



GEORGE FOX  
UNIVERSITY

DEPARTMENT OF NURSING

STUDENT  
HANDBOOK

*REVISED JANUARY 2011*

BELIEVE    ACHIEVE    SUCCEED

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All students enrolled in the Department of Nursing are subject to the policies and procedures of George Fox University. The student is expected to review the George Fox University Undergraduate Catalog and the Department of Nursing Undergraduate Student Handbook.

This Undergraduate Student Handbook is an official communication of the policies and procedures in the Department of Nursing.

### **Mission of University**

*The mission of George Fox University, from its beginning,  
has been to demonstrate the meaning of Jesus Christ  
by offering a caring educational community in which each individual  
may achieve the highest intellectual and personal growth, and  
by participating responsibly in our world's concerns.*

### **DEPARTMENT OF NURSING MISSION STATEMENT**

In keeping with the Mission Statement of the University, the Department of Nursing's mission is to incorporate the "meaning of Jesus Christ" throughout a curriculum that educates students to care for individuals and groups experiencing actual and potential threats to health. Nursing faculty are committed to teaching, service, practice, and research which are core to providing quality nursing education for beginning professional practitioners. To accomplish this mission, the faculty adheres to the belief that a religious and liberal arts education provides a foundation for service; for the arts; for the humanities; and for the science of nursing.

The goals of the department of nursing are to develop competent professional nurses who will: attempt to be imitators of God; serve as leaders in providing holistic health care to a global community; foster an attitude of life long learning; and to prepare for graduate education.

# **GEORGE FOX UNIVERSITY**

## **DEPARTMENT OF NURSING PHILOSOPHY**

The Department of Nursing faculty subscribe to an accepted philosophy about God and truth, human beings, nursing, undergraduate nursing education, and Faith and Caring. Faculty strives to be leaders in their roles as educators, health professionals, consumers and advocates for consumers of health care.

This is an educational program that is based on principles of Christianity and strives to instill knowledge that God is all wise; He is the source of all truth; and one's acceptance of this belief will enable one to reflect the example of Christ in all relationships.

Faith and caring are integral aspects of each persons being as they seek a sense of wellbeing. Faith is foundational to each person's belief system about their well-being; while caring, the core of nursing practice, is a deeply human activity which involves the cultural, spiritual, and ethical aspects of all humans in a caring relationship- health care consumer and health care provider. Utilization of nursing knowledge is the major focus in the undergraduate curriculum in the development of beginning level practitioners. Acknowledging the role of spirituality in maintaining and sustaining one's health and with an understanding that caring is demonstrated through compassion for the whole person; this Christ centered baccalaureate nursing program prepares graduates to meet the present and emergent community health concerns at local and global levels.

Humans are dynamic, holistic, and multidimensional- mind, body and spirit. Created in the image of God, humans have intrinsic worth and needs which are uniquely experienced and expressed within the totality of their environment. The manner in which needs are met are influenced by transpersonal relationships between the individual, their family, local community, and global community. These relationships transpire through the life cycle of each individual. Humans have the right and the responsibility for their health and welfare. Moreover, they have the right to access basic services for health promotion, disease prevention, and treatment of acute or chronic illness. To this end, the faculty recognizes their social and professional responsibility to sanction access for equitable health care through educational, leadership, political, and public service activities.

Education is a community responsibility shared by faculty, students, and consumers of health care. Learning is a life-long, collaborative process where faculty are responsible for creating environments that are conducive to learning and students are responsible for identifying environments that will best facilitate their learning. Faculty members are committed to creativity in the learning process and continuous quality improvement in curriculum and program development. Faculty facilitates the educative process, promotes an environment for effective application of knowledge integration, stimulate critical thinking, and professionalism.

Professional nursing is educative, facilitative, and carative, it is grounded in sound scientific and humanistic knowledge formed from diverse fields of study. Understanding that the nature of professional nursing is collaborative; nurses employ therapeutic communications techniques to assist with health promotion and wellness in a variety of ways and settings. Professional nurses use knowledge acquired from theories, research and practice related to diversity, ethics, political-legal, health promotion, communication, caring, values, information technology, critical thinking, leadership and global health to plan and deliver holistic care in collaboration with other health care providers.

**THEORETICAL FRAMEWORK, ORGANIZING FRAMEWORK  
AND  
CORE COMPETENCIES**

In keeping with the mission of the University “to demonstrate the meaning of Christ” by offering a caring educational community in which each individual may achieve the highest intellectual and personal growth” through responsible participation in the concerns of the world, the Department of Nursing curriculum and organizing framework is based on Jean Watson’s Theory of Caring. Watson views caring as “becoming a way of being for the nurse and the intention of the intimate, potentially transcending, human-to-human contact that is the medium for the transpersonal caring process” (Morris, 1996, p.298).

The metaparadigm of nursing includes: person, health, environment, and nursing. According to Watson a person is a “being-in-the-world” having the capacity for experiencing and perceiving. The essence of the person is the spirit or soul. A person’s power base for healing and transcendence resides in the soul, the inner self (Watson, 1985). Watson believed that health is the unity and harmony between the mind, body, and soul. Health is reflected in the harmony between self and others and nature. According to her, a person becomes ill when there is disharmony within the spheres of mind, body, and soul (Watson, 1985). Watson does not directly define environment but alludes to it in one of her ten curative factors that are critical to transpersonal relationships that promotes a “supportive, protective, and/or corrective mental, physical, societal, and spiritual environment: (Watson, 1985, p.75). According to Morris (1996), “Watson’s human care model nursing is an art and a human science that focuses on the meaning of the health-illness experiences of human beings. The intersubjective human-to-human contact between the nurse and the patient facilitates and enhances the patient’s capacity for self-healing” (p. 292). “The ultimate guiding value of Watson’s conceptual model is that caring is presented as the moral ideal of nursing, with a concern for the preservation of humanity, dignity, and fullness of self” (Morris, p.295).

The organizing framework, for the nursing program, is based upon eleven (11) core competencies which have been identified as necessary to meet program outcomes: care provider, communications, health promotion, ethics, leadership, global healthcare, critical thinking, professional values, information technology, political/legal, and diversity. The competencies are congruent with the mission of the university and the department of nursing. In addition, the competencies are based on The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 1998).

Students synthesize knowledge from the basic sciences, religious studies, and humanities as they integrate the eleven core competencies. Upon graduation with a major in nursing, students will have accomplished program outcomes; they will have acquired the skills necessary to practice as a novice professional nurse; as graduates, they will acknowledge the importance

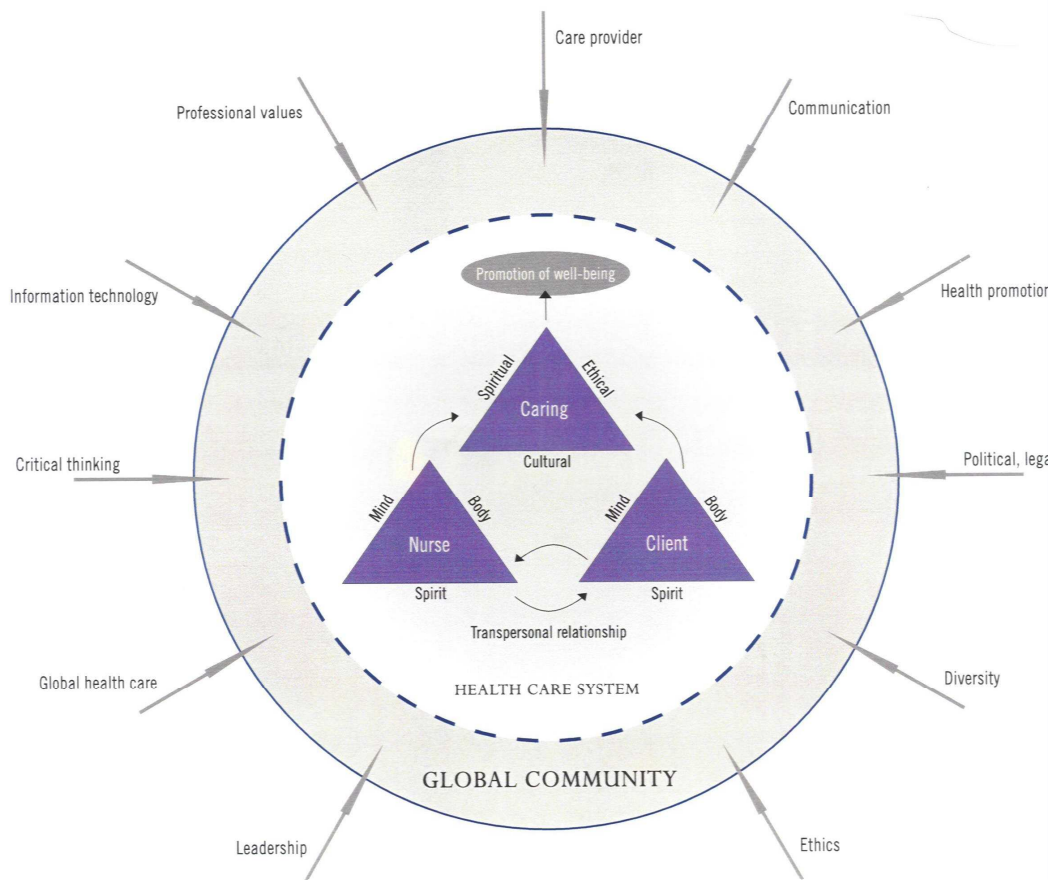
of active participation in their professional organizations and in taking an active role in helping to shape health care policy; and they will have acquired the requisite skills for further study in a graduate program; and they will have acquired a respect for the role of service.

## REFERENCES

1. Morris, D.L. (1996). Watson's Theory of Caring. In J.J. Fitzpatrick & A.L. Shall (Eds.), *Conceptual Models of Nursing: Analyzers and Application* (pg.289). Stamford, CT: Appleton & Lange.
2. Watson , J. (1985). *Nursing: Human Science and Human Care: A Theory of Nursing*. Norwalk, CT: Appleton-Century – Crofts.

# ORGANIZING FRAMEWORK

## GEORGE FOX UNIVERSITY DEPARTMENT OF NURSING THEORETICAL FRAMEWORK



## CORE COMPETENCIES

- A. Care Provider – Selects theory appropriate for the implementation of evidence based care to individuals and groups of patients.
- B. Communication – Interprets complex, interactive processes-verbal, nonverbal, and written-that forms the basis for transpersonal relationships.
- C. Health Promotion – Acquires a body of knowledge related to health risks and methods to prevent or reduce risks in individuals and groups.
- D. Ethics – Comprehends values, codes, and principles that governs personal and professional decision-making.
- E. Leadership – Collaborates with individuals or groups to move towards goal setting or goal attainment.
- F. Global Health – Identifies factors which have lead to a shrinking global health community.
- G. Critical Thinking – Integrates an organized cognitive process in making decisions, drawing inferences, and reflecting as one attempts to seek answers to single and complex questions.
- H. Professional Values – Incorporates concepts related to altruism, autonomy, human dignity, integrity, and social justice into personal and professional arenas.
- I. Information Technology – Applies technology to all aspects of nursing and healthcare.
- J. Political/Legal – Calculates the effects of economic, legal, and political factors on professional nursing practice in the delivery of health care.
- K. Diversity – Demonstrates an increasing awareness of how health and social policies are influenced by culture, race, gender, religion, lifestyle, and age.

## **SOPHOMORE LEVEL OUTCOMES**

1. Describe the role of faith in personal nursing practice
2. Explain the relevance of assessment of needs of diverse individuals over the lifespan
3. Participate in the direct nursing care of individuals in sub-acute care settings
4. Describe the use of critical thinking in nursing practice
5. Use analytical thinking to identify valid and reliable sources of nursing knowledge
6. Recognize uses for knowledge from general education and nursing knowledge in nursing care
7. Describe the process of professional nurse development
8. Identify organizations that promote professional nursing
9. Describe nursing's potential contributions to global health care
10. Identify the need for health care for underserved and culturally diverse individuals and groups
11. Use technology to acquire health information
12. Use basic social and therapeutic communication skills when interacting with clients and peers

## **JUNIOR LEVEL OUTCOMES**

1. Incorporate faith and spirituality in the development of client care.
2. Develop care for 1-2 individuals that encompasses the client's physical, mental, social and spiritual needs.
3. Participate in the direct care of individuals within acute care settings.
4. Relate critical thinking and evidence-based information to the development of patient care.
5. Include liberal education and professional knowledge in the planning, implementation and evaluation of health care.
6. Understand the need for accountability and responsibility in order to provide ethical and safe practice.
7. Develop strategies to meet self-identified learning needs
8. Recognize the importance of organizations that promote professional and social responsibility.
9. Identify methods by which nurses may participate in global health care.
10. Participate in providing services to underserved and culturally diverse groups.
11. Implement information technology in the provision of health care.
12. Apply therapeutic communication skills in a variety of collaborative health care settings.

## SENIOR LEVEL OUTCOMES

1. Integrate faith and professional practice in a manner that is respectful of other's spiritual beliefs and congruent with personal spirituality.
2. Assess the physical, mental, social, and spiritual needs of diverse individuals and groups over the lifespan.
3. Provide direct and indirect care to individuals, families, and groups in primary, acute, and community settings.
4. Utilize critical thinking skills in the establishment of evidence based professional practice.
5. Integrate liberal education and professional knowledge in the planning, implementation, and evaluation of health care.
6. Assume accountability and responsibility for ethical and safe practice.
7. Appreciate the importance of life-long learning, self-assessment, and professional development.
8. Actively participate in organizations that promote professional and social responsibility.
9. Foster a belief in, and endorse a commitment to, global health care.
10. Advocate for quality health care to underserved and culturally diverse individuals and groups.
11. Incorporate the appropriate use of information technology in the provision of health care.
12. Initiate the use of therapeutic communication techniques in collaborative relationships.

## PROGRAM OUTCOMES

The faculty will design learning opportunities that support empathetic, sensitive, and compassionate care; promote and encourage honesty and accountability; create learning environments that increases one's awareness of social and ethical issues; and encourages students to become, acknowledge, and accept their personal values and the values of others – individuals, groups, and communities. To this end, completion of the nursing curriculum will equip students with abilities to:

1. Integrate faith and professional practice in a manner that is respectful of other's spiritual beliefs and congruent with personal spirituality.
2. Assess the physical, mental, social, and spiritual needs of diverse Individuals and groups over the lifespan.
3. Provide direct and indirect care to individuals, families, and groups in primary, acute, and community settings.
4. Utilize critical thinking (CT) skills in the establishment of evidence based on professional practice.
5. Integrate liberal education and professional knowledge in the planning, implementation, and evaluation of health care.
6. Assume accountability and responsibility for ethical and safe practice.
7. Appreciate the importance of life-long learning, self-assessment, and professional development.
8. Actively participate in organizations that promote professional and social responsibility.
9. Foster a belief in and endorse a commitment to global health care.
10. Advocate for quality health care in underserved and culturally diverse individuals and groups.
11. Incorporate the appropriate use of information technology in the provision of health care.
12. Initiate the use of therapeutic communication techniques in collaborative relationships

## **GENERAL INFORMATION**

## **GUIDELINES, PROCEDURES, AND POLICIES ON 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 instructor.

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 instructor. 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 instructor 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 instructor. Before students will be allowed to repeat the course, they must submit a petition to, and obtain approval from, the Scholarship Requirements Committee or the designated official of the college having jurisdiction over the course. Instructors are responsible for the disposition of cases involving academic dishonesty which occur in their classes, except when a case involves additional violation of University policies. Such other violations may be resolved under the Student Code of Conduct or other applicable procedures.

### **GENERAL GUIDELINES IN SUSPECTED INCIDENTS OF ACADEMIC DISHONESTY**

The instructor 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 chairperson (or designee) of the department of nursing.

A written copy of the incident will be prepared by the faculty, and sent to the department chairperson (or designees), and the student. In addition, a copy is to be placed in the student's permanent file in the department. 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, pages 242-243.

- 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 instructor 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 following in the University's Academic Appeals Procedure (See Appendix E).

## **PROCEDURES FOR DETERMINATION OF ACADEMIC DISHONESTY AND IMPOSITION OF SANCTIONS**

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

- The instructor 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 instructor 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 instructor 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 instructor 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 appellate processes in all situations involving academic dishonesty. Any student suspected of academic dishonesty will be notified in writing as to the findings of any 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 (form attached). 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 Vice President of Academic Affairs, faculty member, academic dean, and the student.

**The decision of the Academic Appeals Board is final.**

## 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 (DON) 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 of this section, **Essential Performance Functions for Success in the Department of Nursing**, 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 DON program (see table on page 19)

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

- Decide whether to enter the DON 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. For more information, please see below.

**Accommodation Plan:** Some students may need accommodation for conditions in order to participate fully in the DON 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 DON program or activity. Students must contact the Disability Services Office (DSO). If you currently have an DSO Accommodation Plan, please discuss your accommodations with your professors and your advisor at the start of each semester, in order to optimize your learning opportunities.

**Important:** The Department of Nursing program includes a practical 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 DSO 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**

## Essential Performance Functions for Success in the Department of Nursing

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

Reviewed by: \_\_\_\_\_

### **Affirmative Action**

Equal opportunity: The 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.

### **Faculty Advisors for Students**

All pre-nursing and nursing majors should be assigned to an advisor in the Department of Nursing. It is strongly recommended that each student establish and maintain an advisor/advised relationship with their advisor. If for some reason the student wishes to change to another advisor, they must initiate the process.

### **Student Organization – Lasting Impact in Fellowship & 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.

## **Academic Resource Center, Disability Services, Health and Counseling Services**

**Academic Resource Center:** The Academic Resource Center, housed in the student life area on the third floor of the Stevens 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. In the past, the Writing Center and Learning Enhancement have been utilized by graduate students.

Academic consultants in the Writing 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 [www.georgefox.edu/arc](http://www.georgefox.edu/arc).

**Disability Services:** The director of the Academic Resource Center 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 [www.georgefox.edu/offices/disab\\_services](http://www.georgefox.edu/offices/disab_services). If you have any questions, please contact Rick Muthiah, Academic Resource Center director, at ext. 2314, or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu). The Disability Services office is located on the third floor of the Stevens 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.

**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.

### **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.

## **Advising**

### **Academic**

Each Department of Nursing student is assigned an academic advisor. 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 on their office door a weekly schedule with advising 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

## **Assessment Technologies Institute (ATI) Assessment Instructions**

The Department of Nursing Community, as part of our overall assessment plan, has determined that a series of nationally normed standardized assessments will be required throughout the nursing curriculum. ATI computerized assessments reflecting current literature research and practice provide the tools that assist students throughout the nursing curriculum concluding with a comprehensive assessment of all subjects at the end of the program. Comprehensive and easy-to-read diagnostic reports detailing student performance in each content area, critical thinking phase, cognitive level, and nursing process are provided to each student at the end of each assessment. In addition, these reports give the Department valuable information for curriculum planning. In the last semester of the program, students take the Comprehensive Predictor RN ATI, which fulfills the comprehensive exam required by the Department of Nursing for program completion. Our experience shows that students who use the assessments as a component of their preparation for the NCLEX RN have a higher success rate.

### **Passing Requirements and Student Performance on ATIs**

The passing score for each of the content area assessments is Proficiency Level 2.

### **Strategies for Success**

Students are encouraged to contact their faculty advisors regarding their ATI performance, especially if they consistently achieve less than Proficiency Level 2 on proctored assessments. Advisors will help students better understand the information obtained from their ATIs, as well as offer suggestions and strategies to improve their ATI scores.

### **Comprehensive Predictor Assessment**

Students must pass the proctored Comprehensive Predictor RN ATI in order to meet the senior level academic milestone and to graduate. A pass on the ATI comprehensive exam is defined as achieving a predicted probability of 95% or higher for passing the NCLEX-RN exam. Students have two opportunities to achieve this outcome. Upon successful completion of the ATI comprehensive exam and all other program requirements the student's name will be forwarded to the Board of Nursing as eligible to sit for the NCLEX-RN examination. Students who are unsuccessful on both ATI comprehensive predictor RN Exams will have a hold placed on their transcript, diploma, and eligibility to take the NCLEX-RN exam. Students will be required, at their own expense, to complete an external review course approved by the Department which includes a proctored exit exam. Documentation of successful completion of a proctored exam must be submitted to the Director. Once this requirement and all other program requirements have been met, all holds will be released and verification of eligibility to take the NCLEX-RN exam will be processed.

## **Absence Procedure**

Absence from scheduled ATI assessments must be discussed with the ATI coordinator prior to the scheduled examination. A fee for makeup assessments will be charged to student who have not made prior arrangements for this absence. A \$25.00 fee may be charged for all assessments except the Comprehensive Predictor RN, where the make up fee is \$100.

## **NURSING MAJOR REQUIREMENTS – INDIVIDUAL MILESTONES**

All nursing majors are required to pass sophomore, junior, and senior level mastery of content through standardized measurement testing. These individual milestones will be used as prerequisites for progression in the nursing major. Nursing majors will not be recommended for graduation until all milestones have been met.

Students must pass the Medical Surgical Nursing proficiency exam (Junior Level).

Students must pass the Comprehensive Nursing Content Mastery exam (Senior Level).

## **STUDENT SUCCESS PLANS**

The Department of Nursing is committed to providing students the resources for success in the nursing major, individual milestones, and in support of passing the NCLEX-RN upon graduation. The following resources are available to students:

- Support of the University Academic Resource Center
- Elective – Medical Surgical Review Course
- Elective – Senior Synthesis Course
- Facilitation of NCLEX Preparation Course

### **Junior Level**

- A second opportunity to pass the Medical Surgical Nursing proficiency exam at minimum of the Level 2 cut score.
- A Medical Surgical Review course will be available to junior level students. (*Two day Medical Surgical Review Course - Chemeketa Community College*)

If the junior level milestone is not met after a second opportunity - the student will not progress in the nursing major and must meet with the Director of the Nursing Program and the Dean of the School of Behavioral and Health Sciences to discuss next step planning.

## **Senior Level**

- A second opportunity to pass the Comprehensive Nursing Content Mastery Exam - set for a score of 75%.

If the senior level milestone is not met after a second opportunity - the student will need to meet with the Director of the Nursing Program and the Dean of the School of Behavioral and Health Sciences to discuss next step planning.

# **ACADEMIC**

## GRADE REQUIREMENTS

### Standards for Passing:

A minimum grade of 73% is required for all didactic and clinical nursing courses.

The course grades are calculated as follows: **First**, all examinations and quizzes with their appropriate weights are computed. If the cumulative grade on examinations and quizzes do not average at least 73%, further calculations cease and the grade for the course will be the letter grade equivalent to the cumulative examination and quiz grades. All assignments in the syllabus must be completed for a course grade.

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.

Example:

A student receives the following course grades and each are worth 20% of the total grade:

Term Paper = 97%  
Presentation = 92%  
Exam 1 = 60%  
Exam 2 = 60%  
Exam 3 = 70%

The average of the exams= 63.3%. The course grade would be a "D".

If the student, however were to receive a 100% on Exam 3 instead of the 70%, the average for the exams would be 73.3% and the term paper and presentation would then be added in. The cumulative grade would be 60+60+100+97+92 for an average of 81.8% which equals to a course grade of B-.

Note: The rationale for this method of calculation is to insure that exam and quiz grades that are cumulatively below the school's acceptable level won't outweigh other assignments. Throughout the program of study, students must be successful in standardized tests such as the ATI.

**Grade Reports:** A student's semester grades, with a semester GPA and a cumulative GPA, are posted on the grade report and are available to the student two weeks following the close of each semester. The GPA is based on George Fox University credits only.

**Semester grades are determined by** the instructor's evaluation of the student's daily participation in class, 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:

<b>Letter Grade</b>	<b>Range %</b>	<b>Points per Semester Hour</b>
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 & lower	
I	Incomplete	0
W	Official withdraw	0
X	No grade reported by instructor	0
P	Pass (average or above)	0
NP	Not passing	0
L	Long-term	0

**Policy for Incompletes:** 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 an "F"

**Withdrawal:** A student may withdraw from a nursing course only once, but they must wait until the next cycle to be readmitted. This will only occur if there is space available in order to progress in the Department of Nursing.

### **WAIVER OF COURSE, OR DEVIATION FROM PUBLISHED CURRICULUM**

Students may petition to substitute courses for existing departmental requirements, to waive existing requirements, or to deviate from the published curriculum when they can demonstrate achievement of equivalent course work, content or experience. The appropriate departmental committee and the Department Director must approve any such petition.

### **GRIEVANCE PROCEDURE / GRADE APPEAL**

The purposes of the Department of Nursing grievance procedure are to provide students and faculty with a mechanism for due process; to provide a way to protect the rights of students and faculty; to provide optimum levels of fairness in disputes of academic matters. To this end, students will:

- See their advisor who will explain due process and help facilitate a meeting with involve faculty.
- Approach the instructor involved and attempt to resolve the difference.
- If there is no resolution between student and instructor, the student and instructor will meet with the Department of Nursing Director.
- If this meeting does not result in resolution the Director shall appoint a committee of three (3) faculty members who are not directly involved in the grievance. This committee will meet within five (5) day of its formation. They are to hear the grievance 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 they may initiate the University's Academic Appeals Procedure

## **NURSING PROGRAM ACADEMIC REQUIREMENTS AND PROGRESSION**

Continuation in the nursing program is dependent on satisfactory academic performance and the demonstration of the character and ethics needed for success in the profession. Students must:

- Maintain a cumulative GPA of 2.8 or higher
- Attain grades of C or better in all nursing coursework
- Pass Individual Milestones:
  - Student must pass the Medical Surgical Nursing proficiency exam at a minimum of Level 2 proficiency.
  - Student must meet a score determined to be a predictor standard of readiness and content mastery of the Comprehensive Nursing Content Mastery Exam by the Department of Nursing. This score is associated with a probability of passing the NCLEX-RN and is a statistical score that predicts content proficiency for success. This score\* will be provided to senior students in writing at the beginning of their final semester of the nursing major.

*\*Scores may vary annually based on statistical benchmarking*

## **PROGRESSION AND DISMISSAL**

### **Progression:**

Progression in this program of the Department of Nursing is based on the following criteria:

- Maintain a cumulative GPA of 2.8 or higher. Students with a cumulative GPA below 2.80 will be notified in writing by the Director of academic probation within the nursing major for one semester.
- A grade of C or better is required in all nursing courses.
- Successful completion of all prerequisites for a course prior to being seated in a course.
- Pass all individual milestones (two opportunities).
- Qualification to participate in the clinical courses of the program.
- If a student is unsuccessful in a nursing course, this course must be repeated and successfully completed before the student can progress in the nursing major.
- Students who withdraw from or fail a course may reapply to the nursing major one time.
- Prior to returning to a clinical course, the student may be required to demonstrate skill competencies.

- Students wishing to withdraw from a nursing course must do so before the final exam, or by the University's withdrawal deadline, whichever comes first.

### **Notification and Recommendations to Non-progressing Students:**

The Director of the Department of Nursing will notify non-progressing students in writing. Non-progressing students include students:

- who have withdrawn from one nursing course or
- have been unsuccessful in ONE nursing course or
- whose cumulative GPA is less than 2.80 for more than one semester
- who do not meet individual milestones after a second opportunity

The letter may include:

- information about University requirements for progression;
- encouragement for students to meet with their academic advisor to discuss a plan for further study in the program;

The student must meet with the Director concerning requirements of reapplication to the nursing major.

### **Dismissal:**

A student may be dismissed from the Department of Nursing program by the Director for any of the following reasons:

- Unsatisfactory completion of one nursing course
- Not meeting individual milestones
- Unsatisfactory clinical performance
- Unsafe clinical performance
- Breach of academic integrity
- Any health related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act
- Professional judgment of the faculty
- Unsafe/Unsatisfactory professional behavior per recommendation of faculty and Director

**Dismissal Appeal Process:**

Students seeking to appeal a dismissal from the Department of Nursing or the University can find the dismissal appeal process in the George Fox University Undergraduate Catalog.

**RE-APPLICATION TO NURSING MAJOR**

All students reapplying to the Baccalaureate program must meet the current admission criteria; i.e., cumulative grade point average, completion of prerequisite courses and any other stipulations in order to be eligible for readmission. Reapplication does not guarantee readmission. Re-applicants will be subject to the same scrutiny and consideration as an initial applicant. Students who are reapplying must follow all steps detailed in the application procedure.

# CLINICAL

## CLINICAL PRACTICE POLICIES

Students are encouraged to provide information to their clinical faculty regarding their current health status that may affect the safety of the student or the client in the clinical setting. Each nursing student is required to provide data regarding current health status to the Health Center.

Clinical practice requirements are to be completed and submitted to the appropriate offices upon entrance into the program. Students re-entering the program after an interrupted period will be directed to submit their documentation prior to the first day of class for the re-entry semester. 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.

Students are required to provide information regarding the following clinical practice requirements prior to admittance to the clinical area. These requirements may incur a cost to the student

### **IMMUNIZATIONS:**

All nursing students are required to complete a Health Certification Requirements Record and comply with the Department of Nursing Immunization Guidelines prior to beginning their first clinical course. The form will be provided by the Department of Nursing. All health records must be current and appropriate documentation must be submitted. All immunization information will be recorded and promptly returned to the student for their own record keeping. It is the responsibility of the student to notify the Department of Nursing of any changes.

A student is required to have a negative Mantoux or PPD (TB) test **EACH YEAR** they are in the nursing program. Students **MUST have an initial “2-step” PPD documented in student their file and an annual “1-step” PPD thereafter in their student file until they have graduated.** If a student has a positive Mantoux or PPD, he/she will need documentation of a negative chest x-ray to be submitted with the application. If the chest x-ray is positive, the student needs to consult his/her health care provider. Admission to the nursing program may occur only after the department receives verification that further screening tests are negative. This may include sputum cultures.

Tetanus - Students are considered compliant if they have received either the Diphtheria/Tetanus or the Tdap(Tetanus/Diphtheria/Pertussis) vaccination with the last 10 years.

### **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.

All nursing students are required to submit a copy of their current American Heart Association with AED CPR care to the Administrative Assistant in the Department of Nursing in HVR 215 no later than the specified deadline given to the students by the Department.

### **MALPRACTICE INSURANCE:**

Malpractice insurance coverage will be provided for students who are currently enrolled in Department approved clinical courses and are providing care during a faculty approved and faculty assigned clinical rotation. Malpractice insurance coverage will not be provided when a student is functioning outside of an approved clinical course.

### **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.

The premium is subject to change each year but is approximately \$1,200 for 12 months, payable on the first-semester billing. Coverage is available for students only and is not available for spouse or dependents. Students who need insurance beginning spring semester may enroll by notifying Health and Counseling Services during the fall semester.

### **LICENSURE – RN/NCLEX/CNA CERTIFICATION:**

#### **Licensure – RN/NCLEX**

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

#### **CNA I 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: Pharmacology. Students may do this by contacting the Oregon State Board of Nursing (OSBN)

### **CONFIDENTIALITY:**

Due to the personal nature of nursing, students are bound to strict confidentiality (HIPPA rules and regulations) of any information relating to a client's health and/or personal status. Violation of this code can lead to dismissal from the Department of Nursing.

### **STANDARD OF BEHAVIOR:**

A student's standard of behavior should demonstrate sensitivity to the rights and welfare of others, especially clients. Nursing students are expected to conduct themselves in a responsible and professional manner reflecting their accountability for conscientious, appropriate care of clients.

### **CRIMINAL HISTORY INFORMATION:**

Students accepted into the program will have a background check completed by "Certified Background". No other background check will be accepted. Some clinical agencies require students to complete their facility criminal history check, which may include fingerprinting, prior to placement in their particular clinical site. Criminal history information will be kept on file with the Administrative Assistant of the Department of Nursing.

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 nursing 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).

### **BLOOD-BORNE PATHOGENS POLICY:**

**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.

Students who are exposed to blood-borne pathogens must:

- Immediately report the exposure to their instructor 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.
- Notify and file report with the Director of the Department of Nursing.

### **CLINICAL EDUCATION REQUIREMENT TRAINING:**

Upon entry into the nursing program, students will be directed to an online Total Clinical Placement System training program. Training will occur at the beginning of the first semester in the nursing program and the beginning of every fall semester throughout the program:

### **UNIVERSAL PRECAUTIONS and BLOODBORNE PATHOGENS TRAINING:**

Universal precautions and bloodborne pathogens training will be required upon entry into Semester I of 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.

### **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 Semester I of the AEM UP 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.

### **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 distributed to students at the beginning of the second semester. It is the students responsibility to keep the passport current.

## **Dress Code:**

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, shoe laces, socks, hair, and skin.
  - Nails are to be kept short and clean. Clear nail polish 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.
- 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 worn in the clinical setting.

### **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
  - Slacks/skirt and blouse, or sweater, or a simple dress should be worn by women. 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.

## Equipment

**The following equipment must be purchased prior to the first day of Semester I**

ITEM	REQUIRED	DESCRIPTION	AVAILABILITY
Bandage scissors	Required	4 or 5 inches long, all stainless steel. Do not purchase scissors with plastic handles.	Available at GFU Bookstore or uniform shops
Kelly Clamp	Required	Medium Size	Available at GFU Bookstore or uniform shops
Penlight	Required	Any penlight will do. Think about getting a couple as these often wear out or are lost.	Available at GFU Bookstore or any uniform shops.
Stethoscope	Required	Single or double tube. Rotatable head with an adult sized bell and diaphragm. You will also need a pediatric size bell and diaphragm. If possible, get one that comes with different earpieces (hard and soft) so you can determine which type works best for you. DO NOT purchase a Littman Master Clinic II Stethoscope (bell and diaphragm in one). This is not appropriate for beginning nurses.	Available at GFU Bookstore. We recommend waiting to purchase a "high-end" stethoscope until after graduation. These are also available in uniform shops.
Standard wristwatch	Required	Must have a seconds hand and cannot be digital.	

## **GENERAL INFORMATION ABOUT CLINICAL EXPERIENCES**

### **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. The majority of these are in the greater metropolitan Portland area. Some students may have the opportunity to have clinical experiences in other locales.

Clinical placement decisions are based on student's academic need.

### **PREPARATION FOR CLINICAL EXPERIENCES:**

Students are expected to be prepared for client care in clinical situations according to the objectives specific to that particular clinical experience and according to the directions given to them by their faculty member. Students who are not prepared will be sent home.

Students may enter clinical sites under one or more of the following circumstances:

- To prepare for client care as arranged by the faculty member. At scheduled clinical times;
- In attire appropriate to the clinical facility and wearing a Department of Nursing photo ID badge.
- Students will be given specific instructions by their clinical instructor for each clinical facility prior to their first clinical experience in that facility.

### **SAFETY GUIDELINES:**

The Department of Nursing has a concern and responsibility for the safety of nursing students and of clients in whose care the students will be participating.

A discussion of personal safety will be included in the orientation to each clinical course.

If a student is injured at the clinical site, the student must notify the clinical instructor and complete the appropriate report(s) as designated by the clinical facility. One copy of the report is to be sent to the Director of the nursing program. The student must also complete the forms required by his or her insurance company (See incident report instructions in Appendix C for bloodborne pathogens exposures).

Students are responsible for their belongings during clinical. Neither the Department of Nursing, nor the University, is responsible for stolen items.

## **CLINICAL REQUIREMENT GUIDELINES AND PROCEDURE:**

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 will be 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.

- Within one week after the clinical requirement deadline, a letter from the Department of Nursing and the Director will be sent to the student, 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.
- Until compliant, the students will not be allowed to attend their classes, clinical shadow experience, lab or simulation beginning the second week of school.
- A Professional Behavior of Students Report form will be filled out by the Clinical Instructor and completed with student.

Students will be asked to sign a Clinical Requirement Contract confirming that they understand the above guidelines and procedures. (See Appendix B)

## **CLINICAL CANCELLATION:**

Cancellation of clinical experience due to inclement weather will be at the discretion of the clinical instructor. The instructor will verify cancellation by contacting the students. If students feel it is unsafe to drive, they are to notify the clinical agency and the clinical instructor.

## **Clinical Bank Account**

The purpose of a clinical bank account is to award clinical hours to students who volunteer/participate in nursing service activities in the community.

The following guidelines will be used to award hours to a clinical bank account:

- The service activity must be preapproved by a nursing instructor.
- The activity must involve nursing knowledge and/or skills. E.g. assessment, taking Blood pressures, planning, identifying problems.
- Activities will not include shadowing an RN in a workplace.
- Clinical bank account hours may be used in place of missed time in a clinical nursing course. The instructor will determine if the activity is relevant to the clinical course e.g. the time involved nursing activities (See #2 above) and is relevant to the clinical course.
- Clinical bank account hours may not be used if a student has not yet met any objectives of a clinical course. In such circumstances, make up time will be needed to achieve the objectives.
- A Clinical Bank Account Form (see Appendix F) is available for the student to provide to the instructor for completion. Hours are added or subtracted by instructors only. A comment regarding use of these hours for clinical make-up time should be made on students' clinical progress forms for the clinical course.

## **STANDARD OF PRACTICE:**

The Oregon Nurse Practice Act 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 instructor 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 instructor 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 instructor;
- 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.

## 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
- 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 arguing 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
- Sneaks away or does not show up if unsupervised
- Represents the work of others as being original
- Disrespectful and rude to faculty, staff, peers, or patients

(See Appendix D: Professional Behavior or Students Report)

# APPENDICES

## APPENDIX A

### Clinical Performance Requirements

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 of Professional Values, pg. 2 and 3) 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 fail the clinical.
- 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 with specific exemplars.

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 are inappropriately dressed for clinical will be sent home. Reference Department of Nursing Student Handbook for details.

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Date)

Print \_\_\_\_\_

\_\_\_\_\_  
(Clinical faculty)

\_\_\_\_\_  
(Date)

Print \_\_\_\_\_

**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



PROFESSIONAL BEHAVIOR OF STUDENTS REPORT

GEORGE FOX UNIVERSITY  
DEPARTMENT OF NURSING

Student Name _____ Course Number _____ Issuing Faculty _____	Report Date _____ Occurrence Date _____
<p><b>OCCURRENCE TYPE: Unsafe/Unsatisfactory (Check all that apply)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1. Failure to complete an assignment on time.</li> <li><input type="checkbox"/> 2. Trend of tardiness or absence (excused and unexcused).</li> <li><input type="checkbox"/> 3. Unprofessional communication behaviors.</li> <li><input type="checkbox"/> 4. Inappropriate professional dress in clinical and lab.</li> <li><input type="checkbox"/> 5. Inadequate knowledge of treatment, medications, or plan of care.</li> <li><input type="checkbox"/> 6. Clinical errors – meds/treatment (all errors should be noted to avoid bias).</li> <li><input type="checkbox"/> 7. Dismissal from a clinical site.</li> <li><input type="checkbox"/> 8. Any behaviors deemed unprofessional by faculty. (Please describe below)</li> </ul>	
<p><b>OCCURRENCE TYPE: Occurrences that place the client, self, or others in potential immediate danger will result in immediate review regardless of the number of points accrued (Check all that apply).</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Any life-threatening error or action by the student to client, staff, faculty, or others.</li> <li><input type="checkbox"/> Implementing any action that is in violation of the course, department, or Agency HIPAA Policy.</li> <li><input type="checkbox"/> Violation of the University Drug and Alcohol Policy</li> <li><input type="checkbox"/> Cheating/Plagiarism</li> </ul>	
<p><b>Notification</b></p> <p>Student notified by issuing faculty on: _____ (Date)</p> <p>Lead Course Faculty notified by issuing faculty on: _____ (Date)</p> <p>Director of Nursing Program notified by issuing Faculty on: _____ (Date)</p>	

Student comments related to occurrence:

Issuing faculty comments related to occurrence:

Student Goal:

Student Plan:

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Issuing Faculty Signature \_\_\_\_\_

Date \_\_\_\_\_





## APPENDIX G

### 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.

**Source:** American Nurses Publishing. American Nurses Foundation/American Nurses Association, Washington DC. 2001

**STATEMENT OF NONDISCRIMINATION**

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 which are not consistent with such a policy should be reported to the Office of the President of the University.

**SEXUAL HARASSMENT POLICY**

*This policy applies to all students, faculty, and staff.*

Harassment on the basis of sex is a violation of Section 703 or Title VII of the Civil Rights Act of 1964 as amended, interim amendment of Guidelines 1604.11 on discrimination because of sex.

A. Policy

The sexual harassment of any student, employee, or recipient of the services of this University is absolutely forbidden. Any employee, dean, supervisor, department chairperson, or faculty member who is made aware of an alleged incident of sexual harassment will take immediate action to bring the matter to the attention of the most appropriate University authority who will take immediate action pursuant to this policy.

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 which 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.

Sexual harassment of an employee or of an applicant for employment is defined as unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature (1) when a qualified person is denied employment because of another's submission to such conduct, (2) when submission to such conduct is either explicitly or implicitly made a term or condition of an individual's employment, (3) when submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals, (4) when such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or of creating an intimidating, hostile or offensive working environment. Additionally, a person who is qualified for but denied an employment benefit because of another's submission to sexual harassment is protected by this policy.

Sexual harassment of a recipient of the services of this University is defined as overt or covert behavior on the part of an employee that has the effect of limiting the individual's opportunity for receiving services by focusing on that individual's sexual identity or sexuality in a way that either threatens, coerces, intimidates the individual or impairs the individual's use of services.

## B. Complaint Procedure for Harassment

If any employee or 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 vice president for student life or the dean of students should be contacted.
2. If the alleged incident involves a student and a faculty member, the academic dean, the provost, or the vice president for student life should be contacted.
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.

Complaints are to be investigated promptly and appropriate corrective action taken. No one will suffer retaliation for reporting concerns about discrimination or harassment.

Retaliation is prohibited for good-faith reporting of concerns about discrimination or harassment. Employees who are asked to testify during an investigation are expected to cooperate fully. Retaliation against them for doing so is not tolerated. Any employee found to have engaged in discrimination, harassment, or retaliation is subject to immediate disciplinary action as deemed appropriate by the university, up to and including termination.

### SEXUAL HARASSMENT OF STUDENTS IN EXTERNAL CLINICAL SITES

There may be instances in clinical settings where students feel that they are being sexually harassed by patients, staff, physicians, or **other students**. This may result from things said to the student, by physical contact with the student or both.

In instances where students in clinical feel that they are being harassed by patients, students are directed to:

1. Get another person to be present in the room while the student provides care for the client **if immediate continuation of care is necessary** OR get a staff member to provide the required care. The student providing care will follow the policy of the Health agency to which they are assigned;
2. Report the incident to the clinical facility personnel.

In instances where students in clinical areas feel that they are being harassed by a staff member or physician, the student should:

1. Report the incident to the clinical faculty member immediately;
2. Complete the clinical agency incident report in order to reveal the **alleged** incidence of sexual harassment and to clearly document the incident in the student's own words.

**In instances where students in clinical areas feel that they are being harassed by another student, the student should:**

**Report the incident to the clinical faculty member immediately** In **any** (either) incident, the faculty member will:

1. Review the incident with the student, using the incident report and the student's verbal description of the incident; to determine if sexual harassment has occurred based on University policy.
2. Discuss the University policy and definition of sexual harassment with the client, staff member or physician involved. If an agency staff member is involved, the faculty member will inform the appropriate official in the agency of the incident.
3. Refer student to health and counseling services for further consultation.