards and decision making support tools embedded in client care technologies and information systems to support a safe practice environment for both clients and healthcare workers</i></p> <p><i>d. Communicates observations or concerns related to hazards and errors to clients, families and health care team.</i></p>	<p><i>e. Maintains client confidentiality</i></p> <p><i>f. Manages time and resources effectively to obtain the maximum possible client outcomes</i></p> <p><i>g. Takes steps to remedy errors in a timely manner and notifies the appropriate personnel: faculty, nurse, preceptor and appropriate health care provider **</i></p> <p><i>h. Facilitates client-centered transitions of care, including discharge planning that ensures the caregiver’s knowledge of care requirements to promote safe care.</i></p>

Faculty rating: Faculty comments:	Student practice exemplar(s):
Clinical Outcome 8: Demonstrates commitment to the nursing profession through the comportment of professional values and standards	
<ul style="list-style-type: none"> <i>a. Practices according to the Oregon Nurse Practice Act and the Standards of Practice</i> <i>b. Adheres to the Code of Nursing Ethics</i> <i>c. Practices within the legal and ethical frameworks of nursing</i> <i>d. Assumes accountability for own actions and practices</i> <i>e. Treats all individuals with dignity/respect</i> <i>f. Protects client rights to privacy, autonomy and confidentiality</i> <i>g. Demonstrates initiative in seeking learning opportunities and resources</i> <i>h. Is receptive to and incorporates constructive feedback for performance improvement</i> <i>i. Uses self-evaluation, ongoing feedback, inquiry and reflection to conduct regular ongoing self-assessment to improve clinical practice and professional development</i> 	<ul style="list-style-type: none"> <i>j. Works to create and sustain a culture that is respectful and supportive</i> <i>k. Demonstrates the appropriate balance between humility and confidence in one's ability; knows his/her limitations, absence of arrogance; willingness to seek help</i> <i>l. Demonstrates maturity in response to challenges, willingness to ask for help</i> <i>m. Demonstrates collegiality (considerate, compassionate, respectful, and culturally sensitive)</i> <i>n. Maintains professional appearance, attitude, and behavior</i> <i>o. Arrives on time for clinical and notifies faculty in a timely manner if he/she will be absent or late</i> <i>p. Prepares for clinical practice</i>
Faculty rating: Faculty comments:	Student practice exemplar(s):

Rating summary

In order to earn a passing grade for the clinical portion of the course, students are required to achieve values of 3 and 4 for each clinical outcome. A value of 2 at the mid-clinical evaluation in any clinical outcome is considered a *provisional pass* and the student will be issued an *Academic Alert* and will meet with the clinical faculty and IEL Coordinator to create a *customized learning plan*. Failure to meet any the clinical outcomes by the reevaluation period is grounds for failing the course. Failure to meet the clinical outcome at the value of 3 or 4 by the end of the clinical rotation will result in course failure. If at any time a clinical outcome is rated at a value of 1 the student is considered to have not passed the clinical.

Overall faculty rating:

Instructor evaluation and recommendation for further development/improvement:

Student Comments:

Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

This clinical evaluation is to be shared by the student with the clinical faculty in the subsequent semester.

Appendix C

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 in order to ensure employee safety with regard to occupational exposure to blood and/or other infectious materials since any exposure could result in transmission of 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 College 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 College provides, such as, hand washing facilities, sharps containers, and biohazard labels.
- Work Practice Controls are the behaviors necessary to use engineering controls effectively, such as, washing hands after removing personal protective equipment, using sharps containers and applying biohazard labels.
- Hand washing facilities:
 - o 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.
 - o The Experiential Learning Center has a sink with a soap dispenser available for use by students and faculty.
 - o 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:
 - o Are prohibited in the Experiential Learning Center. Drinking is permitted only when activities/skills involve no risk of exposure to blood.
 - o 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 D

Linfield-Good Samaritan School of Nursing Pain Management Content in the Nursing Curriculum

Last Revised: 06/11/13

Pre-Licensure BSN Program

Course No.	Course Title	Number of Hours	Brief Content Description
NURS 305	Foundations of Community-Based Nursing Practice	02.00	Physiological mechanisms of pain.
NURS 335	Integrated Experiential Learning I	02.00	Students learn how to conduct pain assessments, and are tested in clinical performance evaluations about pain assessment. This lab is included in the vital signs lab.
NURS 355	Nursing Care of Clients and Families Across the Lifespan Living with Chronic Conditions	02.00	Symptom management of pain in chronic illness.
NURS 365	Clinical Pathophysiology and Pharmacology of Nursing Practice	02.00	Pathophysiology of pain. How medications and alternative therapies alleviate physical and emotional pain in chronic health conditions.
NURS 425	Transitions in Health and Illness	02.00	Pain and symptom management in the intrapartum period, in the neonate, and at end-of-life.
Total		10.00 hours	(OSBN requirement: 6 hours)

Appendix E

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

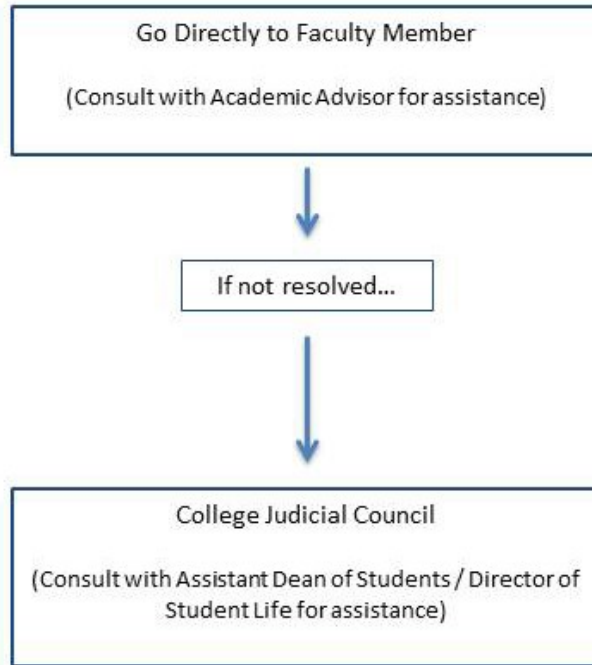
Faculty Comments:

Faculty Signature: _____ Date: _____

Appendix F

Process for Student Communication of Academic Integrity Grievance

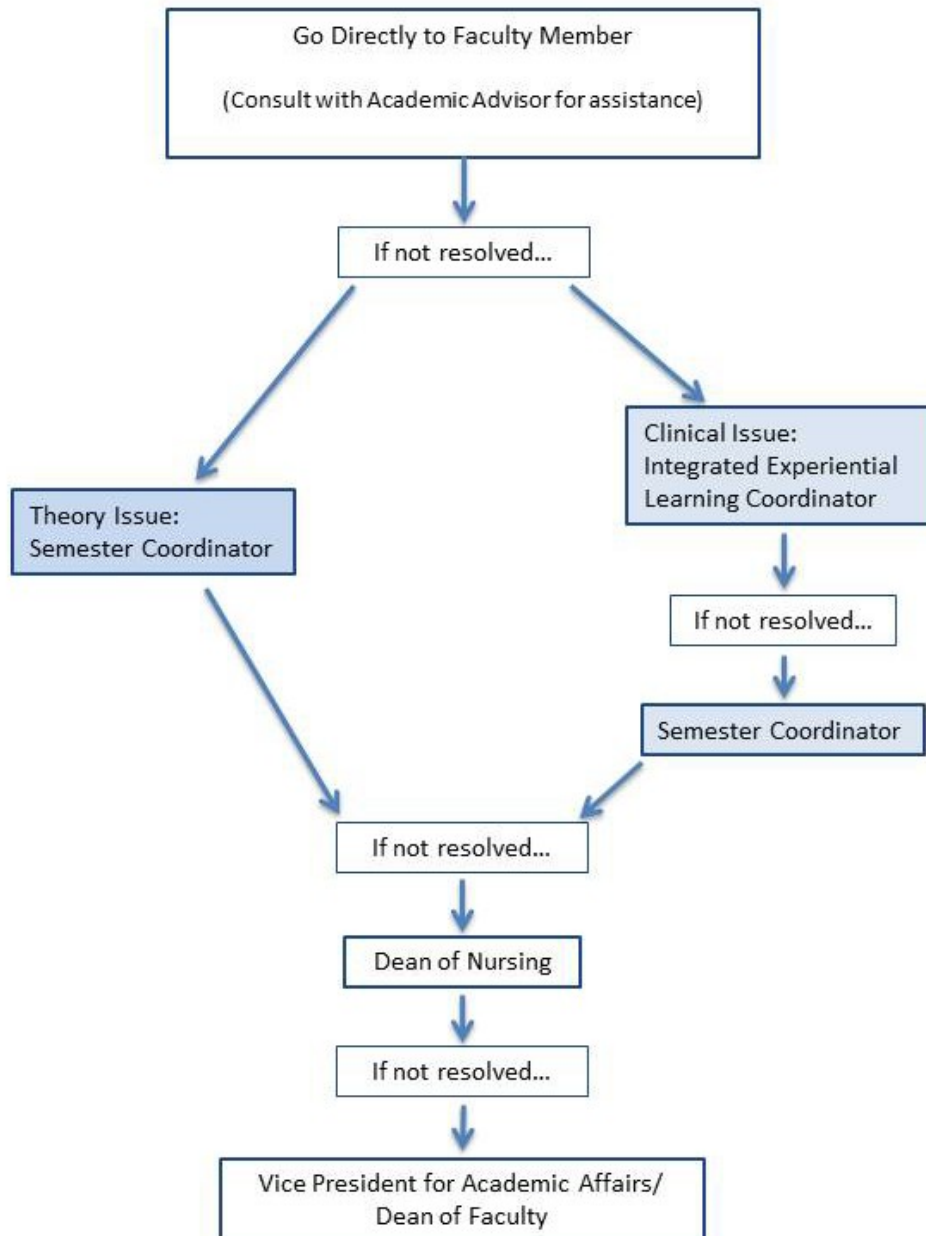
08/08/13



Process for Pre-Licensure BSN Student Communication of Academic Concern

Revised: 08/08/13

Reviewed: 06/27/17



Process for RN to BSN Student Communication of Academic Concern

Revised: 08/12/15

