



GEORGE FOX UNIVERSITY

**Department of Nursing
Student Handbook
2013-2014**

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Welcome to the George Fox University Department of Nursing.

As a student in the Department of Nursing, you will have the opportunity to experience a diverse mix of courses in liberal arts, science, and nursing as you gain the education you need to provide high quality care in dynamic healthcare environments. As an emerging nurse professional at George Fox University, the opportunities available for you to learn will serve you well both now and in your future.

As a nursing student at George Fox University, excellence, competence, and character matter. Our standards are high and our program of study is rigorous. I am excited for you to work and learn together with our faculty during your program of study.

The Nursing Student Handbook is designed to be a guide for policies and procedures. You are responsible to know and follow the policies and procedures in the handbook. The handbook has been created to make your experience as unique and fulfilling as possible and to assist you to achieve the highest levels of thinking, knowing, and practice.

I look forward to getting to know you as you pursue your nursing degree.

Darcy Mize, MSN, RN
Interim Director, Department of Nursing
George Fox University

Accreditation

George Fox University, Department of Nursing program is fully accredited by the Commission of Collegiate Nursing Education (CCNE) until June 30, 2023, and the Oregon State Board of Nursing (OSBN).

Officially recognized by the U.S. Secretary of Education as a national accreditation agency, the Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing.

<http://www.aacn.nche.edu/ccne-accreditation>

The Oregon State Board of Nursing safeguards the public's health and wellbeing by providing guidance for, and regulation of, entry into the profession, nursing education and continuing safe practice.

<http://www.osbn.state.or.us/>

Important Contact Information

Website:

<http://www.georgefox.edu/academics/undergrad/departments/nursing/index.html>

Address: George Fox University
Department of Nursing
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Newberg, OR. 97132

Office: 503-554-2950
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nursing@georgefox.edu

George Fox University Student Financial Services
Office: 503-554-2300
Fax: 503-554-3880
<http://www.georgefox.edu/offices/sfs/index.html>

George Fox University Registrar
Office - 503-554-2210
<http://www.georgefox.edu/offices/registrar/index.html>

Abbreviations and Term Definitions

AACN – American Association of Colleges of Nursing

ANA – American Nurses Association

ARC – Academic Resource Center

CCNE – Commission on Collegiate Nursing Education

Clinical Practicum – Clinical experience in a GFU Nursing Department approved facility

Competency – expected level of skill and academic performance

GFU – George Fox University

GPA – Grade Point Average, grades are calculated on a 4 point scale, pluses and minuses are considered

Faculty/Department – Department of Nursing Faculty or Department

NCLEX -- National Council Licensure Examination

OSBN – Oregon State Board of Nursing

Outcome – expected level of achievement at end of course or upon graduation

Program – Nursing Curriculum

QSEN – Quality and Safety Education for Nurses

Standards – All standards of safety, practice and behavior as cited in ANA Nursing Standards, Nursing Code of Ethics, course handouts, textbooks, and course evaluation forms.

TEAS -- Test of Essential Academic Skills

TCPS – Total Clinical Placement System

The Essentials – American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice

Program & Curriculum Overview

Introduction

Mission of George Fox University Department of Nursing

George Fox University Department of Nursing prepares students to enter the profession with a commitment to promoting health with excellence and integrity, and as imitators of Christ through caring with compassion and hope.

Mission and Vision of George Fox University

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Our vision is to become one of the most innovative and engaging universities in the western United States known for academic excellence and for connecting the message of Jesus Christ to the global challenges and opportunities of the future

History of George Fox University and Nursing Program

More than a century ago, early Oregon Quaker pioneers helped settle the rich and fruitful Chehalem Valley of Oregon. One of their first priorities, along with the founding of their church, was the education of their children. At the same time, founding pioneers were looking ahead with a dream of a college to provide more advanced education. That time came September 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 116 years since George Fox University's founding, major changes have included the name of the university itself. Retitled in 1949 to distinguish it from other "Pacific" colleges, the school was named in honor of the founder of the Friends Church, George Fox. The name changed again in July 1996 when George Fox College became George Fox University, incorporating Western Evangelical Seminary.

From only a handful of courses in the 1890s, the university now offers 38 undergraduate majors, and graduate programs in psychology, counseling, education, business, ministry, and religion. Over the years, more than 16,000 students have called this institution their alma mater.

The Christian atmosphere is a campus priority. With other Christians, the University holds to the historic truths and teachings of Christianity, as outlined in the statement of faith. From its founding, the University has been guided by Northwest Yearly Meeting of Friends Church. It historically has emphasized the necessity of a genuinely experiential Christian faith, personal integrity and purity, the spiritual nature of the ordinances, the importance of peacemaking and responsible social action, the involvement of women in ministry and leadership, the valuing of simplicity, and the right and duty of each person to hear and follow God's call.

Aligned with the mission of George Fox University, a nursing program was begun and the first nursing class was admitted in the spring of 2006. Since that time, 40-50 students graduate each year and find employment in varying capacities and agencies. Many are employed locally, some have moved to other states, and several are enrolled in graduate programs to further expand their roles as nurses.

Civility in Nursing

The Department of Nursing at George Fox University is a community of staff, faculty and students that is committed to a respectful, safe, and protected environment, founded in civility, in which all can work and learn. The Department of Nursing requires that all members of our community value and recognize the worth of each person. As a community, all members will make every effort to discourage incivility and protect its individual members from all forms of unacceptable interpersonal aggression including, but not limited to, verbal, written, and physical aggression. All members of the Department of Nursing will strive to maintain an environment that is free from violence, threats of violence, harassment, intimidation, and other disruptive behavior from each other or from outside persons. The Department of Nursing will take seriously and deal promptly and appropriately with all incidents to ensure a safe and protected environment.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Fowler, M.D. (2008). *Guide to the code of ethics for nurses: Interpretation and application*. Silver Springs, MD: American Nurses Association.

Program Mission, Values, Goals, Outcomes, and Competencies

Mission of the Department of Nursing

George Fox University Department of Nursing prepares students to enter the profession with a commitment to promoting health with excellence and integrity, and as imitators of Christ through caring with compassion and hope.

Values of the Department of Nursing

Promoting Health

We seek to enable people to increase control over and improve their health and well-being (body, mind, and spirit).

Excellence

We seek to demonstrate the highest professional standards.

Integrity

We adhere to moral and ethical principles with character and honesty.

Imitators of Christ

We seek to follow the attributes of Christ, who exhibited love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.

Caring

We respect, honor and advocate for the dignity of one another and those we serve.

Compassion

We hold a deep awareness of and desire to relieve suffering and promote justice.

Hope

We believe in the opportunity of a positive future.

Goals (Aligned with GFU Core Themes)

1. Be Imitators of Christ
Christ-Centered Community
2. Serve as leaders in providing holistic health care to a global community.
Local & Global Engagement
3. Foster an attitude of lifelong learning
Liberal Arts Foundation
4. Be prepared for graduate education
Professional Preparation

Program Outcomes

1. Synthesize theories and concepts from a Christian Liberal Arts education to build and understand the human experience in nursing practice.
2. Demonstrate knowledge, skills and attitudes in leadership, quality improvement and patient safety in the provision of excellent nursing care within complex organizational systems.
3. Uses evidence generated by research as a foundation for nursing practice.
4. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
5. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
6. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, shared decision-making, and conflict resolution to achieve quality patient care.
7. Assess determinates of health, including genetics, which influence the well-being of individuals, families, groups, and communities to promote health, prevent disease, and reduce health disparities.
8. To express within the nursing profession Christian values through excellence in professional practice, scholarly endeavors, and local and global engagement.
9. Committed to promoting health with excellence and integrity and as imitators of Christ through caring with compassion and hope.

Core Competencies – QSEN

Patient-centered Care

Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient preferences, values, and needs.

Teamwork & Collaboration

Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence-based Practice

Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care.

Quality Improvement

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Safety

Minimize the risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics

Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.

Christ-Centered

Taking the challenge of Jesus Christ to be God's agents of love and reconciliation in the world through promotion of peace, justice, and care of the earth.

Program Outcomes Cross-Matched to the Essentials & Core Competencies

- 1. Synthesize theories and concepts from a Christian Liberal Arts education to build and understand the human experience in nursing practice.**

Essential I - Liberal Arts Education for Baccalaureate Generalist Nursing Practice

Competencies: Evidence-based Practice, Christ-centered

- 2. Demonstrate knowledge, skills and attitudes in leadership, quality improvement and patient safety in the provision of excellent nursing care within complex organizational systems.**

Essential II - Basic Organization and Systems Leadership for Quality Care and Patient Safety.

Competencies: Patient-centered Care, Teamwork & Collaboration, Quality Improvement, Safety

- 3. Uses evidence generated by research as a foundation for nursing practice.**

Essential III - Scholarship for Evidence Based Practice

Competencies: Evidence-based Practice

- 4. Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.**

Essential IV - Information Management and Application of Patient Care Technology

Competencies: Quality Improvement, Safety, Informatics

- 5. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.**

Essential V - Health Care Policy, Finance, and Regulatory Environments

Competencies: Teamwork & Collaboration, Quality Improvement, Evidence-based Practice

- 6. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, shared decision-making, and conflict resolution to achieve quality patient care.**

Essential VI - Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Competencies: Patient-centered Care, Teamwork & Collaboration, Evidence-based Practice, Quality Improvement, Safety, Informatics, Christ-centered

- 7. Assess determinates of health, including genetics, which influence the well-being of individuals, families, groups, and communities to promote health, prevent disease, and reduce health disparities.**

Essential VII - Clinical Prevention and Population Health

Competencies: Patient-centered Care, Evidence-based Practice, Christ-centered

- 8. To express within the nursing professional Christian values through excellence in professional practice, scholarly endeavors, and local and global engagement.**

Essential VIII - Professionalism and Professional Values

Competencies: Patient-centered Care, Teamwork & Collaboration, Evidence-based Practice, Quality Improvement, Safety, Informatics, Christ-centered

- 9. Committed to promoting health with excellence and integrity and as imitators of Christ through caring with compassion and hope.**

Essential IX - Baccalaureate Generalist Nursing Practice

Competencies: Patient-centered Care, Teamwork & Collaboration, Evidence-based Practice, Quality Improvement, Safety, Informatics, Christ-centered

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington DC: American Association of Colleges of Nursing.

American Association of Colleges of Nursing (2008). *Quality and safety education in nursing*. Washington DC: American Association of Colleges of Nursing.

Curriculum Plan

First Year - Courses

Semester 1

CHEM 151 - General Organic & Biological Chemistry	4 credits	First Year <i>Fall Semester</i>
BIO 331 - Human Anatomy & Physiology	4 credits	First Year <i>Fall Semester</i>
WRIT 110 - Freshman Composition	3 credits	First Year <i>Fall/Spring Semester</i>
BIBL 100 Bible Survey	4 credits	First Year <i>Fall/Spring Semester</i>
GEED 130 Freshman Seminar	1 credit	First Year <i>Fall Semester</i>
	16 credits	

Semester 2

CHEM 152 General Organic & Biological Chemistry	4 credits	First Year <i>Spring Semester</i>
BIO 332 Human Anatomy & Physiology	4 credits	First Year <i>Spring Semester</i>
MTH 180 College Algebra	3 credits	First Year <i>Fall/Spring Semester</i>
SOCI 150 Principles of Sociology	3 credits	First Year <i>Fall/Spring Semester</i>
COMM 100 Principles of Communication	3 credits	First Year <i>Fall/Spring Semester</i>
	17 credits	

Second Year - Courses

Semester 3

NURS 200 Nursing Fundamentals	2 credits	Second Year <i>Fall/Spring Semester</i>
BIOL 367 Essentials of Microbiology	4 credits	Second Year <i>Fall Semester</i>
SOCI 310 Cultural Anthropology	3 credits	Second Year <i>Fall Semester</i>
PSYC 150 General Psychology	3 credits	Second Year <i>Fall Semester</i>
PHIL 180 Ethics	3 credits	Second Year <i>Fall Semester</i>
General Education Elective	2-3 credits	Second Year <i>Fall/Spring Semester</i>
	17-18 credits	

Semester 4

NURS 203 Nursing Fundamentals Practicum	2 credits <i>90 hours</i>	Second Year <i>Spring Semester</i>
NURS 210 Health Assessment	2 credits	Second Year <i>Spring Semester</i>
NURS 485 Selected Topics NURS 350 Pathophysiology/Pharmacology I	3 credits	Second Year <i>Spring Semester</i>
PSYC 310 Lifespan Human Development	3 credits	Second Year <i>Spring Semester</i>
FCSC 300 Nutrition	3 credits	Second Year <i>Spring Semester</i>
General Education Elective	3 credits	Second Year <i>Fall/Spring Semester</i>
	16 credits	

Third Year - Courses

Semester 5

NURS 300 Medical/Surgical Nursing I	2 credits	Third Year <i>Fall Semester</i>
NURS 303 Medical/Surgical Practicum I	3 credits <i>140 hours</i>	Third Year <i>Fall Semester</i>
NURS 351 Pathophysiology/Pharmacology II	3 credits	Third Year <i>Fall Semester</i>
NURS 360 Health Promotion	2 credits	Third Year <i>Fall Semester</i>
PSYC 340 Statistics / MTH 240 / SOC 340	3 credits	Third Year <i>Fall Semester</i>
General Education Elective	2 - 3 credits	Third Year <i>Fall Semester</i>
	15-16 credits	

Semester 6

NURS 320 Medical/Surgical Nursing II	2 credits	Third Year <i>Spring Semester</i>
NURS 323 Medical/Surgical Practicum II	3 credits <i>140 hours</i>	Third Year <i>Spring Semester</i>
NURS 370 Nursing Care of Children & Families	2 credits	Third Year <i>Spring Semester</i>
NURS 330 Nursing Research	2 credits	Third Year <i>Spring Semester</i>
General Education Elective	3 credits	Third Year <i>Spring Semester</i>
REL 300 Christian Foundations	3 credits	Third Year <i>Spring Semester</i>
	16 credits	

Fourth Year - Courses

Semester 7

NURS 400 Public Nursing	2 credits	Fourth Year <i>Fall/Spring Semester</i>
NURS 403 Public Health Nursing Practicum	3 credits <i>140 hours</i>	Fourth Year <i>Fall/Spring Semester</i>
NURS 420 Maternity Nursing	2 credits	Fourth Year <i>Fall/Spring Semester</i>
NURS 423 Maternity Nursing Practicum	3 credits <i>140 hours</i>	Fourth Year <i>Fall/Spring Semester</i>
General Education Elective	3 credits	Fourth Year <i>Fall/Spring Semester</i>
	13 credits	

Semester 8

NURS 410 Nursing Leadership	2 credits	Fourth Year <i>Fall/Spring Semester</i>
NURS 413 Nursing Leadership Practicum	3 credits <i>140 hours</i>	Fourth Year <i>Fall/Spring Semester</i>
NURS 440 Mental Health Nursing	2 credits	Fourth Year <i>Fall/Spring Semester</i>
NURS 443 Mental Health Nursing Practicum	3 credits <i>140 hours</i>	Fourth Year <i>Fall/Spring Semester</i>
NURS 492 Senior Synthesis	1 credit	Fourth Year <i>Spring Semester</i>
General Education Elective	3-6 credits	Fourth Year <i>Fall/Spring Semester</i>
	14-17 credits	

The total curriculum hours are 126-127 credits with 70 credit hours taken while in the nursing major. There is an academic milestone at the end of the junior year that must be passed in order to progress to the senior year. There is also a comprehensive academic milestone that must be passed at the end of the program in order to achieve successful completion of the program before being eligible to take the NCLEX –RN for licensure.

Pain Content in Curriculum

Pain Content	Course	Dedicated Time
Physiological mechanisms of pain	BIO 331 & 332 - Anatomy & Physiology NURS 350 - Pathophysiology/ Pharmacology I NURS 210 - Health Assessment NURS 351 – Pathophysiology/Pharmacology II	.5 1.0 .5 .5
Performing and documenting pain assessment	NURS 203 - Nursing Fundamentals Practicum	.75
Pain assessment and Management: modalities of medication administration (IM, IV, epidural).	NURS 303/323 - Medical/Surgical Nursing Practicum I & II	2.0
General overview: pain mechanisms, assessment, management including pharmacological and non-pharmacological interventions	NURS 203 - Nursing Fundamentals Practicum NURS 300/320 - Medical/Surgical Nursing I & II NURS 440 - Mental Health Nursing	1.5
Pain/discomfort and symptom management of medical disorders, including respiratory distress, angina and MI, pancreatitis, head injury, hepatitis, cirrhosis, renal failure	NURS 300/320 - Medical/Surgical Nursing I & II	2.0
Pain mechanisms, assessment, pharmacological and non-pharmacological interventions in labor, with neonates and pediatric clients	NURS 370 - Nursing Care of Children & Families NURS 420/423 - Maternal Nursing & Practicum	2.0
Total Pain Content		11 hours

Oregon State Board of Nursing - Pain Management - Curriculum Content
http://egov.oregon.gov/OSBN/pages/paince_faqs.aspx

Senate Bill 885 mandates a one-time pain management requirement for registered nurses and other licensed health care providers. Seven hours of pain management are required and one of the hours must include the Oregon Pain Commission course available online as indicated in the link above.

Nursing Degree Requirements

University General Education Requirements – 55 hours

Course # - Course Title	Credit Hours
GEED 130 - Freshman Seminar	1
BIB 100 – Bible Survey	4
WRIT 110 – Writing Composition	3
COMM 100 – Intro to Communications	3
HHPA 120 – Health & Human Performance	2
HHPA - Health & Human Performance Elective	1
BIB/RELI - Bible/ Religion elective	3
RELI 300 - Christian Foundations	3
GEED 490 -Senior Capstone	3
Humanities – Fine arts (2-3), Literature (3), History (3), Philosophy (3)	11-12
Global & Cultural Understanding	6
Science/ Math	15

Prerequisite Nursing Major Requirements

(*also meets General Education Requirement) - 36 hrs).

Course # - Course Title	Credit Hours
SOCI 150 - Principles of Sociology*	3
PSYC 150 - General Psychology*	3
CHEM 151 & 152 - General Organic & Biological Chemistry	8
MTH 180 - College Algebra*	4
PHIL180 - Ethics*	3
SOCI 310 - Cultural Anthropology*	3
BIO 331 & 332 - Human Anatomy & Physiology*	8
BIO 367 - Essentials of Microbiology*	4

Nursing Major Core – 70 hours

Course # - Course Title	Credit Hours
NURS 200 - Nursing Fundamentals	2
NURS 203 - Nursing Fundamentals Practicum	2
NURS 210 - Health Assessment	2
NURS 300 - Medical/Surgical Nursing I	2
NURS 303 - Medical/Surgical Nursing Practicum I	3
NURS 320 - Medical/Surgical Nursing II	2
NURS 323 - Medical/Surgical Nursing Practicum II	3
NURS 330 - Nursing Research	2
NURS 350 - Pathophysiology/Pharmacology I	3
NURS 351 - Pathophysiology/Pharmacology II	3
NURS 360 - Health Promotion	2
NURS 370 - Nursing Care of Children & Families	2
NURS 400 - Public Health Nursing	2
NURS 403 - Public Health Nursing Practicum	3
NURS 410 - Nursing Leadership	2
NURS 413 - Nursing Leadership Practicum	3
NURS 420 - Maternity Nursing	2
NURS 423 - Maternity Nursing Practicum	3
NURS 440 - Mental Health Nursing	2
NURS 443 - Mental Health Nursing Practicum	3
NURS 492 - Senior Synthesis	1
BIOL 367 – Microbiology	4
CHEM 151 - General Organic & Biological Chemistry	4
CHEM 152 - General Organic & Biological Chemistry	4
FCSC 300 - Nutrition	3
PSYC, MATH or SOC 240 - Statistics	3
PSYC 310 - Lifespan Human Development	3

Total Credit Hours upon Degree completion – 126-127 hours
Includes 900 clinical/lab hours

Academic Policies and Procedures

Admission

Admission Requirements

The following criteria must be met for admission of George Fox students and transfer/2nd degree students to the Bachelor of Science Nursing Program:

- Obtain a 2.8 minimum cumulative grade point average in all prerequisite classes.
- Obtain a minimum cumulative grade point average in math and science classes including MATH 180, CHEM 151 & 152, and Anatomy & Physiology BIO 331 & 332.
- Meet other nursing application criteria including the TEAS Exam at a proficiency level, completion of two essays, and two letters of reference recommending you to the Nursing Program.
- Demonstrate evidence of good citizenship and responsibility.
- It is strongly recommended that all science prerequisite course work have been completed within the last five years.

Students who entered George Fox University students as freshman may receive **priority admission status** by meeting the following criteria:

- Obtain a 3.3 minimum cumulative grade point average in all prerequisite classes.
- Obtain a 3.3 minimum cumulative grade point average in math and science classes including MATH 180, CHEM 151 & 152, Anatomy & Physiology BIO 331 & 332.
- Meet other nursing application criteria including the TEAS Exam at a proficiency level, completion of two essays, and two letters of reference recommending you to the Nursing Program.
- Demonstrate evidence of good citizenship and responsibility.

Before submitting an application a student must have completed the following first year prerequisite courses with a grade point average of 2.8 or better:

General Organic Chemistry & Biological Chemistry (CHEM 151, 152)
Human Anatomy & Physiology (BIOL 331, 332)
College Algebra (MATH 180)
Intro to Communications (COMM 100)
Freshman Composition College Writing (WRIT 110)
General Psychology (PSYC 150) or Principles of Sociology (SOC1 150)

It is the responsibility of every applicant to make sure all official transcripts of courses taken at other colleges or universities (by classroom, correspondence, or online) are on file with the GFU Admissions Office before applying to the nursing program. Course grades must be on transcripts.

All Applicants: An official transcript evaluation must be completed for all prerequisite courses not taken at GFU prior to application.

GFU Student: an “unofficial transcript” from myGFU.com plus copies of “official” transcripts from any other institution must be included in your application packet. The transcript evaluation must be completed through the Registrars’ Office.

Transfer/Second-degree Student: include an official transcript of courses completed at other colleges/universities with application packet. The transcript evaluation must be facilitated through the University Admissions Department.

Application Fee: TRANSFER STUDENTS ONLY must submit a non-refundable fee of \$50.00 by check or money order made payable to **GFU Department of Nursing** with application. Transfer students are students that have not attended GFU for one year (2 semesters) prior to applying to the nursing program. **Before submitting an application to the nursing program transfer students must have been granted admission to George Fox University,**

The application process also includes:

TEAS exam: George Fox University (April, May and June)
Georgefox.edu/nursing/teas

Clackamas Community College
<http://depts.clackamas.edu/testing/teas.asp>

Two **essays** (go to <http://nursing.georgefox.edu>)
Two **Recommendations and Appraisals** (go to <http://nursing.georgefox.edu>)

Applications may be mailed to the following address or submitted directly to the School of Nursing Administrative Assistant (Hoover 215):

GFU – Department of Nursing
414 N. Meridian St. #6273
Newberg, OR. 97132

Wait List: A wait list may be implemented when there are more qualified applicants than placement. Applicants who are placed on the wait list will be notified by mail of their status. If positions become available to accommodate additional eligible students, the wait list will be activated. Applicants are on the wait list only for the year they make application.

Students who are not admitted to the program for which they initially apply must reapply for the next year and will be reviewed for admission with the new group of applicants.

Application Form for Admission

The Application Form can be downloaded at <http://nursing.georgefox.edu>. This form plus all other admission requirements must be completed by the stated deadline date on the George Fox Nursing website. The form may be mailed to the Department or delivered directly to the Nursing Administrative Assistant in Hoover 215.

Written Essays for Application

Two originally written essays must be submitted with the nursing application. The essays must address:

Essay #1 – Why do you want to pursue nursing as a profession? (200-250 words)

Essay #2 – Describe how you anticipate the following interpretative statement will guide you in your nursing education. (500 words)

A code of ethics is a fundamental document for any profession. It provides a social contract with the society served, as well as ethical and legal guidance to all members of the profession. One of the interpretative statements of the American Nursing Association (ANA) Code of Ethics states: “The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth. (ANA, 2001)

Format: 1” margins, double space, 12 font – Times New Roman

Test of Essential Academic Skills (TEAS) V Score

Each applicant must complete this **mandatory** entrance examination. Deadline for taking the TEAS is September 30 before application.

The applicant may take the ATI TEAS Version V test at George Fox University if available. If not, the exam is available at Clackamas Community College Testing Center.

To register to take the test at George Fox University visit Georgefox.edu/nursing/teas or at Clackamas Community College visit <http://depts.clackamas.edu/testing/teas.asp> for the ATI TEAS Version V test. Call 1-800-667-7531 to find other testing centers.

You need to score a TEAS proficiency level of: Exemplary, Advanced, or Proficient to be considered for admission. (See levels and scores in the following Table).

The student will receive their score at the completion of the test. Submit an official copy of your test score with your application.

Level Category Description

Exemplary Cut Score 90.7%	Exemplary scores generally indicate a very high level of overall academic preparedness necessary to support learning of nursing-related content
Advanced Cut Score 78.0%	Advanced scores generally indicate a high level of overall academic preparedness necessary to support learning of nursing-related content.
Proficient Cut Score 58.7%	Proficient scores generally indicate a moderate level of overall academic preparedness necessary to support learning of nursing-related content.
Basic Cut Score 41.3%	Basic scores generally indicate a low level of overall academic preparedness necessary to support learning of nursing-related content.
Developmental Cut Score < than 41.3%	Developmental scores generally indicate a very low level of overall academic preparedness necessary to support learning of nursing-related content.

Recommendations

Two recommendations must be submitted for application. Forms may be downloaded at <http://nursing.georgefox.edu>.

One recommendation must be from a university professor (preferably in science)
One recommendation someone who knows the applicant's interest in the nursing profession (not a relative)

All recommendations are to be mailed directly to the Nursing Department. (address provided on the form)

Applicants will be notified by email when completed recommendations have been received by the Department.

Requirements Upon Admission to the Nursing Program

Criminal Background Check

Students accepted into the program will have a background check completed by "Certified Background". No other background check will be accepted. The Department Administrative Assistant will notify accepted students regarding the necessary process for completing the background check. In order for the admission process to be complete the background check must demonstrate no previous or current history of criminal behavior. As the student progresses through the nursing program, specific clinical agencies may also request criminal background checks before allowing a student to engage in learning within their facility.

Clinical sites reserve the right to deny placements for students with a record of certain criminal offenses. If the student is denied placement, and if an alternative placement cannot be found for required student experiences, continuation in the program will not be possible. If a student is arrested during the time of enrollment in the nursing program, the Director of the nursing program must be notified of the arrest at the time of the arrest. If the incident is not divulged to the Director this could result in dismissal from the nursing program. The student's ability to continue in the program will be reviewed by the Director. Dependent upon student transparency, the nature of the offense and the ability of the Department to find alternative placements dismissal from the program may be the outcome.

Mandatory Drug Screening

Students accepted into the program must have a drug test on file in the nursing office prior to the first clinical rotation. Drug tests will be conducted at Providence Newberg

Medical Center on specific dates set up through the nursing department. No other drug tests will be accepted.

The drug screening must demonstrate no presence of illegal substances. During the time that a student is in the nursing program faculty have the prerogative of asking a student to repeat the drug screening if there is cause for concern.

Health Immunization Requirements and CPR Certification

See Clinical Practicum Policies and Procedures Section of the GFU Nursing Student Handbook.

Progression in the Nursing Program

Progression in the Nursing Program

The Department of Nursing, as part of its overall assessment plan, requires all students to participate in a series of national standardized assessment tests throughout the nursing curriculum. As part of an overall assessment plan, the school of Nursing requires students to participate in a series of national standardized assessment tests throughout the nursing curriculum. The assessments help identify strengths and gaps in content mastery for students, as well as guides faculty in curriculum planning. These national assessments are designed to prepare nursing students for the National Council Licensure Exam (NCLEX-RN). A full description of the standardized assessment procedure is outlined in specific course syllabi. In addition to the use of practice assessments, two assessments are designated as Academic Milestones. Students must achieve the designated benchmark in order to meet the academic milestone and progress in the nursing program. Refer to the table below for a general description of the Academic Milestone requirement in place for junior and senior students:

Junior Academic Milestone	Senior Academic Milestone
Title: Medical/Surgical Assessment	Title: Comprehensive
When: End of junior year	When: End of senior year
Achievement: Designated benchmark reflects a fairly certain likelihood of successful content mastery for NCLEX exam, and ability to progress to senior content mastery.	Achievement: Designated benchmark reflects a fairly certain likelihood of successful content mastery on the NCLEX exam.
Retake: Students are allowed to repeat the exam one time. Failure to achieve benchmark results in failure to progress in the program.	Retake: Students are allowed to repeat the exam one time. Failure to achieve the benchmark criteria results in failure to graduate.

Students of Concern

The Department of Nursing is committed to providing opportunities for the success of all its students. Students themselves may initiate an Improvement Plan (Appendix D) if they feel the need for additional support. Faculty may become concerned about a student's likelihood of success for many reasons. Examples of behaviors that place a student at risk for not passing a theory course are but not limited to: frequent lateness to class, frequent absence from class, sleeping in class, low performance on course tests and quizzes, poor writing skills. Written documentation of concern becomes a permanent part of the student's file. A letter of concern will be sent to the student at mid-term from the Department Director. Other documentation of faculty concern may occur throughout the semester. At mid-term, if a student is receiving a grade of C- or lower in a course, a letter of concern will be sent to the student from the department Director.

A student may also be considered at risk of not passing a clinical practicum course if a student is frequently tardy to or absent from clinical, makes (a) medication error(s), endangers the safety of patients, peers or staff with a decision of poor judgment or violates any other of the standards of practice expectations.

Re-Application and Incompletes

All students reapplying for initial admission to the nursing program, or re-entry due to an unsatisfactory grade or withdrawal in a nursing course, must meet the current admission criteria. Initial applicants must follow the steps detailed in the application procedure.

Continuation in the nursing program by students who have earned one or two incompletes in the nursing major is contingent upon approval/disapproval of the teaching faculty responsible for the course(s) in which the incomplete(s) was/were given.

It is the responsibility of the teaching faculty to monitor the progress of the student towards removing his/her incomplete(s).

Incompletes must be removed prior to the end of the following semester or the incomplete will be converted to a failing grade.

Grading in Nursing Courses

Progression in the Nursing Program is dependent upon meeting the minimum standards of core nursing courses as outlined in the course syllabi. The minimum grade standards for passing a nursing course is 73% (C). When calculating course grades in core nursing courses all examinations and quizzes with their appropriate weights are computed first. If the cumulative grade on examinations and quizzes does not average at least 73% further grade calculations cease and the grade for the course becomes the letter grade equivalent to the cumulative examination and quiz percentage. If the examination and quiz grades achieve 73% or better, THEN all other graded course work (e.g. papers and other assignments) will be included with the examinations and quizzes to arrive at the overall course grade. The rationale for this method of calculations is to insure that exam and quiz grades that are cumulatively below the nursing department's acceptable level won't be outweighed by other assignments.

Semester grades are determined by the faculty's evaluation of the student meeting the learning outcomes, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. Grade points are assigned for each hour of credit earned according to the following system:

Letter Grade	Range %	Points per Semester Hour
A	93-100	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
F	63 and lower	0
I	Incomplete	

Grade Appeal

If a student feels that the course grade he/she is given is not a fair grade the following procedure is suggested for appeal:

- Approach the faculty involved and attempt to resolve the concern
- Meet with his/her advisor who will explain due process and help facilitate a meeting with involved faculty

- If there is no resolution between student and faculty, the student and faculty will meet with the Department Director
- If this meeting does not result in resolution the Director will appoint a committee of three faculty members who are not directly involved in the appeal. This committee will meet within five days of its formation. They are to hear the appeal and make a recommendation within 24 hours to the Director of the Department who will make the final decision.
- If the student does not agree with the Director's decision he/she may initiate the University's Academic Appeals Process. (Student Nursing Handbook, Appendix A)
<http://www.georgefox.edu/catalog/handbook/academic/grading/appeal.html>

Failure, Withdrawal and Dismissal from the Nursing Program

Nursing Course Failure

A student will fail a nursing course if they do not maintain a 73% average in the exam category of the course and/or if their course average does not meet 73% at the time of course completion. A student who fails a nursing course may petition to retake the course that was failed. If a student fails a theory course, they must retake the companion practicum course at the time of readmission even if they have previously passed that course. The same policy applies if a student fails a clinical course but passes the companion theory course. Both courses must be retaken.

Withdrawal from the Nursing Program

Withdrawal from the Nursing Program may be necessary for various reasons. To withdraw from the Nursing Program for any reason, personal or academic, it is necessary for the student to:

- Notify the faculty in all courses for which the student is registered.
- Meet with the nursing faculty and faculty advisor to discuss reasons for withdrawal, future plans, and withdrawal process.
- Withdraw from all nursing courses.
- Follow general University policy for withdrawal. See guidelines stated in the GFU student Handbook as found on the University website. Timelines for withdrawal refunds may also be found on the website.

A student may withdraw from a nursing course only once, but they must wait until the next curriculum cycle to be readmitted. Readmission will only occur if there is space available.

Dismissal from a Course and the Nursing Program

A student nurse is expected to perform as a professional nurse would in providing patient-centered, safe, and ethical care. Nursing faculty is expected to orient and monitor nursing practice of students. Students, therefore must be aware of the Scope of Nursing Standards for Licensed Nurses (ORS 831-045-0040), as well as the ANA code of Ethics. Failure to provide safe patient care may result in dismissal from the Nursing Program. Other behaviors that may result in dismissal also include the following:

- Violation of the Scope of Nursing Standards for Licensed Nurses (ORS 831-045-0040)
- Pattern of behavior or conduct or a single incident of serious misconduct or inappropriate behavior that reflects poorly on GFU, the Department of Nursing, or clinical agencies, including failure or refusal to follow agency or syllabus requirements, standards, or guidelines; boundary violations with patients or staff; or speaking negatively about GFU, clinical agencies, or anyone affiliated with GFU or clinical agencies.
- Academic or other types of dishonesty.
- Lack of safety in clinical practicum.
- Unethical or unprofessional conduct or behavior as outlined in the International Council of Code of Ethics, ANA Code of Ethics for Nurses, and ANA Scope and Standards of Practice.
- Aggressive or intimidating behavior to others, including patients, staff, faculty, and peers.
- Disruptive behavior in the classroom. Removal from class for any reason may result in non-progression.
- Dismissal from the University for not following policies and procedures stated in the GFU Student Handbook.
- Lack of preparation for safe patient care such as lack of knowledge about the patient, patient's diagnosis, medication, procedures, or treatments.
- Unsatisfactory clinical performance including failure to communicate appropriately and adequately with patient, staff, or faculty.
- Failure to attend clinical orientation.
- Failure to comply clinical requirements of CPR, immunization and drug testing.
- Failure to notify nursing program of any change in criminal background status.

Petition for Continuation and Progression after Course Dismissal or Failure

If a student has failed a course, or been dismissed from a course, they must make reapplication to the nursing major. Department of Nursing faculty will review a student for continuation and progression in the nursing major. The student must submit a Nursing Academic Petition to the Department Director to request readmission. This form

includes the student's request for readmission, reason for the course failure or dismissal, and plan for success. If accepted for re-admittance the student will enter the program at the point of their dismissal or failure.

The following procedure should be followed by the student and faculty:

1. **Meet with their faculty academic advisor** – together they will complete the Petition form
2. **Meet with the faculty of the failed course** – share plan for success and review their understanding of reasons for failure or dismissal
3. **Nursing academic advisor and faculty will write recommendations** – The academic advisor and course faculty may make recommendations for the student to be readmitted or not be readmitted. If recommending readmission, the course faculty should include recommendations that might enhance the student's success (e.g. remedial work or counseling). The academic advisor and faculty will note their recommendations on the Nursing Academic Petition.
4. **Student will meet with the Department Director** – The Department Director may solicit and review additional information from the academic advisor, faculty, and student concerning the student's performance and suitability for progression. The Director will inform the student of the decision and both parties will sign the petition. (Appendix B)

If the petition is approved and the failure was due to academic performance, the student will be encouraged to meet with the Director of Academic Resource Center for assistance with study and test taking skills.

If the petition is approved, the student may retake the course during the next regularly scheduled time in fall or spring semester. A student who has failed a nursing course will not be permitted to enroll in other nursing courses without permission.

If the petition is approved, the student must complete a drug test and updates criminal background check at their own expense.

If the petition is denied, the student is given a summary of the findings and will be able to review written materials used in making the decision. The student may continue with the Academic Appeal Procedure at GFU per the guidelines in Student Handbook.

While a student always had the privilege of applying for re-enrollment, the Department of Nursing looks for evidence documenting a **strong potential** for successfully completing the program of study after re-enrollment.

Two failures – Any student earning a grade of C- or below in the same required nursing course on two separate occasions or a grade of C- or below in two required nursing courses will be dismissed from the nursing major.

Class Attendance

Regular attendance at all classes is required unless illness or other emergency prevents otherwise. The student must notify the faculty member prior to the absence, or as soon as possible afterward. The student is responsible for all knowledge and materials covered during the absence, and is responsible to obtain that information from peers. Course syllabi may set forth additional attendance requirements.

Graduation Requirements

In order to graduate with a Bachelor of Science degree in the Nursing major the following criteria must be met:

1. Accumulate at least 126 semester hours with a minimum cumulative and major GPA of 2.0 The GPA is computed on work taken at George Fox University only.
2. Accumulate at least 42 upper-division semester hours (courses numbered 300 or above);
3. Complete the general education requirements;
4. Complete all nursing classes with no grade below a C;
5. Meet all academic milestones.
6. Complete at least 30 semester hours in residency (20 hours must be in senior year; 20 of the last 30 hours must be completed at George Fox University);
7. File an Application for Degree form not later than completion of 93 semester hours toward graduation (normally two semesters before expected graduation);
8. Pay in full all accounts at Student Financial

In order to participate in commencement and baccalaureate ceremonies, a student must have completed all degree requirements. Exceptions include a student registered for a post-commencement May term course or an incomplete in one nursing course (that is in progress) that is part of the degree program.

Students will be assisted to apply for RN licensure and NCLEX RN in the last semester of the nursing program.

Guidelines, Procedures & Policies on Academic Dishonesty

Academic Dishonesty

It is assumed that students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to their college life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering, and the disruption of classes. Behavior beyond reproach must be the norm. Academic dishonesty in any form is unacceptable. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication.

CHEATING is defined as the act of using or attempting to use, in examination(s) or other academic work, material, information, or study aids which are not permitted by the faculty.

Cheating includes but is not limited to the following examples:

- Obtaining, providing or using unauthorized information during an examination, either verbally, or visually, or by notes, books, or other materials.
- Acquiring, possessing, or providing to others, examination or other course materials without authorization of the faculty. This is understood to include providing information about an examination in advance of the scheduled administration of that examination.
- Taking an examination for another person or arranging for someone else to take an examination for you.
- Submitting for course credit, the same work or substantial portions of the same work more than once.
- Fabricating information without the permission of the faculty for any report or other academic exercise.

PLAGIARISM is defined as representing another person's words, ideas, data or work as one's own. Plagiarism includes, but is not limited to the exact duplication of another's work, and the incorporation of a substantial, or essential portion thereof. Other examples of plagiarism are the acts of appropriating the artistic or musical composition of another, or portions thereof, and presenting them as one's own.

The guiding principle is that all work submitted must be properly credited to the original source(s) of the information. In written work, direct quotations, statements which are paraphrased, summarizations of the work of another and other information which is not considered common knowledge must be cited or acknowledged, usually in the form of a footnote. Quotation marks or a proper form of identification shall be used to indicate direct quotations.

As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most professors require certain forms of acknowledgment or referencing and may evaluate a project on the basis of form and penalize the student in the grade assigned if citation of sources is improper.

Dishonest conduct is unacceptable. In cases of academic dishonesty, such as cheating or plagiarism, students will be dismissed from class, given failing grades, or otherwise disciplined by the faculty.

<http://www.georgefox.edu/catalog/handbook/academic/standing/honesty.html>

Faculty are responsible for the disposition of cases involving academic dishonesty, and notification of such disposition to the Academic Affairs Office.

General Guidelines in Suspected Incidents of Academic Dishonesty

The faculty of the course is responsible for initiating investigation of each suspected incident of academic dishonesty. Each incident for which sanctions are to be imposed is to be reported, in writing, to the Director (or designee) of the Department of Nursing.

A written copy of the incident will be prepared by the faculty, and sent to the Director of the Department (or designees), and the student. In addition, a copy is to be placed in the student's permanent file in the Department and in the Academic Affairs Office. The permanent file is to be maintained in accordance with the Family Educational Rights and Privacy Act (i.e., Buckley Amendment). See "Family Educational Rights and Privacy Act" section in Undergraduate Catalog.

- The severity of the offense shall be determined by the circumstances and the nature of the dishonest act. Any sanction applied should be in proportion to the severity of the offense.
- The faculty shall obtain appropriate consultation from the department chair (or designee).
- Every effort should be made to resolve questions of academic dishonesty as expeditiously as possible.
- Students have the right to appeal as outlined in the University's Academic Appeals Procedure (Appendix A).

Procedure for Determination of Academic Dishonesty

Determination of Academic Dishonesty: The faculty or professional staff member who suspects academic dishonesty shall follow the procedure below:

- The faculty of the course is responsible for initiating investigation of any incident of academic dishonesty. Any student wishing to report an incident of academic dishonesty should notify the faculty of the course in which the incident occurred.

- The faculty or professional staff member who suspects academic dishonesty shall notify the individual involved of the faculty's suspicions, receive and consider the student's response, and collect any available evidence and testimony from any witnesses. In cases of suspected plagiarism, the student may be asked to supply the reference(s) used. The student must comply with any such request.
- If the faculty concludes that academic dishonesty has occurred, and that further action is warranted, the incident is to be reported in writing to the chair of the department (or designee).

The written report should include the student's name, the date of the incident, a description of the incident, a description of any available evidence, and an indication of any action taken by the faculty member up to that time.

Imposition of Sanctions: Any sanction imposed shall be in proportion to the severity of the offense. The faculty shall consider the circumstances and nature of the dishonest act in assessing the severity of the offense and a preliminary determination of the sanction to be imposed shall be made.

Student's Rights: The student has the right of procedural fairness and appeal in all situations involving academic dishonesty. Any student suspected of academic dishonesty will be notified in writing as to the findings of the investigation of academic dishonesty and the penalty, if any, to be imposed.

Procedures for Appealing an Academic Disciplinary Action

Students may appeal academic disciplinary actions if they feel the penalty was unwarranted or unjustified.

Student meets with faculty member to discuss rationale for reversing the disciplinary action. The student wishing to appeal a disciplinary action must meet with the faculty member within the first three (3) academic weeks, excluding May Term, following the imposed disciplinary action. After meeting with the faculty member, the student may elect to pursue the appeal.

Student sends written appeal to the Academic Affairs Office). Students wishing to pursue an appeal must do so within five (5) working days of meeting with the faculty member.

Academic dean discusses appeal with the faculty member and student. The decision from the Academic Dean will be rendered in writing to the faculty member and student.

The Academic Dean's decision may be appealed to the Academic Appeals Board. To request a hearing, the student or faculty member must submit a written appeal to the Academic Appeals Board within two (2) working days after receipt of written decision from the academic dean.

Academic Appeals Board decides whether or not to hear the appeal. If the Board meets to consider the appeal, then the decision is submitted in writing to the Provost, faculty member, academic dean, and the student.

The decision of the Academic Appeals Board is final.

Clinical Practicum Policies & Procedures

Clinical Practicum Requirements

Clinical Contract (Appendix C)

Clinical requirements are crucially important and relevant to the future professional life of the student. Cooperation with Department of Nursing processes, such as meeting deadlines, is a component of nursing education and the clinical experience. Keeping information current is the student's responsibility. Timely submission of clinical requirement documentation allows staff to process materials in a timely manner and will ensure that coordination with clinical sites will not be delayed.

All clinical requirement records must be current and appropriate documentation must be submitted by the given deadline. All immunization information and CPR will be uploaded to Immunization Tracker (Certified Background). Clinical requirements must be kept current throughout the nursing program. The contract must be signed at the beginning of each semester and turned into the Administrative Assistant.

Failure to uphold this clinical contract can result in dismissal from the clinical courses and the nursing program.

Clinical Practicum Expectations

Clinical experiences are a critical component of learning in the Department of Nursing. During clinical experiences the student represents the nursing profession and George Fox University Department of Nursing. Students are expected to be professional (see Behaviors Implying the Presence and Absence of Professional Values) and provide safe client care. In order to do this students are expected to:

- Be prepared for clinical experiences. This means that all required study guides and clinical preparation tools must be completed before the time you are expected to be at clinical. Students who are unprepared for clinical experience will be removed from the clinical site and sent home from clinical. Consistently being unprepared for clinical will result in failure of the clinical course.
- Provide safe client care. Clinical experience is a learning experience where students apply what is learned in class and through preparation provide safe client care. Therefore, students are evaluated on their ability to consistently perform safe client care, which is clearly detailed in the clinical evaluation tool. Students who are unsafe in clinical practice will be dismissed from the clinical site and may fail the clinical course.
- Each clinical experience across the program of study builds on previous experiences in complexity and performance expectations. Even though the focus of who is the client changes, such as pediatric, community, or complex care of the adult, the behaviors and knowledge of what is expected for the student to

pass a clinical course increases as their ability to perform more independent complex client care increases. Expected student performance for the clinical experiences is clearly detailed by program outcome in the clinical evaluation tool.

At times students become ill or have an emergency and are not able to attend clinical experiences. Students are expected to contact George Fox University clinical faculty and the clinical site before or at the time clinical starts to get an excused clinical absence and discuss make up requirements.

Students are expected to be on time for clinical and to be dressed in appropriate professional George Fox University clinical attire. Students who arrive late or are inappropriately dressed or fail to wear their clinical ID badge will be sent home.

Students who fail to meet these Clinical Practicum Expectations may receive a report from the clinical faculty outlining the occurrence of concern and be asked to meet with the faculty regarding the consequences. A copy of this Professional Behavior of Students Report can be found in the Student Handbook (Appendix D).

Behaviors Implying the Presence of Professional Values

Value: Placing the patient's welfare first

- Is accessible and prompt in answering patients' requests
- Priority of activities reflects patients' needs
- Explains treatments and procedures; keeps patient well informed
- Is responsive and reliable when needs are identified by patients, staff, or faculty
- Calls and makes appropriate arrangements if unable to be on time or present for clinical

Value: Commitment to nursing and to nursing department policies

- Present and willing to learn; complies voluntarily with rules and policies of the nursing department
- Demonstrates enthusiasm for clinical; appears to enjoy nursing
- Looks and acts in a professional manner- i.e., is neat and clean; behaves in a professional way (ANA Code of Ethics for Nurses)
- Pleasant to staff, peers, and faculty
- Gives appropriate information to other nurses
- Completes charts and records

Value: Cooperation

- Able to disagree diplomatically
- Knows when to stop discussing and start helping
- Takes criticism constructively
- Accepts the roles of others and works in appropriate capacity in response to others
- Deals with stress and frustration without taking it out on others
- Objectively handles conflict with others; tries to see both sides of issues

Value: Intellectual and personal integrity

- Readily admits mistakes and oversights
- Forthright with peers, staff, and faculty
- Selects appropriate response to patients even if preferring to focus on something else
- Observes safe techniques even when not being supervised
- Accepts responsibility for errors and tries to take appropriate corrective action
- Statements appear to be based on fact and believable; does not provide information or facts unless known to be correct
- Does own work and does not represent the work of others as being original
- Respectful of faculty, staff, peers, and patients

Behaviors Implying the Absence of Professional Values

Value: Placing the patient's welfare first

- Unreliable in completion of tasks
- Difficult to find when needed
- Elicits hostility from patients and others
- Displays hostility towards difficult patients
- Justifies doing things "just for the experience," without taking patients' needs into consideration
- Approach is "who is right" not "what is right"
- Fails to make appropriate arrangements if unable to be on time or present for clinical

Value: Commitment to nursing and to nursing department policies

- Chronically tardy or absent
- Skips clinical or other obligations if not supervised
- Passing of assignments or tasks to others when possible
- Chronic malcontent and complainer
- Sloppy
- Gives inappropriate information to others
- Chronically deficient on upkeep of charts and records
- Feels existent policies are irrelevant, unimportant, and nonobligatory

Value: Cooperation

- Argumentative or stubborn
- Sullen or arrogant with faculty, peers, staff, and patients
- Uncommunicative with staff and faculty
- Hostile responses to frustrating situations
- Passive-aggressive behavior when dissatisfied

Value: Intellectual and personal integrity

- Lies or fabricates data when needed to cover up mistakes and oversights
- Fails to use safe techniques when not being supervised
- Blames others for own shortcomings
- Provides data without appropriate checks for correctness
- Disappears from the unit or does not show up if unsupervised
- Represents the work of others as being original
- Disrespectful and rude to faculty, staff, peers, or patients

Standard of Expected Practice

The Oregon Nurse Practice Act (OSBN – Division 45) requires the nursing student to practice as a reasonably prudent Registered Nurse.

Unacceptable behaviors include, but are not limited to the following:

- Failure to report data, regarding the listed situations, to the faculty and appropriate clinical facility personnel:
 - the student's medication errors of either omission or commission;
 - the treatments omitted or improperly done by the students; or
 - other aspects of client care not completed by the student, without appropriate arrangements having been made with faculty and facility personnel.
- Falsification of entries made in client charts and/or records, either through omission or commission.
- Breach of nurse-client confidentiality by discussing clients or specific information about clients in inappropriate situations.

A student making an error of omission or commission in clinical must IMMEDIATELY:

- notify faculty;
- follow the protocol that has been established by the clinical facility;
- notify the appropriate agency personnel;
- with charge person and faculty member determine appropriate measures to be taken regarding client safety;
- carry out directions as necessary to rectify error; and
- record incident following agency and Department of Nursing policy.

Action will be taken when behavior does not meet this standard of practice. (Appendix D)

Student Clinical Improvement Plan (APPENDIX D)

The Student Clinical Improvement Plan is to be used by any clinical faculty and student to initiate a goal and plan for development of skills and behaviors to accomplish successful completion of the clinical course objectives. The plan involves the student and faculty defining the problem, goal, desired outcomes, plan and evaluation of whether the student goal was met by the agreed upon review date, or the end of the course. The document is to be signed and placed in the student clinical file. If the goal is met and documented within the course time frame, no further action is needed. If the goal is not met, or needs further planning, a transition plan is made and communicated by the current faculty and student, with the student's next clinical faculty. At the completion of the clinical course, the student will be evaluated on meeting of the current course objectives.

Professional Behavior of Students Report (APPENDIX D)

The Professional Behavior of Students Report is to be used by the Department faculty when the student does not meet Professional Behavior “Standards of Expected Practice” as outlined in the Nursing Student Handbook and the Oregon Nurse Practice Act (OSBN – Division 45). The Report may also be initiated if a student has not successfully completed the goals as determined in the Student Clinical Improvement Plan.

Administering Medications

The student is expected to know the appropriate and complete information for each medication that is ordered and administered to each patient assigned to the student’s care. This includes action, dose, route of administration, side effects, contraindications, and patient teaching points. A student who does not know the information may be determined to be unsafe and dismissed from the clinical practicum site.

Students must adhere to the six rights of medication administration at all times. Any deviation from these rights may be grounds for dismissal from the clinical practicum. If a student makes a medication error in any of the following areas, it must be immediately reported to the clinical faculty. The rights are as follows:

- Right medication
- Right route of administration
- Right time of administration
- Right client/patient
- Right dosage
- Right and timely documentation of the administration
- Know the name, purpose, action and potential undesirable side effects of a medication
- The patient has the right to refuse a medication regardless of the consequences.

Accurate Calculation of Drug Dosage and Medication Administration

One of the George Fox Nursing Department’s core competencies is Safety. The competency states that safe care must minimize the risk of harm to patients and providers through both system effectiveness and individual performance. Included within the concept of safe care is safe and accurate drug calculation and medication administration.

To insure the meeting of this competency:

1. Students will be tested each semester regarding drug calculation and medication administration.

2. Testing will reflect the educational level of the student and become increasingly more complex throughout the nursing curriculum.
3. Students will have three attempts to achieve 100% accuracy on all of the exam questions.
4. If unsuccessful, the student will not be allowed to practice in the clinical setting.

Clinical Education Requirement Training

Upon entry into the nursing program, and every fall semester throughout the program, students must complete an online orientation to hospital-related safety and patient confidentiality before entering the clinical setting. This is required by the clinical settings that students enter for practice. The program is identified as “Total Clinical Placement System” (TCPS), sometimes referred to as “StudentMax.” Each fall, instructors will provide details for accessing the online orientation program. Students are required to complete the orientation by the designated date, print the certificate of completion, and submit a copy to the nursing office to be retained in student records. The date of completion is added to the Student Clinical Passport. Failure to complete this required training results in failure to attend clinical.

Student Clinical Passport

Clinical sites accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) adhere to standards that place higher expectations on nursing students in clinical. Students are now considered employees in every respect and must describe and show proof of their orientation, knowledge of safety and other standards and carry a clinical passport as evidence of their compliance with clinical practice requirements. Clinical passports are created and distributed to students during the first semester in the nursing program. It is the student’s responsibility to keep the passport current.

Clinical Placement & Orientation

Off-campus practicum placement decisions are the **exclusive responsibility** of faculty and are made with concern of the best learning experience for the student according to faculty judgment of the student’s past performance. When making practicum assignments, GFU faculty review each student’s academic and practicum record to determine the fit between student learner needs and available practicum opportunities. In addition, faculty take into consideration the conditions, needs, and requirements of the practicum agency as well as the “fit” between learner needs and unit capabilities when making practicum assignments.

One of the clinical courses in the senior year is NURS 413 Nursing Leadership Practicum. This course provides the opportunity for the student to work in a clinical setting with a nurse preceptor. Placements in this course will be made by the clinical

faculty. Once the faculty decides on student placements in any clinical course, there will be no student-initiated changes of placement or faculty due to the complexity of meeting agency orientation requirements.

Guest Status

We are guests in the practicum site. Therefore:

- Students are not to criticize or questions practices, observations, or feedback of agency or hospital personnel or offer unsolicited advice or criticism to agency or hospital personnel without the GFU faculty's permission.
- Students are not to challenge hospital or clinical agency personnel about their care delivery, personal, or personnel issues.

Health Related Issues

Latex Allergy

Latex allergies are not uncommon among healthcare professionals due to frequent exposure to latex products. The products that are used in the George Fox University nursing labs are not guaranteed latex free products. If you have a latex allergy, the following procedure must be followed in order for the Department to reduce your exposure to latex products.

1. Upon admission to the nursing program, provide physician documentation that you have been tested for sensitivity to latex and the extent to which your allergy extends. If indicated by the severity of your allergy, contact the Disability Service Office (DSO) as early as possible after your admission so that your learning needs may be met.
2. Notify your clinical faculty at the beginning of each semester that you have an allergy to latex and sign the documentation stating that you have done so.
3. Your clinical faculty will be responsible for notifying the clinical units of your allergy.
4. If necessary, carry your EPI pen with you (on your person) at all times and notify the faculty as to where you keep it.

Required Immunization Record

All immunization timelines must be followed in order for the student to be permitted in the clinical practicum. Hospitals and other agencies may require additional immunization in order to be a student in their facility. Compliance with all agency policy is expected. The Immunization Tracker must be used to track immunizations received. The Department of Nursing will provide information to the student upon admission as to how to access and utilize Immunization Tracker.

Students must submit proof of a Tuberculin Skin Test each year prior to starting clinical.

Students who are out of compliance with the immunization requirements will not be permitted participate in laboratory experiences or go to the clinical site and will receive a Student Professional Behavior Report that will remain the student's permanent file.

Cardio/Pulmonary Resuscitation Training (CPR)

All nursing students are required to have current American Heart Association CPR with AED certification as a health care professional including adult, child, and infant for clinical experiences.

Certification must be kept current through the last day of clinical experience in the nursing program. The certification lasts for two years.

All nursing students are required to upload a copy of their current American Heart Association with AED CPR care to the Immunization Tracker System no later than the specified deadline given to the students by the Department.

Malpractice Insurance

The University's general liability insurance includes coverage for claims against students arising from nursing activities that are part of an authorized instructional program. This coverage does NOT extend to nursing activities beyond those assignments required by and under the supervision of the University's nursing faculty. Students should obtain their own malpractice insurance to cover nursing employment and may choose to obtain supplemental coverage provided by the University.

Health Insurance

George Fox University requires full-time undergraduate students to carry medical insurance and provide proof of coverage. Students who do not document coverage are generally required to enroll in the university's Student Major Medical Insurance Plan. Information on this plan can be obtained from the Health and Counseling Services.

Bloodborne Pathogens

Students must maintain required annual education related to Bloodborne pathogens. Bloodborne pathogens are infectious microorganisms present in blood that can cause serious disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), the virus that causes AIDS. Workers exposed to bloodborne pathogens are at risk for serious life-threatening illnesses.

All students will function in the clinical setting under OSHA standards and follow universal precautions in the clinical area. This policy is designed to minimize the risk of exposure or transmission of blood borne pathogens. The practice of "Universal Precautions" is observed to prevent contact with blood and other potentially infectious materials. Appropriate barrier protection should be used when contact with blood or other body fluids are anticipated. The precautions are designed to protect you and the patient. Every individual is considered to be at risk for potential contamination. Latex or vinyl gloves should be worn whenever blood or body fluids, mucous membranes or non-intact skin is handled or when coming in contact with items or surfaces soiled with blood or body fluids. Gloves should be changed and hands washed after each contact. Gowns, masks, and eye protection should be used if there is the potential for splashing of fluids.

Exposures are defined as needle-stick injuries with a contaminated needle or other sharp; blood or body fluids sprayed or splashed in the eyes, nose or mouth; blood or body fluids on open cuts or sores; and human bites with broken skin. Body fluids include blood; semen; vaginal secretions; peritoneal, pleural, amniotic, pericardial, synovial or cerebrospinal fluids; or any other bloody fluid (saliva, urine, stool, etc.) containing visible blood

(<http://aidsinfo.nih.gov/contentfiles/HealthCareOccupExpoGL.pdf>) .

Students who are exposed to blood-borne pathogens must:

- Immediately report the exposure to their clinical faculty and/or clinical preceptor.
- Implement normal first-aid procedures. Wash the exposed site with warm water and soap. Flush exposed mucous membranes with water.
- Seek immediate assistance from a health care provider. Either in the facility or at GFU student health center.
- File report of exposure according to clinical agency policy where the exposure occurred. (Student Nursing Handbook Appendix F).
- Notify and file report with the Faculty of the Department of Nursing.

Universal Precautions and Bloodborne Pathogens Training

Universal precautions and bloodborne pathogens training will be required upon entry into the nursing program as part of Clinical Education Requirement Training. Universal precautions and bloodborne pathogens training must also be updated annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and changes in technology that eliminate or reduce exposure. Universal precautions and bloodborne pathogens training must be completed and documented prior to entering the clinical site.

Protocol for Illness/Accidents/Critical Incidents Related to Clinical Practicum

Illness/Accident

If the student is ill, the student is required to notify the faculty as directed in the specific course syllabus and to notify the practicum site agency as directed by the faculty. Absence in a practicum rotation is difficult to make up. If make up arrangements are possible, those arrangements must be made directly with the faculty and approved by the faculty prior to the make up.

Students who become ill during practicum or have an accident at or on the way to the practicum experience must follow the procedures outlined below.

Procedure for Illness Occurring During Practicum

Immediately notify the GFU faculty. Faculty are available by phone or text. If the student is unable to reach the faculty, call 503-554-2950 during regular office hours and ask to talk with the GFU Department of Nursing Administrative Assistant who will attempt to notify the faculty immediately. The student must provide the Administrative Assistant the phone number at the practicum agency where she or he may be reached and the faculty's name. The student must not leave the practicum agency without notifying the faculty as to the destination and a phone number at which to be reached and a general plan for safe transportation, if possible.

Under the direction of the faculty also notify the supervisor/nurse manager of the unit or agency. The faculty will identify agency forms to complete if the student is injured.

Return to Practicum

If a student has been ill or suffered an injury, the faculty may require written documentation from the student's healthcare provider that he or she can return to practicum work and safely provide care to patients. A list of any restrictions (for example, a restriction in lifting to a certain number of pounds) must be included in the provider's note. While all efforts will be made to accommodate students with restrictions, some restrictions may limit the student's ability to meet the course objectives. In addition, faculty reserve the right to decide that a student may not return to practicum based on the nature of the injury or illness, the restrictions required by the care provider, and conditions of patients and the clinical site.

Injury or Potential Injury Incident

For any incident involving potential injury to the student or the student's patient, the following steps should be taken:

THE STUDENT:

- Immediately report the occurrence to the staff nurse, faculty, or preceptor.
- Inform the clinical faculty as soon as emergency measures have been taken.
- Immediately consult with health care providers at the site to take measures to reduce or reverse any injury or potential injury.
- Immediately file a written report, using the practicum agency protocol, before leaving the site, and give a signed and dated copy of the report to the faculty. Do NOT include patient identifiers.
- Immediately write a report, using the same information that the practicum agency requires and give a signed and dated copy to the nursing faculty and the GFU Nursing Program Director. Do NOT include patient identifiers.
- Complete appropriate agency Incident Report

THE FACULTY:

- Within 24 hours prepare a written summary of all the relevant data about the injury or potential injury and discussions of these data with the nursing student. Include a statement of corrective action taken and the current health status and stability of the patient and student.
- Immediately notify the GFU Nursing Program Director about the injury or incident.
- Within 48 hours of the incident, submit a copy (without patient identifiers) of the agency report referred to above, signed by both student and faculty to the Director. Also submit the written summary referred to above
- With faculty, evaluate patient's risk status for HIV, hepatitis B, and hepatitis C. Following agency procedures, obtain as much information as possible about the patient, e.g., diagnosis and pertinent lab data (HIV status, HBsAG status). Confidentiality of the patient's identity and information should be maintained at all times. Inquire if HIV and Hepatitis B and C screens can be run by the clinical agency and inquire as to the cost. Take all available information to own health care provider.

Confidentiality and Accountability

Health Insurance Portability and Accountability Act (HIPAA) Education Training

HIPAA education provides a detailed review of the Health Insurance Portability and Accountability Act, and focuses on the patient privacy and data security issues that will have the most impact on the practice of healthcare workers. HIPAA education provides a definition and discussion of current and forthcoming HIPAA initiatives regarding patient privacy and data security, a review of reforms that have been identified for implementation and the information to help healthcare workers comply with new guidelines. HIPAA education shall be provided upon entry into the nursing program as part of Clinical Education Requirement Testing. HIPAA training must then be updated and documented annually throughout the remainder of the program. HIPAA training must be completed prior to entering the clinical site.

Confidentiality

Patients and clients are entitled to confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPPA) mandates that no personally identifiable patient information be released without the patient's permission. All GFU practicum policies and procedures are compliant with HIPPA. While students may share non-identifiable information for course and learning purposes, not patient information of any kind should be shared outside confidential settings in the practicum site or classroom. Absolutely NO reference to a patient, even if de-identified, should ever be shared electronically via Email or on social networking sites such as Facebook. Additionally, no facility or facility staff information should be shared via Email, on social networking sites, or by other means outside the learning environment. The faculty may direct students to share select de-identified patient information via Email for course preparation or learning purposes. Sharing de-identifying patient information on FoxTale is permissible, as directed by the faculty, because FoxTale access is password-protected. Pictures of patients must never be taken, whether a patient gives permission or not. If patient pictures are being considered for an educational purpose, the student must check with the faculty who will determine policies at the practicum site.

Personal Appearance and Uniform Standards

Personal Dress and Appearance

Guidelines for students' dress and appearance when functioning in a professional capacity in clinical experiences and in campus skills labs include:

- Students are expected to be meticulous regarding personal hygiene.
- The following are to be clean in clinical situations: uniforms, shoes, shoelaces, socks, hair, and skin.
- Nails are to be kept short and clean. Clear nail polish only may be worn if in good condition (Operating room requirements may differ). Artificial nails are not allowed in clinical settings.
- The use of deodorants and mouthwash is encouraged.
- Fragrances are not to be worn.
- Hair is to be arranged neatly and secured with hairpins, plain clips or rubber bands, etc., so that it will stay out of eyes and working area. Hair may not be dyed in unnatural colors such as blue, pink, or purple. Beards are to be neatly trimmed – not longer than 2 inches.
- Jewelry is limited to a watch, a plain wedding band, and one set of “post” type earrings that may be worn in the earlobes. No nose studs.
- Other than earrings, no visible body piercing.
- Visible tattoos must be covered.
- Students are never to chew gum in clinical situations.

The Department of Nursing Uniform

- Basic Uniform: Consists of a white shirt/blouse and navy blue or white pants. Uniforms are purchased through Dove Apparel, Inc. Ordering information and forms are provided to the students through the Department. No deviation from the specified colors or product lines is acceptable.
- Uniforms should be kept in good repair, wrinkle-free, and not faded. A plain white long sleeve T-shirt or white tank top may be worn under the uniform top.
- Lab Coat: A white lab coat is not required. If student uses a lab coat it must be long sleeved and must not be longer than thigh length. The coat must have pockets.
- Patch: The Department of Nursing patch must be applied to all uniform tops and lab coats. The patches are available from the Administrative Assistant of the Department of Nursing. Each patch is to be sewn on (no pins, Velcro, tape, or glue) to the left arm sleeve near the shoulder.
- Socks: Must match shoes: white shoes/white socks. Women may wear white or skin colored hose.

- Shoes: Must be white with closed toes and closed heels. Athletic shoes are acceptable. Colored stripes and colored logos are not acceptable.
- ID: A Department of Nursing photo ID badge must always be worn and readily available as part of the uniform. The Department of Nursing will provide this ID badge to you shortly after you begin classes. Replacement ID badges can be ordered from the Administrative Assistant of the Department of Nursing at a cost to the student of \$10.00.

The complete uniform with the Department of Nursing photo ID badge are to be worn when in the clinical agency to make client assignments and gather information. Blue jeans, shorts, and halter-tops are examples of clothing that are not appropriate when in the clinical setting. Closed toe shoes must be worn with socks or stockings. Sexually provocative attire is not permitted in the clinical site.

In some clinical areas the dress requirements may vary. Before entering any clinical area, students must clarify with faculty the requirements specific to that area. Students are expected to comply with the dress requirements of the clinical agency in which they are assigned for clinical experience. A Department of Nursing photo ID badge must be on the student's person in the clinical setting at all times.

Expectations in Community Agency/Agencies Not Requiring Uniforms

Most agencies ask that our students dress conservatively. A George Fox University Department of Nursing ID badge is to be worn during clinical time. Since a uniform is not required, please follow these few regulations:

Agency and Home Visits

- Women should wear slacks/skirt and blouse or sweater, or a simple dress. For men, a collared shirt and slacks are suitable. Jeans are not appropriate attire in any clinical setting.
- Skirts and dresses should be no shorter than knee level.
- Please consult faculty if you are uncertain about what is suitable.

Protective Equipment

- Students will use personal protective equipment (eyewear, masks, gowns, gloves) as prescribed by the policy of the agency to which they are assigned. It is generally expected that the agency will provide this equipment for students. If this is not possible then the Department of Nursing will provide such equipment as recommended by the Agency's policy.

Personal Equipment for Clinical Practicum

The following equipment is required for clinical practicum

Item	Required	Description
Bandage Scissors	Required	4 or 5 inches long, all stainless steel. Do not purchase scissors with plastic handles.
Penlight	Required	Any penlight will do. Think about getting a couple as these often wear out or are lost.
Stethoscope	Required	Littmann Classic II is recommended.
Standard wristwatch	Required	Must have second hand and cannot be digital.

Transportation/Clinical Placements

Transportation to and from clinical experiences, including parking fees, is the responsibility of the student.

To insure that students get the finest experiences, students are placed in a variety of agencies.

On-campus Clinical Lab

The on-campus clinical lab is used to enhance student learning and is to be treated by students as a clinical practicum site. Teaching/learning mannequins are to be treated the same as a patient or client would be at a clinical site. Students are expected to come prepared to enter into the learning experience by bringing the appropriate supplies and having completed any readings and preparatory assignments. Uniforms are to be worn unless otherwise instructed by the faculty. Students are to respect the privacy of fellow students in the lab. Information of a personal health nature obtained from a fellow student during lab simulations is to be treated with the same confidentiality standards that students must meet regarding patient/client information.

Upon completion of an on-campus clinical lab experience students are expected to:

- Return all equipment to its designated place.
- Return all chairs to their proper place: place under table or stack.
- Straighten linens on bed and return them to standard hospital newly made form.
- Return all beds to lowest height.
- Notify faculty of any supplies that are diminished or needing replaced.

Values and Guidelines in Simulated Learning

Values in simulation learning:

1. Teamwork, communication, and collegiality are essential
2. Everyone who enters the simulation learning environment is respected and considered an integral part of the team.
3. Learning takes place in many situations and the value of practice cannot be over estimated.
4. Student and patient confidentiality are essential when engaged in simulation learning.
5. The simulation environment is considered a “real” health care environment.

Guidelines for simulation learning are based on the above values:

1. Students wear full uniform during simulations. This includes the student’s name badge.
2. Faculty wear lab jacket, or appropriate clothing to the simulation.
3. Use ballpoint pens and markers with care in the simulation room to avoid damage to the manikins.
4. No food or drinks are allowed in the simulation learning environment. Water bottles are permitted during debriefing.
5. Student and faculty interactions are based on mutual respect at all times during simulation.
6. Mannequins are treated as patients would be treated in the clinical setting and equipment is treated with respect, care and efficiency.
7. Each group will clean up the environment after simulation, unless directed otherwise.
8. Simulation is a learning experience. It will be treated as such by the faculty and should be considered as such by the student.
9. Debriefing after simulation is an integral part of that learning experience. All participants of the simulation are expected to participate.
10. Simulation may at times be used to supplement clinical experience. Students are expected to follow all of the expectations that accompany a clinical experience when coming to simulation. (e.g. timeliness, absences, etc.)

General Information

Student Rights, Protection and Responsibilities

Nondiscrimination Policy

It is the policy of George Fox University not to discriminate on the basis of race, color, national origin, sex, age, or disability in its admission, programs, or activities, as required by laws and regulations. If a student feels discrimination, the student should refer to and follow the Nondiscrimination Policy in the George Fox University Undergraduate Catalog.

<http://www.georgefox.edu/catalog/undergrad/admission/basis.html#regulations>

George Fox University subscribes to the principles and laws of the State of Oregon and federal government, including applicable executive orders pertaining to civil rights, and all rights, privileges and activities of the institution are made available without regard to race, creed, color, sex, handicap or national origin. The University is an Equal Opportunity and Affirmative Action employer. Evidences that are not consistent with such a policy should be reported to the Office of the President of the University.

The Nursing Faculty recognizes the need for, and is committed to, the education of nurses representative of our diverse American population, to include men and women of all ethnic and cultural backgrounds.

Sexual Harassment Policy

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status'
2. Submission to or rejection of such conduct by an individual influences employment or academic status decisions affecting such individual; or
3. Such conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, academic, or student life environment.

The conduct prohibited may be verbal, visual, or physical in nature. It includes unwelcome sexual advances, requests for sexual favors, physical touching, or the granting or withholding of benefits (e.g., make up of clinical time, and grades) in response to sexual contact. More subtle forms of inappropriate behavior such as offensive posters, cartoons, caricatures, comments, and jokes of a sexual nature are prohibited, as they may constitute sexual harassment when they contribute to a hostile or offensive work, academic, or student life environment.

Sexual harassment of a student is defined as the use of an employee's authority to emphasize the sexuality or sexual identity of a student in a manner that prevents or impairs that student's full employment of educational benefits, climate, or opportunities. It includes faculty behavior that covertly or overtly uses the power inherent in the status of a professor to affect negatively a student's educational experience or career opportunities on the basis of sexual educational experience or career opportunities on the basis of sexual identity and/or to threaten, coerce or intimidate a student to accept sexual advances or risk reprisal in terms of a grade, a recommendation, a professional growth opportunity or a job.

Anti-Harassment Policy

George Fox University is an environment where the dignity of each individual is respected. Demeaning gestures, threats of violence, or physical attacks directed toward another person are not tolerated. This includes hazing or other initiations or any actions that may be hazardous, dehumanizing, harassing, or humiliating to community members. Also included is the use of telephones, United States or campus mail, or e-mail for the purpose of issuing obscene, harassing, or threatening messages. Also, vandalism or property is unacceptable.

Bullying is another form of harassment. Examples of verbal bullying are name-calling, sarcasm, faultfinding, backstabbing, criticism, intimidation, gossip, shouting, and putdowns. Examples of non-verbal bullying are unfair assignments, ignoring, refusal to help, refusal to work with someone, and social isolation and exclusion.

Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, physical or mental disability, veteran's status, or any other status protected under applicable local, state, or federal law is prohibited.

A person may commit criminal harassment if he or she intentionally harasses or annoys another person by:

1. Subjecting another person to offensive physical contact
2. Publicly insulting another person with abusive words or gestures in a manner intended and likely to provoke a violent response.

Complaint Procedure for Harassment

If a student believes he or she has witnessed discrimination or harassment, has been discriminated against, or has been subjected to sexual or other forms of harassment, the person should immediately report it as follows:

1. If the alleged incident involves two students (outside the context of student employment), the Director of Nursing should be notified who may then advise the student to contact the vice-president for student life or the dean of students.
2. If the alleged incident involves a student and a faculty member, the Director of Nursing should be contacted who may contact the academic dean, the provost, or the vice president of student life.
3. If the alleged incident involves one or more support staff, administrators, faculty members, or student employees then a supervisor, the director of human resources, the provost, or any vice president should be contacted.

Students should feel free to report such concerns without fear of retaliation.

Accommodations for Students with Disabilities

In keeping with the central tenets of its mission – teaching, faith, and service – George Fox University is committed to the full access and inclusion of all qualified students in its programs. It is the policy of the University to ensure that students with disabilities have equal opportunity for participation in the University’s academic programs and activities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Department of Nursing statement incorporates the University policy and is more specific to the technical standards of nursing, in preparing students to fulfill the professional role of practicing nurses. These technical standards are outlined in the table at the end and are designed to provide full access to learning opportunities for all students while respecting the first professional nursing duty to ensure client safety and well-being while facilitating healing.

Essential Functions: Students must be able to perform or develop the following essential functions with or without reasonable accommodation in order to full participate in George Fox University Nursing Program.

Essential Performance Functions for Success in the Department of Nursing

Essential Functions	Description	Examples – (not limited to these)
Cognitive/Intellectual/Perceptual Skills	<ul style="list-style-type: none"> • Critical Thinking • Problem-solving skills • Auditory, visual, and tactile ability sufficient to observe, assess and monitor client's health status 	<ul style="list-style-type: none"> • Analyze client condition • Responds with timely, precise, and appropriate action in an emergency • Performs effectively under stress or in unusual situations • Assess and interprets heart and lung sounds • Assesses and interprets skin condition
Communication Skills	<ul style="list-style-type: none"> • Accurate, clear, concise, and appropriate verbal, nonverbal, and written communication 	<ul style="list-style-type: none"> • Documents nursing actions • Communicates effectively with clients and other health care providers, one-to-one and in groups • Demonstrates culturally sensitive nonverbal communication
Physical Skills	<ul style="list-style-type: none"> • Ability to move between rooms and maneuver around essential medical equipment • Gross and fine motor skills sufficient to safely and effectively perform essential nursing tasks • Ability to provide care for a full nursing shift and a full clinical rotation (usually 6 weeks) 	<ul style="list-style-type: none"> • Provide safe patient mobility including participation on a lift team and or operating lift equipment in order to safely lift or transfer patients • Successfully manipulates equipment necessary to provide nursing care • Provides nursing during 8 to 12 hours shifts
Social and Behavioral Skills	<ul style="list-style-type: none"> • Interpersonal abilities sufficient to interact with individuals, families, and groups from varied social, emotional, cultural; and intellectual backgrounds • Ability to maintain professional demeanor, communication, and respect for others at all times. • Capacity for self-reflection and change 	<ul style="list-style-type: none"> • Demonstrates positive conflict resolution skills • Receives and responds appropriately to constructive criticism • Demonstrates caring and empathy for others.

These essential functions are stated to assist potential and/or currently enrolled students to:

- Decide whether to enter the Nursing Program;
- Assess the student's ability to progress in the program; and/or
- Determine the nature/extent of accommodation that might be necessary for equal participation in the program. Please note that students are responsible for requesting accommodations for a disability, in advance.

Accommodation Plan: Some students may need accommodation for conditions in order to participate fully in the Nursing Program. Accommodations may include extended time on exams, textbooks in auditory format, ability to use an amplified stethoscope in clinical rotations, and other accommodation in order for a student to fully participate in any nursing program or activity. Students must contact the Disability Services Office. If you currently have a DSO Accommodation Plan, please discuss your accommodations with your faculty and your advisor at the start of each semester, in order to optimize your learning opportunities.

Important: The Nursing Program includes nursing skills lab experience and off-campus clinical placements. Students may need additional, or different, accommodation arrangements for these lab and clinical components of the Nursing Program. It is the student's responsibility to meet with the Disability Services Office and the Department of Nursing Director's designee at least one month before the start of the lab experience and/or clinical placement in order to review the student's accommodation needs for the lab and/or clinical experience

Social Networking Sites and Blogs

Students should be careful not to post or display (through images, pictures, or statements) any information that could be perceived as negative, incorrect, or damaging material to a blog or social networking sites, with respect to George Fox University, Department of Nursing, our clinical affiliates, clients, faculty, staff, or students.

Any student who posts negative, incorrect, or damaging material on a blog or social networking sites with respect to George Fox University, the Department of Nursing, our clinical affiliates, clients, faculty, staff, or students will be subject to administrative review and may be dismissed from the nursing program.

All students are encouraged to set their blog or social networking profiles to "private". Students need to remember that faculty and potential employers can periodically review public blogs and profiles.

Student Review of Personal File within the Department of Nursing

Student Review of Personal File: A student has the right to review the materials in his/her file. The Department requires an appointment be made with the student's advisor and that the advisor be present when the file is reviewed. The Department must comply within 5 days of the student's request to review files.

Campus Resources

Academic Resource Center and Disability Services

Academic Resource Center: The Academic Resource Center, housed in the Murdock Academic Resource Center (Newberg campus), consists of three branches: the Writing Center, Learning Enhancement, and Tutoring Services. Although the primary focus is on undergraduate students, all members of the George Fox community, including graduate students, are welcome to use the center's services.

Academic consultants in the Academic Resource Center provide guidance and feedback for students engaged in the writing process. Academic consultants are students from various majors who have strong writing skills in their disciplines. Students meet individually with a consultant to work through assignments, application essays, or other projects. The focus of each session is on the process of creating sound written work.

The Learning Enhancement component of the center offers workshops and individuals advising on topics such as:

- Reading strategies
- Note-taking skills
- Exam preparation
- Avoiding procrastination
- Time management

Handouts on these and other topics are available in the Academic Resource Center. The center's Web site also includes links to other learning-related resources. Additional information on each of these areas is available at <http://www.georgefox.edu/arc>.

Disability Services:

The Director of the Academic Resource Center (ARC) coordinates services for students with disabilities. This office also promotes campus awareness of issues and needs related to disabilities. Disability Services works with a student to arrange appropriate

academic adjustments, modifications, or services given the context of a particular class or area of campus. Services have included note takers, exam accommodations, arrangements for priority seating, or adaptive technology.

Interested students should contact Disability Services and provide documentation of disability and information concerning desired accommodations. Students are encouraged to contact Disability Services as early as possible to make arrangements for necessary support services. More details are available at http://www.georgefox.edu/offices/disab_services.

If you have any questions, please contact the Director of the Academic Resource Center, Rick Muthiah, at ext. 2314, or Email rmuthiah@georgefox.edu. The Disability Services is located within the Academic Resource Center in the Murdock Learning Resource Center.

Health and Counseling Services

Health and Counseling Services exists to help you maintain a good state of health through early diagnosis and treatment of illness and injuries and through preventative medical care, including health education. A medical practitioner and a registered nurse provide medical services when class is in session, September through mid-May. Services are available by appointment. Health and Counseling Services is located in the Woodward House.

The counseling staff consists of doctoral-level students supervised by the program director, a licensed psychologist. Individual counseling with a focus on using short-term techniques is provided for students who wish to discuss a wide variety of personal concerns. Sessions are normally planned weekly and usually last about one hour. Marriage and premarital counseling, crisis intervention, testing, and referrals are also available. Counseling sessions are by appointment only.

Professional services such as counseling and health care are provided at no cost to full-time undergraduate students. Laboratory and x-ray testing are arranged through an outside provider and are billed to your medical insurance. Fees may be charged for supplies.

Department and Campus-wide Communication

Nursing Department Communication

Timely communication among faculty and students is critical for efficient and effective planning of classroom and practicum activities, as well as for communication of matters of importance to students. Voicemail, Email, FoxTale, and student file are the primary forms of communication used in the Department of Nursing. While faculty commit to timely notification to students of any changes or important details, information may change at the last minute, especially in regard to practicum activities. Faculty and students should communicate with each other at the beginning of each semester about preferences regarding communication during office campus hours. Faculty are not expected to respond to Emails or voicemail during the weekend.

Waiver Allowing Return of Student Papers in Folders: Because of federal legislation (FERPA), it is required that students sign a waiver permitting faculty to return student papers to student communication folders. If the student wants to have papers returned through the student file folder system, the student must sign a waiver at the beginning of the Program. Students who do not sign the waiver will need to arrange to receive their papers directly from their faculty. (APPENDIX G)

FoxTale This on-line learning platform supports all the nursing courses. The service can be accessed via the web and includes such features as announcements, syllabi, lecture outlines, discussion groups, forums, and Email. The student is responsible for reading and downloading this information. GFU Email addresses will be enrolled Email address within FoxTale

Campus-wide Emergency and School Closing Communication

Campus wide emergency information will be shared using the following systems, <http://www.georgefox.edu/offices/security/Newberg-Campus-Emergency-Response-Plan/Emergency-Notification-System.html>. The following link provides information regarding emergency weather closings:

<http://www.georgefox.edu/news/closures/index.html>.

Any changes in student name, phone numbers and Email addresses should be shared with the Department and the University in a timely manner in order to enable these systems to communicate properly.

Licensure

RN Licensure

Students must meet criteria established by the Oregon State Board of Nursing (OSBN) in order to sit for the NCLEX-RN and be licensed as a registered nurse in Oregon. OSBN criteria include assessment of the individual's past criminal record. A history of specific criminal behaviors will preclude the individual from licensure in Oregon. Students with questions regarding their potential eligibility for licensure should contact the OSBN directly (971-673-0685).

CNA I & II Certification

Students are eligible to apply for CNA I certification upon completion of NURS 300: Medical/Surgical I, Nursing, NURS 303: Medical Surgical I Practicum, NURS 350 and NURS 351, Pathophysiology/Pharmacology I and II. Students may do this by contacting the Oregon State Board of Nursing (OSBN).

Students are eligible to apply for CNA II certification upon completion of NURS 320: Medical/Surgical II, Nursing, NURS 323: Medical Surgical II Practicum, NURS 370: Nursing Care of Children & Families. Students may do this by contacting the Oregon State Board of Nursing (OSBN).

An official transcript of the completion of these courses must be submitted to the OSBN along with appropriate application materials.

Nursing Student Life

Student Advisement

Each Department of Nursing student is assigned an academic advisor, who is a nursing faculty. The advisor will work with the student to support his/her progress through the program of study.

- Students are expected to make appointments and get acquainted with their advisors early in their University experience. Advisors may be contacted by e-mail, voice mail, or in person.
- Advisors will post their office hours.
- Advisors are available to help students with curriculum advising; academic and professional issues; problem-solving; answering questions; and providing appropriate guidance.
- Students who desire to change advisors need to submit the appropriate request form to the Registrars' Office.

Student-Faculty Liaisons (Class Representatives)

Each nursing class (sophomore, junior, and senior) is responsible for appointing a Student-Faculty Liaison.

Student-Faculty liaisons will be chosen by the class, each Student-Faculty Liaison will be vetted by the Nursing Faculty.

- **The responsibilities of the Student-Faculty Liaisons are:**
 - To serve as liaisons between their respective classes, and faculty.
 - To relay any pertinent information to their respective classes.
 - To provide voice to recommended policy and procedures.
 - To attend and participate in nursing faculty meetings.

Student Organization—Lasting Impact in Fellowship and Education (L.I.F.E.)

All pre-nursing and nursing students are strongly encouraged to join LIFE.

The purposes of this organization are:

- To aid the development and growth of the individual student by fostering good citizenship through professional and social unity.

- To stimulate interest and understanding and to serve as a channel of communication between the student nurses' organization and the professional nurses' organizations.

Class Picture

Each graduating class has a picture of their class on display in the department of nursing. The Department is responsible for making all necessary arrangements for the picture to be taken each spring semester. Students are highly encouraged to participate.

Celebrations and Awards

Each graduating class culminates the completion of the nursing program by a Pinning Ceremony. Each individual student will receive of a GFU nursing pin. A **nursing pin** is a type of badge that is worn by nurses to identify the nursing school from which they graduated. Pins are presented to the newly-graduated nurses by the faculty as a symbolic welcome into the nursing profession. Most pins have a symbolic meaning, often representing the history of the nursing program for that school.

Each year at the Pinning Ceremony the following awards are given to deserving students:

Director's Award - The Director's Award is presented to a student who exemplifies scholarship, excellence in character, the ability to lead, and has demonstrated communication skills both written and oral. This award is the highest honor a student can receive from the Department of Nursing.

The Caring Award - The Caring Award recognizes a graduate who strives to emulate the mission and philosophy of the Department of Nursing. The student regularly integrates faith, compassion, altruism, diversity and holistic health care. The student demonstrates an interest in nursing to the global community and is dedicated to the pursuit of life-long learning.

Honor Award - The Honor Award recognizes a graduate who has demonstrated consistently high scholastic achievement (3.75 grade point average or better - calculated through Fall semester of the senior year), professional integrity and potential for leadership in the field of nursing.

Golden Lamp Award - The Golden Lamp Award will be awarded to a senior student who has shown scholastic achievement, leadership, innovative contributions and humanitarian ideals. Based on the American Nurses Association Code for professional nurses and the Florence Nightingale Pledge, the award recognizes outstanding work of an undergraduate student with the nursing profession.

Transcultural Nursing Award - The Transcultural Nursing Award honors the graduate who has made an outstanding contribution to the promotion of safe nursing care for individuals, families, and/or groups recognizing diversity, ethnicity and color. This student has shown flexibility and a respect for others view points with a growing cultural understanding and sensitivity.

Clinical Excellence Award - The Clinical Excellence Award honors a graduate who has consistently demonstrated the most outstanding innovation, creativity and insight in nursing practice. This student has consistently met all core competencies and has shown an eagerness to seek out new learning experiences. Staff, colleagues, preceptors and faculty have recognized a positive attitude and rapport throughout their nursing education.

Outstanding Colleague Award - The Outstanding Colleague Award honors a graduate who has been chosen by their peers as exemplifying attributes of collegiality, being a team player, mentorship, support, approachability, honesty, kindness, compassion and respect for others

Parental Involvement

GFU follows all federal and state regulations on information sharing about students. FERPA (Family Educational Rights and Privacy Act) policy may be viewed at <http://www.georgefox.edu/catalog/general/compliance/privacy.html>

Additional information about this federal law may be found at the United States Department of Education web: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

GFU also follows HIPAA policies (The Health Insurance Portability and Accountability Act) regarding the sharing of student health information.

A Parent Handbook is made available to parents with students at George Fox University. This Handbook provides information about Student Life, other material pertaining to events on campus, and how parents may best support their child while they are a student at GFU <http://www.georgefox.edu/parents/handbook/index.html>

The Director of the Department of Nursing, nursing faculty and staff are not allowed to consult with or provide information related to academic issues without permission from the student and a FERPA waiver submitted in the registrar's office.

Appendices

Academic Appeal Form

Name _____ Date _____

Phone () _____ Box # _____

Expected Graduation Date/Year _____

~~~~~  
A. I am appealing a(n) \_\_\_\_\_ grade  
\_\_\_\_\_ academic discipline  
for class: \_\_\_\_\_  
with professor: \_\_\_\_\_

B. Description of action being appealed:

C. Description of rationale for appeal (attach any supporting documentation and/or additional pages)

~~~~~  
For Academic Affairs only Date received _____
Action taken:

**NURSING ACADEMIC PETITION
Request to Continuation & Progression in Nursing Major after Course Failure
and/or to Amend Student Course Plan**

Guidelines:

- A nursing student desiring to change their nursing course plan for any reason, including failure of a course, must complete this form in consultation with her/his academic advisor.
- Changes are limited by course availability and seat availability. Approval may be subject to space availability.
- Each course level must be completed before moving to the next level.

Student Name: _____

Telephone: _____

GFU Email: _____

Course Failure: _____

Student Statements:

- Request to repeat course:

- Reasons for failure:

- Plan for future success:

Faculty Advisor Recommendation:

Faculty Recommendation:

Director, Department of Nursing Recommendation:

Changes to Nursing Major Course Plan:

Current Course Status/Grade (Explanation)	Term	Planned Course Plan (Explanation)	Term

Comments:

Signature of Student: _____

Date: _____

Signature of Director, Department of Nursing: _____ Date: _____

CLINICAL REQUIREMENT CONTRACT

Clinical requirements are crucially important and relevant to the future professional life of the student. Cooperation with Department of Nursing processes, such as meeting deadlines, is a component of nursing education and the clinical experience. Keeping information current is the student's responsibility. Timely submission of clinical requirement documentation allows staff to process materials in a timely manner and will ensure that coordination with clinical sites will not be delayed.

All clinical requirement records must be current and appropriate documentation must be submitted by the given deadline. All immunization information will be recorded and promptly returned to students for their own record keeping. Students are to notify the Department of Nursing of any changes regarding immunization or CPR.

Clinical requirements must be kept current throughout the nursing program. The documentation will be reviewed initially upon entrance to the nursing program and prior to each semester until program completion.

Procedure for non compliance:

1. Within one week after the clinical requirement deadline has passed a letter from the Department of Nursing Director will be sent to students, detailing that, until compliant, the student will not be allowed to attend classes, clinical experience, or lab. A copy of this letter will be placed in the student's academic file.
2. Until compliant, the student will not be allowed to attend class, clinical shadow experience, lab or simulation beginning the second week of school.
3. A Professional Behavior of Students Report form will be filled out by the Director's office and completed along with the student.

By signing the below, I acknowledge that I have read the above clinical requirements statement. I understand that if I have not submitted all of my clinical requirements by the given deadline, the actions listed above will be implemented.

Print Name

Date

Signature

APPENDIX D

**GEORGE FOX UNIVERSITY DEPARTMENT OF NURSING
CLINICAL IMPROVEMENT PLAN**

CLINICAL SITE: _____ COURSE NUMBER _____

Student Name: _____ Clinical Faculty Name: _____		Conference Date: _____
Situation/incident:		
Student Comment:		
Faculty Comment:		
Examples of Professional Areas in need of Improvement (Check all that apply)		
Skills	QSEN Competencies	Professional Behaviors
<input type="checkbox"/> Bedside skills <input type="checkbox"/> Therapeutic communications skills <input type="checkbox"/> History taking	Patient Centered Care	Placing the patient's welfare first Commitment to nursing and to nursing department policies
<input type="checkbox"/> Anatomy/physiology/pathophysiology <input type="checkbox"/> Treatment/pharmacology <input type="checkbox"/> Care Plans	Evidence Based	Commitment to nursing and to nursing department policies Intellectual and personal integrity
<input type="checkbox"/> Drug dose calculation <input type="checkbox"/> Assessment/physical examination <input type="checkbox"/> Procedures	Safety	Placing the patient's welfare first Cooperation Intellectual and personal integrity
<input type="checkbox"/> Documentation/notes <input type="checkbox"/> Other:	Informatics	Commitment to nursing and to nursing department policies Intellectual and personal integrity
Examples of Personal Areas in need of Improvement (Check all that apply)		
Behaviors	QSEN Competencies	Professional Behaviors
<input type="checkbox"/> Unprofessional behavior <input type="checkbox"/> Lack of interest or motivation <input type="checkbox"/> Poor clinical judgment <input type="checkbox"/> Inaccurate observations <input type="checkbox"/> Inability to think on one's feet <input type="checkbox"/> Anxiety <input type="checkbox"/> Other:	Safety Teamwork & Collaboration Patient Centered Care	Placing the patient's welfare first Commitment to nursing and to nursing department policies Cooperation Intellectual and personal integrity

This page must be accompanied by Plan for Improvement (page 2)

PLAN FOR IMPROVEMENT	COMMENT/DATE
What is the problem to be addressed? What clinical objective/QSEN Competency or Professional behavior is not being met:	
What is the desired outcome or goal?	
What is the agreed upon plan for improvement? Student plan and resources: Faculty support activities:	
How will the goal or desired outcome be measured? What should the student be able to achieve or demonstrate after completing the planned activities?	
When must the student achieve this?	Planned Review date:

Student Signature _____ Date _____

Issuing Faculty Signature _____ Date _____

Review Date _____

Has improvement been achieved? Outcome/Goal met? Next steps?
--

Student Signature _____ Date _____

Issuing Faculty Signature _____ Date _____

Lead Faculty Signature _____ Date _____

GEORGE FOX UNIVERSITY DEPARTMENT OF NURSING
STUDENT PROFESSIONAL BEHAVIOR REPORT Course Number _____

Student Name: _____	Occurrence Date: _____	
Issuing Faculty signature _____	Report Date: _____	
Situation/incident:		
Student Comment:		
Faculty Comment:		
OCURRENCE TYPE: Unsafe/unsatisfactory (Circle or bold all that apply)		
Incident	QSEN	Professional Behavior
1. Unprofessional communication behaviors 2. Trend of tardiness or absence (excused or unexcused) 3. Inappropriate professional dress in clinical and lab 4. Dismissal from a clinical site 5. Any behaviors deemed unprofessional by faculty (Please describe above) 6. Failure to complete an assignment on time	Teamwork & Collaboration Safety Patient-centered Care	Commitment to nursing and to nursing department policies Placing the patient's welfare first Cooperation
7. Inadequate knowledge of treatment, medications, or plan of care 8. Clinical errors- meds/treatment (all errors should be noted above to avoid bias)	Safety Patient-centered Care Evidence-based Practice Quality Improvement	Intellectual and personal integrity Placing the patient's welfare first
9. Out of compliance with Immunizations or CPR or Student Max orientation 10. Other:		
OCURRENCE TYPE: Occurrences that place the client, self, or others in potential immediate danger will result in immediate review of student status (Check all that apply)		
Incident	QSEN	Professional Behavior
11. Implementing any action that is in violation of the course, department, or Agency HIPAA Policy 12. Violation of the University Drug and Alcohol Policy 13. Any life-threatening error or action by the student to client, staff, faculty, or others	Safety Patient-centered Care Teamwork & Collaboration Evidence-based Practice Quality Improvement Informatics	Placing the patient's welfare first Commitment to nursing and to nursing department policies Cooperation
14. Cheating/Plagiarism	Safety Christ-Centered	Intellectual and personal integrity
Notification		
Student Signature: _____		Date: _____
Lead Course Faculty Signature: _____		Date: _____
Director Signature: _____		Date: _____

Department of Nursing Immunization Form

Name: _____

Date: _____

DOB: _____

Instructions: Immunizations are important both for your health as well as the health and safety of your patients. You have been asked to submit the University Health Center’s “Health History Form” prior to beginning your first semester of coursework at GFU. The “Nursing Student Immunization Form” is a separate, required form that asks for similar information. The two forms may appear duplicative in some instances, but it is important that you complete all necessary information below. **Once this form is complete, submit it and all required documentation to the Nursing Department.**

Required Immunization:	Ways to Meet the Requirement: <i>(Please check one for each immunization)</i>	Notes About the Immunization:
MMR (Measles/Mumps/Rubella)	<input type="checkbox"/> Received 2 measles immunizations: <i>(please read notes to the right)</i> 1 st dose: ____/____/____ Mo. Day Year 2 nd dose: ____/____/____ Mo. Day Year <hr/> <input type="checkbox"/> Received 2 MMR immunizations: 1 st dose: ____/____/____ Mo. Day Year 2 nd dose: ____/____/____ Mo. Day Year <hr/> <input type="checkbox"/> Age Exemption	<ul style="list-style-type: none"> • Attach documentation/proof to this form. Proof requires a document from a healthcare provider with health providers name, facility name, patients name, dates of immunizations. • Oregon law requires that all full-time students born on or after January 1, 1957 must have <u>two doses</u> of the measles vaccine – OR – <u>two doses</u> of the MMR vaccine on or after the first birthday. • There should be a minimum of 30 days between doses. • If you have received <u>one</u> measles and <u>one</u> MMR injection, you must get one more injection of <i>either</i> the measles vaccine or the MMR vaccine. • Acceptable only if born <i>before</i> January 1, 1957.
Hepatitis B	<input type="checkbox"/> Received series of immunizations <i>(please read notes to the right)</i> 1 st dose: ____/____/____ Mo. Day Year 2 nd dose: ____/____/____ Mo. Day Year 3 rd dose: ____/____/____ Mo. Day Year <hr/>	<ul style="list-style-type: none"> • Attach documentation/proof to this form. Proof requires a document from a healthcare provider with health providers name, facility name, patients name, dates of immunizations. • Nursing students must have at least the first two Hepatitis B immunizations before beginning clinical. You must get your third dose approximately 6 months after your second dose. • We recommend that the three doses are received with intervals of initial, 1 month and 6 months. Intervals greater than these are also acceptable.
Tetanus/Diphtheria/Pertussis (Tdap)	<input type="checkbox"/> Received Tdap immunization on: ____/____/____ Mo. Day Year	<ul style="list-style-type: none"> • Attach documentation/proof to this form. Proof requires a document from a healthcare provider with health providers name, facility name, patients name, dates of immunizations. • Must be within the last 10 years.

<p>Tuberculosis (TB)</p>	<p><input type="checkbox"/> Received Initial Two Step-Tuberculin Skin Test (TST)</p> <p>1st test given: ____/____/____ Mo. Day Year</p> <p>1st test read: ____/____/____ Mo. Day Year</p> <p>2nd test given: ____/____/____ Mo. Day Year</p> <p>2nd test read: ____/____/____ Mo. Day Year</p> <p><input type="checkbox"/> Negative <input type="checkbox"/> Positive</p>	<ul style="list-style-type: none"> • Attach documentation/proof to this form. Proof requires a document from a healthcare provider with health providers name, facility name, patients name, dates of immunizations. • Nursing students must have an Initial Two Step TST completed not more than three months prior to the due date of this form. • Procedure for 2-step TST: <ol style="list-style-type: none"> 1) Have 1st TB test placed on forearm 2) 48-72 hours later (not earlier than or later than) have 1st TB test read 3) One to three weeks later have steps 1 and 2 repeated for 2nd test. • If you have a positive TST result, you must submit documentation that a healthcare provider has completed a review of your current health and a negative chest x-ray. • A QuantiFERON-TB Gold Test will be accepted in place of a TST skin test.
<p>Varicella (Chickenpox)</p>	<p><input type="checkbox"/> Received two immunizations:</p> <p>1st dose: ____/____/____ Mo. Day Year</p> <p>2nd dose: ____/____/____ Mo. Day Year</p> <hr/> <p><input type="checkbox"/> Had blood titer drawn:</p> <p>Date: ____/____/____ Mo. Day Year</p> <p><input type="checkbox"/> Negative <input type="checkbox"/> Positive</p>	<ul style="list-style-type: none"> • Attach documentation/proof to this form. Proof requires a document from a healthcare provider with health providers name, facility name, patients name, dates of immunizations. • In compliance with the CDC's recommendation (June 2007), students who have not had the disease must receive two Varicella immunizations.
<p>Influenza (Flu Shot)</p>	<p><input type="checkbox"/> Most recently received flu shot:</p> <p>Date: ____/____/____ Mo. Day Year</p>	<ul style="list-style-type: none"> • Submission of documentation/proof to the Department of Nursing will be required. • Required for all nursing students • Flu shots are only available in October/November each year. The Department of Nursing will provide students with information about how to complete this immunization requirement. • <u>Must be updated annually throughout the nursing program.</u>

I verify that the information on this form is true and accurate to the best of my knowledge.

Student's Signature: _____ Date: _____

Student's Name (Please Print): _____

- Direct all questions regarding this form and compliance with the immunization guidelines to Elaine Smith (esmith@georgefox.edu or 503-554-2950).
- **It is important for you to maintain your own personal health record. Keep a copy of all documenta**

APPENDIX F

BLOODBORNE PATHOGENS – EXPOSURE OR INCIDENT REPORT

Instructions: This form shall be completed by the clinical faculty member and student and signed by both parties on the day of the incident. The student must have an immediate medical evaluation and follow-up or initial the waiver section. If you are in the first or second trimester of pregnancy, the Oregon state law allows you to require mandatory testing of the source. The lead instructor must be notified immediately by the clinical faculty.

Name _____	ID No. _____
------------	--------------

I. Date of Occupational Exposure/Incident: _____

II. Incident:

- III. Action:
- Referred to University Health Center
 - Received follow-up per Clinical Agency protocol
 - Referred to own health care provider
 - Student declines follow-up _____ (Student initials here for decline)
 - Lead Faculty notified (date and time) _____

Signed by:

Clinical Faculty Signature Date

Student Signature Date

Copies to be distributed to Lead Faculty, Student and Director's Office

Acknowledgement and Waiver

Acknowledgement

I, _____ acknowledge that I have read the Department of Nursing Student Handbook, and that I understand all the policies and procedures contained within.

Date _____

Signature _____

Waiver for Placement of Student Assignments

I, _____ consent to have my graded assignments returned to me in the student files located within the nursing department. I understand that these assignments will be placed by faculty within a confidential manila folder and that it is my responsibility to both 1) remove assignments from this folder in a timely manner and 2) remove work only from the folder designated with my name.

Date _____

Signature _____

Print and return form to Administrative Assistant Department of Nursing, Hoover 215

Form must be completed at the beginning of each semester