GEORGE FOX
UNIVERSITY

College of Nursing

Student Handbook
2023-2024

"I hope that my achievements in life shall be these - that I will have fought for what was right and fair, that I will have risked for that which mattered, and that I will have given help to those who were in need, that I will have left the earth a better place for what I've done and who I've been…"

Carl Hopp

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Welcome to the George Fox University College of Nursing

We are glad you have joined us in your journey to becoming a professional nurse. We share your commitment to excellence in health care and caring for others with compassion and hope. As a student in the College of Nursing, you will have opportunities to learn about nursing through the varied perspectives of the humanities, natural and social sciences, and faith principles. You will experience the satisfaction of caring for hurting people and learning from dynamic healthcare environments and their leaders. As an emerging nurse professional at George Fox University, these opportunities to learn will open doors of service for you now and for a lifetime.

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

The Nursing Student Handbook is designed to be a guide for the successful completion of this program. You are responsible to know and follow the policies and procedures in the handbook. This handbook has been created to make your experience as unique and fulfilling as possible.

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

Pam Fifer EdD, MS, RN, CNE
Dean, College of Nursing
George Fox University

Purpose of the Nursing Student Handbook

This handbook has been developed to inform you of the College of Nursing policies and provide guidelines specific to nursing students. It will serve as an essential guide and resource during all three years of nursing school at George Fox University. This handbook is not all-inclusive; it is designed to supplement information contained in the George Fox University Student Handbook, Lifestyle Statement, and Code of Ethics that apply to all GFU students. It is your responsibility to read and comply with the policies outlined in this manual.

The policies and procedures in the College of Nursing are subject to change without prior notice, as determined to benefit the students' learning experience. It will be updated as needed and students will be notified of changes through announcements sent via electronic mail and/or posted in the Learning Management System (LMS), our learning management system. The policies and processes described in this handbook do not constitute a contract but help you understand processes George Fox University and the College of Nursing normally follow. Please check the nursing website to keep abreast of any updates/changes to this handbook.

The faculty and administration are here to provide you with a stimulating and supportive environment throughout your nursing education experience.

Accreditation

The baccalaureate degree program in nursing at George Fox University is accredited by the Commission of Collegiate Nursing Education (www.ccneaccreditation.org) until June 30, 2033.

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://ccneaccreditation.org/

George Fox University College of Nursing is also approved by the Oregon State Board of Nursing (OSBN).

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/

George Fox University Department Contacts

College of Nursing			
Office:	503.554.2950	Email:	nursing@georgefox.edu
Web:	http://www.georgefox.edu/academics/undergrad/departments/nursing/index.html		
Mailing	414 N Meridian St	Physical	Roberts Center:
Address:	Box 6273	Address:	501 N Villa Rd Suite 146
	Newberg, OR 97132		Newberg, OR 97132
Student Financial Services			
Office:	503.554.2302	Email:	finaid@georgefox.edu
Web:	https://www.georgefox.edu/offices/student-accounts/index.html		
Address:	414 N Meridian St Box 6068 Newberg, OR 97132		

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College of Nursing

Health & Counseling	
Office: 503.554.2340	Email: hcc@georgefox.edu
Web: https://www.georgefox.edu/offices/hea_cou/index.html	
Address: Woodward House 200 N River St Newberg, OR 97132	
Registrar	
Office: 503.554.2218	Email: registrar@georgefox.edu
Web: http://www.georgefox.edu/offices/registrar/index.html	
Career & Academic Planning Center	
Office: 503.554.2330	Email: careers@georgefox.edu
Web: https://www.georgefox.edu/offices/career-academic-planning/index.html	
Student Life	
Office: 503.554.2316	Email: studentlife@georgefox.edu
Web: https://www.georgefox.edu/offices/student-life/index.html	
Spiritual Life	
Office: 503.554.2320	Email: spirituallife@georgefox.edu
Web: https://www.georgefox.edu/offices/spirituallife/contact/index.html	
Bruin Community Pantry	
Office: 503.554.2316	Email: bruincommunitypantry@georgefox.edu
Web: https://www.georgefox.edu/offices/student-life/bruin-community-pantry.html	
Campus Public Safety	
Office: 503.554.2090	Email: campussafety@georgefox.edu
Web: https://www.georgefox.edu/offices/security/index.html	
Disability & Accessibility Services	
Office: 503.554.2448	Email: das@georgefox.edu
Web: https://www.georgefox.edu/offices/das/index.html	

Abbreviations and Term Definitions

ACEMAPP: Integrated clinical rotation scheduling and student on-boarding management tool

AACN: American Association of Colleges of Nursing

ANA: American Nurses Association

ARC: Academic Resource Center

Benchmark: A standard or point of reference against which student progress may be compared or assessed

CCNE: Commission on Collegiate Nursing Education

CJE: Clinical Judgment Exam

Clinical: Hands-on experience in a George Fox University College of Nursing approved facility or simulation

CON: College of Nursing

Competency: Expected level of skill and academic performance

DAS: Disability and Accessibility Services

GFU: George Fox University

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

Holistic: A philosophy of nursing practice that takes into account total patient care, considering the physical, emotional, social, economic, and spiritual needs of patients, their response to their illnesses, and the effect of illness on patients' abilities to meet self-care needs.

(From Mosby's Medical, Nursing, and Allied Health Dictionary, 4th ed, p745) Year introduced: 1996

LMS: Learning Management System

NCLEX: National Council Licensure Examination

OSBN: Oregon State Board of Nursing

Outcome: Expected level of achievement at end of the course or upon graduation

Program: Nursing Curriculum

QSEN: Quality and Safety Education for Nurses

Remediation: Actions taken to improve and increase student outcomes on standardized assessments

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.

The Essentials: American Association of Colleges of Nursing Essentials are the core competencies for professional nursing education.

Program & Curriculum Overview

Introduction

Mission and Vision of George Fox University

GFU, 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 be the Christian university of choice known for empowering students to achieve exceptional life outcomes.

History of George Fox University and the College of Nursing

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 on September 9, 1891, with the opening of the doors of Pacific College. Fifteen students were counted on opening day.

In the 131 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 more than 40 undergraduate majors, six seminary degrees, 13 master's and doctoral degrees. Over the years, more than 30,000 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. Since 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, 60-90 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 College 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 College 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 their members from all forms of unacceptable interpersonal aggression including, but not limited to, verbal, written, and physical aggression. All members of the College 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 outside persons. The College 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 practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements.* Washington, D.C.: American Nurses Publishing. Retrieved from: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/

Program Mission, Values, Goals, Outcomes, & Competencies

Mission of the College of Nursing

GFU CON 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 College 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 for a positive future.

Goals (Aligned with GFU Values)

- Be Imitators of Christ
    - **Christ in Everything**
- Serve as leaders in providing holistic health care to a global community.
    - **Innovation to Improve Outcomes**
- Foster an attitude of lifelong learning
    - **Students First; Innovation to Improve Outcomes**
- Be prepared for graduate education
    - **Students First**

Program Outcomes

- Integrate concepts from liberal arts and sciences in promoting health and delivering individualized care.
- Utilize standards of nursing practice and current science to deliver safe, competent, patient-centered care to patients across the lifespan in a variety of settings.
- Integrate evidence, clinical judgment, and patient preferences throughout the nursing process.
- Apply information management and technology across the health continuum to facilitate high-quality nursing care.
- Demonstrate advocacy utilizing health care policy and health systems knowledge.
- Use communication, collaboration, and organizational skills to work in partnerships with clients, families, communities, and the interprofessional healthcare team to promote health.
- Employ leadership principles to support quality improvement, safety, equity, and cost-effective care initiatives in a variety of settings.
- Demonstrate professional values that integrate lifelong learning, service, and reflective practice
- Provide evidence-based nursing care that incorporates diversity and inclusion, human dignity, and cultural humility.
- Provide holistic, empathetic nursing care that reflects the character and compassion of Christ.

Core Competencies

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

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

Professionalism

Behaviors indicating the presence of professionalism include placing the patient's welfare first, committing to nursing and CON policies, cooperating, and displaying intellectual and personal integrity.

Program Outcomes mapped to the AACN Essentials, Core Competencies & American Nurses Association Standards

1. **Integrate concepts from liberal arts and sciences in promoting health and delivering individualized care.**
   AACN Essentials: 1 - Knowledge for Nursing Practice, 2 – Person Centered Care

   Core Competencies: Evidence-based Practice, Teamwork & Collaboration

   ANA Standards: 7- Ethics, 8- Advocacy, 9- Respectful and Equitable Practice, 10- Communication, 11- Collaboration

2. **Utilize standards of nursing practice and current science to deliver safe, competent, patient centered care to patients across the lifespan in a variety of settings.**
   AACN Essentials: 1 - Knowledge for Nursing Practice, 2 - Person Centered Care, 3, - Population Health, 4 - Scholarship for Nursing Practice, 5 - Quality and Safety

   Core Competencies: Patient-centered care, Quality Improvement, Safety

   ANA Standards: 1 - Assessment, 2 - Diagnosis, 3 - Outcomes Identification, 4 - Planning, 5 - Implementation, 6 - Evaluation, 7 - Ethics, 8 - Advocacy, 9 - Respectful and Equitable Practice, 10- Communication, 11 - Collaboration, 12 - Leadership, 13 - Education, 14 - Scholarly Inquiry, 15 - Quality of Practice, 16 - Professional Practice Evaluation, 17 - Resource Stewardship, 18 - Environmental Health

3. **Integrate evidence, clinical judgment, and patient preferences throughout the nursing process.**
   AACN Essentials: 2 - Person Centered Care, 4 - Scholarship for Nursing Practice, 5 - Quality and Safety, 7 - Systems Based Practice

   Core Competencies: Evidence-based practice

   ANA Standards: 1 - Assessment, 2 - Diagnosis, 3 - Outcomes Identification, 4 - Planning, 5 - Implementation, 6 - Evaluation, 8 - Advocacy, 9 - Respectful and Equitable Practice, 13 - Education

4. **Apply information management and technology across the health continuum to facilitate high quality nursing care.**
   AACN Essentials: 5 - Quality and Safety, 8 – Informatics and Health Care Technologies

   Core Competencies: Informatics Safety

   ANA Standards: 1 - Assessment, 2 - Diagnosis, 3 - Outcomes Identification, 4 - Planning,

5 - Implementation, 6 - Evaluation, 8 - Advocacy, 9 - Respectful and Equitable Practice, 15 - Quality of Practice, 17 - Resource Stewardship

5. **Demonstrate advocacy utilizing health care policy and health systems knowledge.**
    AACN Essentials: 3 – Population Health, 7 – Systems Based Practice, 10 – Personal, Professional, Leadership Development

    Core Competencies: Quality Improvement

    ANA Standards: 8 - Advocacy, 9 - Respectful and Equitable Practice, 12 - Leadership, 13- Education

6. **Use communication, collaboration, and organizational skills to work in partnerships with clients, families, communities, and the interprofessional healthcare team to promote health.**
    AACN Essentials: 3 - Population Health, 6 – Interprofessional Partnerships, 7 - Systems Based Practice, 8 - Informatics and Health Care Technologies, 9 - Professionalism, 10 - Personal, Professional, Leadership Development

    Core Competencies: Teamwork & Collaboration, Safety

    ANA Standards: 8 - Advocacy, 9 - Respectful and Equitable Practice, 10 - Communication, 11 - Collaboration, 12 - Leadership, 13 - Education, 17 - Resource Stewardship

7. **Employ principles of leadership to support quality improvement, safety, equity, and cost-effective care initiatives in a variety of settings.**
    AACN Essentials: 5 - Quality and Safety, 7 - Systems Based Practice, 9 - Professionalism, 10 - Personal, Professional, Leadership Development

    Core Competencies: Patient-centered Care, Quality Improvement

    ANA Standards: 9 - Respectful and Equitable Practice, 10 - Communication, 11 - Collaboration, 12 - Leadership, 13- Education, 14 - Scholarly Inquiry, 15 - Quality of Practice, 16 - Professional Practice Evaluation, 17 - Resource Stewardship, 18 - Environmental Health

8. **Demonstrate professional values that integrate lifelong learning, service, and reflective practice.**
    AACN Essentials: 1 - Knowledge for Nursing Practice, 9 - Professionalism, 10 - Personal, Professional, Leadership Development

    Core Competencies: Patient-centered Care, Evidence-based Practice, Quality Improvement

    ANA Standards: 7 - Ethics, 13 - Education, 14 - Scholarly Inquiry, 15 - Quality of Practice, 16 - Professional Practice Evaluation

9. **Provide evidence-based nursing care that incorporates diversity and inclusion, human dignity, and cultural humility**
    AACN Essentials: 1 - Knowledge for Nursing Practice, 2 - Person Centered Care, 3 - Population Health, 9 - Professionalism, 10 - Personal, Professional, Leadership Development

    Core Competencies: Patient-centered Care, Safety

    ANA Standards: 1 - Assessment, 2 - Diagnosis, 3 - Outcomes Identification, 4 - Planning, 5 - Implementation, 6 - Evaluation, 7 - Ethics, 8 - Advocacy, 9 - Respectful and Equitable Practice, 10 - Communication, 14 - Scholarly Inquiry, 15 - Quality of Practice, 16 - Professional Practice Evaluation

10. **Provide holistic, empathetic nursing care that reflects the character and compassion of Christ.**
    AACN Essentials: 2- Person Centered Care, 10 – Personal, Professional, Leadership Development

    Core Competencies: Patient-centered Care

ANA Standards: 1 - Assessment, 2 - Diagnosis, 3 - Outcomes Identification, 4 - Planning, 5 - Implementation, 6 - Evaluation, 7 - Ethics, 8 - Advocacy, 9 - Respectful and Equitable Practice, 10 - Communication, 16 - Professional Practice Evaluation, 18 - Environmental Health

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

American Nurses Association of Colleges of Nursing (2021). The Essentials: Core Competencies for Professional Nursing Education. Washington, DC: American Association of Colleges of Nursing.

American Nurses Association (2021). Nursing scope and standards of practice (4th ed.). Silver Springs, MD: American Nurses Association.

Curriculum Plans

Refer to the following appendices for current and future curriculum plans

- Appendix N: Six semester curricular plan
- Appendix O: Four semester curricular plan
- Appendix P: Four semester curricular plan (HONORS)

Pain Content across the Curriculum - 3-year curriculum

Pain Content	Course	Dedicated Time *(hours)*
Physiological mechanisms of pain	BIO 221 & 222 - Anatomy & Physiology NURS 210 - Health Assessment NURS 301 - Acute Care NURS 311 - Pathophysiology	.5 .5 .5 1.5
Performing and documenting pain assessment	NURS 201 - Nursing Fundamentals	.75
Pain assessment and Management: modalities of medication administration (IM, IV, epidural).	NURS 302 - Complex Care	2.0
General overview: pain mechanisms, assessment, management including pharmacological and non - pharmacological interventions	NURS 201 - Nursing Fundamentals NURS 312 - Pharmacology NURS 301 - Acute Care/ NURS 340 Med/Surg	1.5 1.0 1.0
Pain/discomfort and symptom management of medical disorders, including respiratory distress, angina and MI, pancreatitis, head injury, hepatitis, cirrhosis, renal failure, diabetic neuropathy, and end-of-life pain/symptom management	NURS 302 - Complex Care	2.5
Pain mechanisms, assessment, pharmacological and non - pharmacological interventions in labor, with neonates and pediatric clients	NURS 370 - Nursing Care of Children & Families NURS 421 - Care of the Childbearing Family	2.0
One hour Advancing Pain Management in Oregon module	NURS 201 Nursing Fundamentals	1.0
Total Pain Content		**14.75 hrs.**

Pain Content across the Curriculum- 2-year curriculum

Pain Content	Course	Dedicated Time *(hours)*
Physiological mechanisms of pain	BIO 221 & 222 - Anatomy & Physiology	0.5
Noticing, interpreting, responding and reflecting for clients experiencing pain	Simulation: Peptic ulcer sim (1) in NURS 340, ARDS (2), Burn (2), DKA (1), Lower GI Bleed (1) and meningitis (1) sims in NURS 440, addiction (1) sim in NURS 350	9
Concept: Pain & Comfort- Concept introduction to pain, types of Pain: acute vs. chronic nociceptive neuropathic visceral. Includes noticing, interpreting, responding and reflecting for clients experiencing pain.	NURS 330 Essentials	6
Concept: Inflammation includes assessment and management of pain and pain as an interrelated concept for inflammation	NURS 311- Pathophysiology	0.5
Pain management medications (Opioids, NSAIDs, Adjuvant Analgesia)	NURS 312 - Pharmacology	4
Concept: Pain & Comfort- Pancreatitis exemplar Next Gen case study- includes noticing, interpreting, responding and reflecting for a client experiencing severe acute pain due to Pancreatitis	NURS 440- Med Surg 2	4
Concept: Pain & Comfort- Fibromyalgia, mixed complex pain, chronic pain with acute flares: Includes noticing, interpreting, responding and reflecting	NURS 340- Med Surg 1	6
Concept: Grief and Loss- End of Life care exemplar includes pain management in hospice and palliative care	NURS 430 Population Health Nursing	0.5
Assessment, pharmacological, and non-pharmacological interventions in labor and postpartum as well as with neonatal and pediatric clients.	NURS 400 - Care of the Childbearing Family	1
Total Pain Content		**31.5 hrs.**

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Oregon State Board of Nursing - Pain Management - Curriculum Content

http://www.oregon.gov/oha/HPA/CSI - PMC/Pages/required - module.aspx

The Oregon Pain Management Commission provides Oregon specific training required for certain licensed health care professionals as directed by ORS 413.590. Completion of the pain management module Advancing Pain Management in Oregon fulfills this requirement.

This one-hour module is completed as a part of NURS 201: Nursing Fundamentals.

Cultural Competency/Humility Across the Curriculum -3-year curriculum

Content	Course	Dedicated Time *(hours)*
Simulation: Hypoxic patient who is Muslim	NURS 201: Fundamentals	4.0
Cultural humility and cultural care.	NURS 204: Introduction to Professional Practice	1.0
Case study re: cultural negotiation, folk care, modifiable factors		2.0
Disparities project	NURS 313/NURS 220: Nutrition	1.0
Case studies re: diverse populations and cultural care	NURS 302: Complex Care	1.0
Culturally competent family-centered care	NURS 370: Nursing Care of Children and Families	1.0
Ethnic disparities in mental health	NURS 411: Mental Health Nursing	1.0
Guest Speaker - Iranian - American with bipolar		1.0
Transcultural nursing Health literacy, vulnerable populations Family culture Cultural disparities in healthcare	NURS 430: Population Health	.5 2.0 1.0 2.0
Cultural humility	NURS 452: Gerontological Nursing	2.0
Total Cultural Competency/Humility Content		**19.5 hrs.**

Cultural Competency/Humility Across the Curriculum- 2-year curriculum

Content	Course	Dedicated Time *(hours)*
Cultural influences and risk factors related to nutrition and cultural competence in nutrition education	NURS 220 Nutrition	1
Cultural competence related to medication adverse effects and medications across the lifespan	NURS 312 Pharmacology	0.3
Simulation: Hypoxic patient who is Muslim	NURS 330 Essentials	4
Culture and Diversity presentations- beliefs, values, practices, economics, psychosocial	NURS 330 Essentials	3
Communication and cultural humility. Lecture, role play	NURS 320 Introduction to Professional Practice	1
Cross cultural communication and cultural humility	NURS 410 Trends and Issues	2
Healthcare disparities- related to vulnerable populations and the importance of culturally competent care to improve healthcare access Culture & Diversity- care of the family and family developmental roles	NURS 430: Population Health	3
Discussion of cultural considerations integrated within 22 concept introductions across the curriculum.	NURS 220, NURS 311, NURS 330, NURS 340, NURS 350 and NURS 400	5.5
Total Cultural Competency/Humility Content		**19.8 hrs.**

Academic Policies and Procedures

Understanding Conceptual Curriculum

Conceptual teaching and learning is an educational method that centers on big-picture ideas and learning how to organize and categorize information. It is a broad approach versus the topic-heavy model used in more traditional learning. Unlike traditional methods, which concentrate on the learner's ability to remember specific topics, the conceptual method focuses on understanding broader principles ("concepts") that can later be applied to a variety of specific examples. Applying knowledge to new situations is a crucial skill that allows nurses to respond to patients' unique needs and adapt to fast-paced patient care environments. Conceptual teaching and learning is an evidence-based approach to help students prepare for the challenging professional nurse role. This may be a new approach to learning for you and will require a change in how you engage with learning activities in and outside the classroom. Here is a list of what to expect for conceptual learning at GFU.

- Students will receive a list of all of the concepts and their definitions at the beginning of the nursing program.
- Concepts will be introduced and studied in depth. After each concept is introduced, students will deepen their understanding through specific examples. These are called exemplars.
- Faculty facilitate learning and are no longer the "giver of knowledge." Students will take ownership of their own learning and are not passive receptacles. Classes will include more active learning and less lecture, promoting application and clinical judgment.
- Students will frequently complete pre-class and post-class learning assignments to facilitate long-term retention. Students should anticipate for every 1 credit of class, they will have 3 hours of homework per week outside of class. Example: a 3-credit course is 3 hours of class time and 9 hours of homework per week.
- Students are responsible for locating, appraising, and using quality information to inform thinking and engage in evidence-based nursing practice.
- Students will most likely need to change their study methods. Memorization alone will not produce a successful outcome. Students will learn to apply knowledge, skills, and attitudes within complex clinical scenarios.
- Students will learn to adapt to ambiguity. In healthcare settings, there is rarely one correct solution for every patient. Humans are unique and the best course of action depends on the situation.
- Conceptual learning will be challenging, and it will help students successfully transition to professional nursing practice.

Student Advisement

Each CON student is assigned an academic advisor, who is a nursing faculty member. 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 email, voice mail, or in person.
- Faculty will post a link to their office hours appointment calendar in each course and on the Nursing Faculty webpage (CON Faculty)
- A link to each syllabus will be on each course page
- Advisors are available to help students with curriculum advising; academic and professional issues; problem - solving; answering questions, and providing appropriate guidance. Student concerns about teaching strategies, grading policies, and test questions must first be discussed with the faculty teaching the course where the concern has occurred.

- Students who desire to change advisors need to submit the appropriate request form to the Registrars' Office.

Progression in the Nursing Program

Academic Progression

The CON is committed to providing opportunities for the success of all students. 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 may include frequent lateness to class, frequent absence from class, sleeping in class, low performance on course tests and quizzes, or poor writing skills.

A student may also be considered at risk of failing a course with a clinical component if a student is:
- Frequently tardy to or absent from clinical
- Endangers the safety of patients, peers, or staff with a decision of poor judgment
- Violates any other of the standards of practice expectations.
- Makes (a) medication error(s)

Student Improvement Plan

The Student Improvement Plan (Appendix B) is to be initiated by faculty in collaboration with the student to initiate a goal and plan to accomplish successful completion of course outcomes. The plan involves the student and faculty member defining the problem, desired outcomes, plan, and evaluation of whether the student outcomes were met by the agreed upon review date, or the end of the course. The document is to be signed and placed in the student's permanent file. If the outcome is met and documented within the course time frame, no further action is needed. If the outcome is not met, student progression in the program may be negatively affected. All course learning outcomes must be met for a student to pass a course.

Students themselves may initiate a Student Improvement Plan (Appendix B) if they feel the need for additional support.

The Student Improvement Plan (SIP) is intended to call attention as early as possible to a situation that, if uncorrected, could lead to academic failure. Students are offered a copy of the SIP.

Didactic SIP - Faculty member meets with the student whose classroom related performance indicates a need for improvement. Examples of such performance include a cumulative theory grade average below 73.00% after two or more tests, submitting assigned work late, and repeatedly missing or arriving late for class and /or tests.

Clinical SIP - The Clinical Instructor will identify improvement needs and meet with the student whose clinical performance needs improvement or is unsatisfactory. The Clinical Instructor will notify the Clinical Course Coordinator faculty member. The Clinical Course Coordinator faculty member will initiate the SIP and meet with the student and the Clinical Instructor. Some examples include unsafe practice, unprofessional behavior, repeatedly missing or arriving late for clinical, missed skills check offs, repeated: "No Pass" on skills check offs, repeated need for remediation, one Unsatisfactory (U) rating or three or more needs improvement (N) ratings on the clinical evaluation tool, missed clinical time, or inadequate preparation for the clinical assignment.

Probation Record

The Probation Record (PR) (Appendix C) is a notice to a student that immediate improvements are needed in some behavior(s) to prevent either failure or dismissal from the program. Subsequent occurrences of the problem behavior during a probationary period will result in disciplinary action, which may include dismissal from the program. The

instructor identifying the problem behavior informs the student and schedules a meeting with the student and appropriate faculty, which may include the Didactic Instructor, Clinical Instructor, Clinical Course Coordinator, and the Program Chair. The PR documents the concern, desired outcomes, plan, and evaluation of whether the student met the stated outcomes. Students are given a copy of the PR.

Didactic - Students who do not meet outcomes from a didactic SIP or who have continual trends of behaviors demonstrating unprofessional behaviors may be put on a probation record. This includes students who have a continual trend of unprofessional behavior(s) from two or more semesters.

Clinical Performance - Students who do not demonstrate safe practice may be placed on probation, if not dismissed from the program. It is expected that students will practice safely at all times during their clinical experiences, which includes Simulation, Skills Lab assignments, and clinical skills check-off. Safe practice in the performance of nursing care requires the application of scientific knowledge and technical and cognitive skills to provide for the welfare and to protect the wellbeing of patients. Safe practice demands that practitioners be aware of personal and professional limitations that could affect the safety of their performance. Decisions and actions that threaten or disrupt the biological, psychosocial, physical, or physiological integrity of patients constitute an unsafe practice. Students who demonstrate unsafe clinical behaviors while on probation will be barred from clinical, and subsequently receive a failing grade for the course, and may be dismissed from the program.

If unsafe behavior is demonstrated too late in one course to allow the opportunity for a student to demonstrate remediation, that student may be allowed to progress into the next semester and will remain on clinical probation.

Progression Decisions

Problems in student performance resulting in remediation, SIP, PR, or dismissal from the program are a nursing faculty decision. In making this decision, faculty considers the implications of prior and current student performance related to patient safety, professional and personal integrity, student success, professional judgment, and personal responsibility. While faculty make every effort to alert students as early as possible to problem situations, no implied process requires that a SIP must precede a PR or that either of these must precede dismissal.

Students who leave the program while on a SIP or PR will be required to re-enter with that SIP or PR still in place.

Students may appeal a clinical evaluation and progression decision. The appeal process must be initiated within two days after the clinical evaluation and progression decision is determined. The appeal must be based solely on the following criteria:
1. There is evidence that grading procedures were inconsistent (capricious) and
2. There is evidence that the student was graded differently than peers.

The grade appeal process is as follows:
1. Provide written documentation within two business days of the clinical grade posting to the course faculty/Clinical Course Coordinator with specific evidence that:
   a. clinical evaluation procedures were inconsistent and/or
   b. the student was evaluated differently than peers.
2. Meet with course faculty/Clinical Course Coordinator and discuss the grade appeal documentation with supporting evidence. Must occur within 2 business days of receiving the written grade appeal documentation with supporting evidence.
3. If the student and faculty/Clinical Course Coordinator are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the CON Program Chair. In the written documentation to the CON Program Chair, the student will include the original grade appeal documentation and a summary of the faculty meeting and the student's rationale for pursuing the grade appeal. Specifically addressing why, the faculty meeting did not adequately resolve the student's grade

appeal. The written appeal must be submitted to the CON Program Chair within two business days after meeting with the faculty member.

4. The student, faculty member/Clinical Course Coordinator, and CON Program Chair will meet and discuss the grade appeal documentation, summary of faculty meeting and grade appeal rationale. This meeting must occur within two business days after the student's written documentation to the CON Program Chair is received.

5. If the student, faculty/Clinical Course Coordinator and CON Program Chair are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the Dean of Nursing. The written documentation must also include the original grade appeal documentation and a summary of the meeting with the CON Program Chair and faculty/Clinical Course Coordinator member. Also, specifically addressing why the student's grade appeal is not resolved.

6. The student, faculty member/Clinical Course Coordinator, CON Program Chair and Dean of Nursing will meet and discuss the grade appeal documentation, summary of meetings and grade appeal rationale. This meeting must occur within two business days after the student's written documentation to the Dean of Nursing is received.

7. The Dean's decision shall be final. Students may not attend clinical/skills lab/simulation experiences while their appeal is pending.

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 standard for passing a nursing course is 73.00% (C). When calculating course grades in core nursing courses all examinations with their appropriate weights are computed first. If the cumulative grade on examinations does not average at least 73.00% further grade calculations cease and the grade for the course becomes the letter grade equivalent to the cumulative examination percentage. If the examination grade achieved is 73.00% or better, THEN all other graded course work (e.g. quizzes, papers, and other assignments) will be included with the examination grades to arrive at the overall course grade.

The rationale for this method of calculations is to ensure that cumulative test grades that are below the CON's 73.00% required test grade will not be outweighed by other assignments. **All scores (tests, assignments, quizzes, etc.) are recorded out to the hundredths place. The CON does not round grades to the tenth or the whole number. Final course grades will not be rounded.** For example, a student's final course grade is 72.97% and the final grade will be recorded as a C-. Faculty will not round up the grade to 73.00%.

Final course grades are determined by evaluating how the student meets the learning outcomes including performance on periodic quizzes and tests, submission of papers, assignments and class projects, and achievement of clinical learning outcomes in courses that have clinical learning experiences. Grade points are assigned for each hour of credit earned according to the following system:

Letter Grade	Range %	Points per Semester Hour
A	93.00 - 100.0	4.0
A -	90.00 - 92.99	3.7
B+	87.00 - 89.99	3.3
B	83.00 - 86.99	3.0
B -	80.00 - 82.99	2.7

C+	77.00 - 79.99	2.3
C	**73.00** - 76.99	2.0
C -	70.00 - 72.99	1.7
D+	67.00 - 69.99	1.3
D	60.00 - 66.99	1.0
F	0 - 59.99	0.0
I	Incomplete	

Grade Appeal

Students may appeal a course grade and the appeal process must be initiated within two days after the final course grade is posted. The appeal must be based solely on the following criteria: 1) There is evidence that grading procedures were inconsistent (capricious) and 2) There is evidence that the student was graded differently than peers. The grade appeal process includes:

1. The student will provide written documentation to the course faculty with specific evidence that a) grading procedures were inconsistent and/or b) the student was graded differently than peers. This must occur within two business days of the final course grade posting.
2. The student will then schedule to meet with the course faculty and discuss the grade appeal documentation with supporting evidence. This meeting must occur within two business days of faculty receiving the written grade appeal documentation with supporting evidence.
3. If the student and faculty are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the CON Program Chair. In the written documentation to the CON Program Chair, the student will include the original grade appeal documentation and a summary of the faculty meeting and the student's rationale for pursuing the grade appeal. Specifically address why the faculty meeting did not adequately resolve the student's grade appeal. The written appeal must be submitted to the CON Program Chair within two business days after meeting with the faculty member.
4. The student, faculty member and CON Program Chair will meet and discuss the grade appeal documentation, summary of faculty meeting and grade appeal rationale. This meeting must occur within two business days after the student's written documentation to the CON Program Chair is received.
5. If the student, faculty and CON Program Chair are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the Dean of Nursing. The written documentation must also include the original grade appeal documentation and a summary of the meeting with the CON Program Chair and faculty member. Also, specifically address why the student's grade appeal is not resolved.
6. The student, faculty member, CON Program Chair and Dean of Nursing will meet and discuss the grade appeal documentation, summary of meetings and grade appeal rationale. This meeting must occur within two business days after the student's written documentation to the Dean of Nursing is received.

If the student does not agree with the Dean's decision he/she may initiate the University's Academic Appeals Process using the Academic Appeal form.

Incomplete Grades

Continuation in the nursing program by students who have one or two incomplete grades in the nursing major is contingent upon approval/disapproval of the faculty member responsible for the course(s) in which the incomplete grade(s) was/were given. It is the responsibility of the faculty member to monitor student progress towards removing his/her incomplete grade(s). Incomplete grades must be resolved before the end of the following semester or the incomplete will be converted to a failing grade.

National Standardized Testing

The CON, as part of its overall assessment plan, requires all students to participate in a series of national standardized tests throughout the nursing curriculum. The assessments help identify strengths and gaps in content mastery for students, provide remediation plans, as well as guide faculty in curriculum evaluation. 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 required national standardized tests, the nursing program provides a one credit nursing elective, NURS 390-NCLEX Test Taking Strategies. This course becomes a required elective course for nursing students in the fifth semester of the six-semester curriculum and in the third semester of the four-semester curriculum if any of the following occur:

- The student receives a Student Improvement Plan for a proctored CJE test score that falls within or less than the "Does not meet standard" cut score (Nurse Think Clinical Judgment Exam) on one or more proctored standardized tests prior to the final year in the nursing program
  OR
- The student has received two or more Student Improvement Plans for course exam grades that are less than 73%.
  OR
- The student failed any NURS course

Testing Policy

1. Tests are used to evaluate the learning of theory in the nursing courses. Students are responsible for classroom content and learning based on required course outcomes and class objectives. Tests may include questions that require math calculations, and it is at the professor's discretion to allow for a calculator on the test, but this will be included in the testing browser (such as ExamSoft, Respondus Lockdown Browser, or CJE). Test questions may be cumulative and may evaluate prior learning from prerequisite and corequisite courses. Final tests are comprehensive, covering the learning objectives expected in each course.
2. **Tests will be given as scheduled.** Test-taking times will be strictly adhered to. Tests will not be administered early (before the scheduled test date). Students arriving late will not have extra time and will submit their test at the scheduled ending time. **If unforeseen or emergency situations cause a student to be unable to take a test or arrive on time, students are required to notify the designated faculty member by emailing BEFORE the test is given.** Students must make arrangements to take missed tests with the designated faculty member. Upon return to campus, students should take the test during the first available time offered. Students who repeatedly arrive late for or miss tests may endanger their progression in the program. Ten percent of the maximum attainable points may be deducted from students' scores for each test that they miss or for which they arrive late (10 minutes or more past start time). Emergent or mitigating situations will be reviewed by faculty as to whether a loss of points will occur for repeated absences even with proper advance notification.

3. **Computerized testing.** All students are required to bring their computers for testing. The technical specifications are listed on the [GFU IT specifications website](). Students must download ExamSoft exams as soon as they are available and at least 8 hours before the exam date and time. If a student is unable to download an ExamSoft exam, they should notify the lead faculty and immediately contact the [ExamSoft help center]() to solve the issue as soon as possible. Technology issues occur in all settings. We ask students to be flexible and understanding. If a technology issue arises during a test, students are to **remain quiet and maintain a suitable testing environment**. Students will need to follow instructions from the proctor until the issue is resolved or the test is rescheduled.

Instructors have the right to assign or rearrange seating before or during any test.

   a. Students may have a pen or pencil at their desks. All other personal items including cell phones, bags, food and drinks are to be placed against the wall when entering the testing environment.

      ii. Cell phones are to be turned off, not just on vibration mode. If you have a special circumstance requiring your cell phone to be on and left with the instructor, please make arrangements before the test.

      iii. Gum is permissible as long as the use is not distracting to others.

   b. No apparel or device is permitted that obscures students' eyes from observation by the test proctor(s) (e.g. brimmed hats, sunglasses).

   c. No technical devices (such as smartwatches) are permitted on or near the student during testing.

   d. A blank sheet of paper will be provided for each student. Additional paper will be provided upon request. Turn in all papers to the proctor before leaving the test room.

   e. If a student needs assistance he/she may signal this to the test proctor by a raised hand. Students may ask questions about typographical and technological issues. Faculty will not answer questions directly related to test content.

   f. Students must inform the proctor before taking a bathroom break. Students should make every effort to avoid leaving the testing room during the test. The proctor may accompany the student to the bathroom area or ensure the student does not take any items to the bathroom such as a phone, notes, etc.

   g. Students are responsible to "save" all answers; otherwise, the question(s) will be scored as incorrect. If the student has technical difficulties, the student must inform the proctor before the test is submitted.

   h. The length of time for each test will be stated by the proctor. The proctor will be responsible to monitor time, indicate when five (5) minutes are remaining (for any test 30 minutes or longer), and ensure that all students submit their test in the allotted time.

   i. Waiving DAS test accommodations. We desire to support student success and to collaborate with the DAS office on behalf of students. The CON supports those with testing accommodations by having tests proctored through the DAS office. In order to receive testing accommodations, students must schedule to take tests with the DAS office. Should a student decide to waive DAS testing accommodations, they may take the test during the scheduled class time and will be proctored by faculty only for the duration of the standard test time. Testing accommodations will be waived including no extra time, no low distraction environment, and no alternate test environment. If a student waives DAS test accommodations, the faculty will not proctor the student in an alternate setting nor will the student get extra time beyond the standard test time. For example, if a test is scheduled for an 80-minute duration and a student has an accommodation for 1.5X the length of the test, but the student chooses to waive DAS accommodations, the test will end in 80 minutes and no extended time will be permitted.

   j. Students may review their test responses by making an appointment with the instructor. If students are absent, test scores may not be disclosed until all students have completed the test.

   k. Students are not allowed to access any other website while in the test room during the test.

l. When a student has completed the test, he/she must shut down their computer completely, gather his/her belongings and leave the test room as quietly as possible to limit distracting other test takers. After leaving the testing room, students may not re-enter.

m. Test grades will be posted to the Learning Management System (LMS) following scoring and faculty review of test results. Test grades will be posted within 48 hours of all students completing the test. No changes to test grades will be made once the test is finalized.

n. If a student sees an open test on the LMS and it is not a test day, they should contact the instructor and not open or look at the test

o. Although noise and distractions will occur during testing, proctors will try to keep them to a minimum. It is the student's responsibility to provide their own earplugs and use them as needed. Noise and distractions are not grounds to retake a test. Noise canceling headphones may be an approved accommodation in DAS.

4. If a student has questions about a test question after the test is completed, he/she should make an appointment with the instructor promptly to discuss the content of the question and the rationale for the best answer.

5. In no instance may students keep or copy any portion of their tests in any format (paper, digital, etc.). Sharing topics or questions with other students or cohorts is prohibited.

6. No tests will be administered early, except at the instructor's discretion for extenuating circumstances.

7. *Cheating* is defined as looking at another's test paper or computer, any communication between students, utilizing notes or any assistance during the test, or accessing any computerized test without faculty/staff present. (See also the statement about academic honesty) Students that are observed cheating will be informed of this observation by the instructor(s) who detected the cheating.

8. Students are responsible for notifying their instructor before the scheduled test time if they are unable to take a scheduled unit test or final. A student absent from a test must justify the absence to take a make-up test. See specific course syllabi for make-up test criteria. Make-up tests may consist of different items, item types, or essay questions. A student absent from a test who cannot provide satisfactory justification may be allowed to take a make-up test at the professor's discretion, but the final score may include point deductions.

9. If a student arrives late for a test, the student may take the test but will not have additional time to complete the test. If a student arrives late for two or more tests, the instructor may deduct 10% off any test when the student is late.

10. Standardized computer testing is given throughout the nursing program to assist students in being successful on the NCLEX - RN examination. Students will take a variety of standardized tests and complete required remediation and re-testing as indicated. The purpose of using these tests is to help individualize and guide the student's educational plan, as well as allow the student to practice taking questions similar to the NCLEX - RN. To prepare for the tests, the student should be well rested before the test and take the test seriously. Standardized tests may constitute up to 5% of a course grade. A conversion score will be used for calculation in the course grade.

11. If a student fails two or more tests in one course (failure is defined as a test score less than 73.00%), the instructor will meet with the student, and they will complete a Student Improvement Plan together.   Note: in courses that have three examinations/tests, the faculty should consider initiating a SIP if a student fails one test (test score less than 73.00%).

Graduation Requirements

To graduate with a Bachelor of Science in Nursing degree the following criteria must be met:

• Accumulate at least 120 semester hours* with a minimum cumulative and major GPA of 2.0. The GPA is computed on work taken at GFU only.

• Accumulate at least 42 upper-division semester hours (courses numbered 300 or above);

- Complete the general education requirements;
- Complete all nursing classes with no grade below a C;
- Meet all academic milestones.
- 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 GFU);
- File an Application for Degree form not later than the completion of 93 semester hours toward graduation (normally two semesters before expected graduation);
- Pay in full all accounts at the University Student Financial Services office.
  as of Fall 2021 Freshman and all other students must opt-in.

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 receive instruction on how to apply for RN licensure and NCLEX - RN in the last semester of the nursing program. Approximate costs include but are not limited to:

- NCLEX-RN - $450
- Oregon RN licensure - $169 ($160 application/ $9.00 processing fee)
- Fingerprinting - $75

NOTE: *These fees are for Oregon. Other states may have a different fee structure. It is the responsibility of the student to research the fees if they plan to get licensed in a different state.*

Per OAR 851-031, the Oregon State Board of Nursing (OSBN) has limits on eligibility for licensure. Licensure may be denied to graduates with a criminal offense and those with a major physical or mental condition that could affect the individual's ability to practice nursing safely. OSBN will only evaluate each situation upon receiving an application for licensure (not prior).

Course Dismissal, Failure, Withdrawal, or Leave of Absence from the Nursing Program

Nursing Course Failure

A student will fail a nursing course if they do not maintain a 73.00% average in the test category of the course and/or if their course average does not meet 73.00% at the time of course completion. A student will also fail a course if they fail the clinical component of the course, regardless of the overall grade in the test category. A student who fails a nursing course may be eligible to retake the course once, if approved, by the faculty and Dean of Nursing. Re-entry into the nursing program is not guaranteed and is also based on space availability. If a student is failing at the time of withdrawal, this will count as failing the course. A student who fails a nursing course must schedule a Progression Interview with the Dean of Nursing within two weeks of the last day of the course.

A student who fails the clinical component of the course, prior to the end of the course, may continue to attend the didactic classroom portion of the course and may take course quizzes, tests and complete course assignments. These quizzes, tests and course assignments will not be graded and a grade will not be entered into the gradebook. The student may continue to participate in on campus clinical simulation experiences, but will not be evaluated and the clinical evaluation tool will not be completed. The student who fails the clinical portion will receive a grade of C-.

A student may have up to **two failures** (C- or below) in **two different** courses throughout the nursing program. If a student fails (C- or below) the same course twice, the student will be dismissed from the program. If a student has three failures (C- or below) within the nursing program, the student will be dismissed from the program. Once dismissed, the student cannot reapply or re-enter the program.

Withdrawal

Withdrawal from a nursing course or nursing courses may be necessary for various reasons. Withdrawal means that the student will not continue to attend class, complete course assignments, take course quizzes or tests, or continue to participate in clinical experiences. To withdraw from courses 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 Dean of Nursing to discuss reasons for withdrawal, future plans, and withdrawal process.
- Meet with Career and Academic Planning (CAP) Coach.
- 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 (Withdrawal from Courses). Timelines for withdrawal refunds may also be found on the website.

When a student withdraws from a course, the student will be removed from the Canvas course page and will not have access to course resources. A student may withdraw from a nursing course only once but must wait until the next curriculum cycle to reenter. Reentry will only occur if there is space available. At the time of withdrawal, if a student has an exam average of less than 73.00% or an overall grade of less than 73.00% this will be considered a course failure. **If multiple withdrawals occur, the CON faculty and Dean will evaluate the student's potential to complete the nursing program given the extensive time-lapse.**

Dismissal from a Course and the Nursing Program

A student nurse is expected to perform as a professional nurse in providing patient centered, safe, and ethical care. The nursing faculty is expected to orient and monitor the nursing practice of students. Students therefore must be aware of the Scope of Nursing Standards for Licensed Nurses and Registered Nurses (ORS 851 - 045 - 0040 and 851 - 045 - 0060), 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 include the following:

- Violating the Scope of Nursing Standards for Licensed Nurses (ORS 851 - 045 - 0040 and 851 - 045 - 0060)
- A pattern of behavior or conduct or a single incident of serious misconduct or inappropriate behavior that reflects poorly on GFU or the CON, including but not limited to failure or refusal to follow GFU or syllabus requirements, standards, or guidelines; boundary violations with faculty, staff, or students; or speaking negatively about GFU or anyone affiliated with GFU
- A pattern of behavior or conduct or a single incident of serious misconduct or inappropriate behavior that reflects poorly on clinical agencies, including but not limited to failure or refusal to follow agency requirements, standards, or guidelines; boundary violations with patients or staff; or speaking negatively about clinical agencies, or anyone affiliated with the clinical agencies
- Academic or other types of dishonesty
- Lack of safety in clinical learning experiences. This may occur at any point throughout a clinical learning experience.

- 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 dismissal
- 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 the clinical orientation
- Failure to comply with clinical requirements of CPR, immunization, and drug testing as mandated by the Oregon Health Authority
- Failure to notify the nursing program of any change in criminal background status

Procedure for Re-Entry after Course Dismissal, Failure, Withdrawal, or Leave of Absence.

All students seeking re-entry to the program due to an unsatisfactory grade, withdrawal, or leave of absence in a nursing course must meet the current admission criteria.

The following procedure will be followed:

1. Meet with the Dean of Nursing for a Progression Interview to review the reason(s) for failure or dismissal and discuss progression success strategies and policies.
2. The Dean of Nursing may solicit and review additional information from the academic advisor, faculty, and student concerning the student's performance and suitability for progression.
3. Following the Progression Interview, the Dean of Nursing will send a progression letter to the student summarizing the Progression Interview, petition for re-entry process, and requirements for continuing in the nursing program if appropriate.
4. The student will respond within two weeks with a letter documenting specific and measurable academic improvement goals the student will implement if the student is permitted to repeat the course/semester and progress in the nursing program.
5. The Dean will make a final decision regarding the re-entry plan or dismissal from the CON and notify the student. The decision is based upon evidence which indicates a **strong potential** for completing the program of study after re-entry.

If the re-entry petition is approved, the student may retake the course during the next regularly scheduled time in the fall or spring semester if space is available. A student who has failed a nursing course will not be permitted to progress into subsequent required nursing courses until successful completion of the failed course. If the student fails two courses in the same semester, the student must retake both courses during the next regularly scheduled time in the fall or spring semester if space is available. A student who fails two courses in the same semester is not allowed to retake one course at a time.

If the re-entry petition is approved and the student is able to return the following semester, the student must continue to maintain clinical compliance and meet all program requirements. If the student is unable to return for a semester or more, the student must successfully pass a drug test and an updated criminal background check at their own expense. The student will also be required to complete a re-entry competency if the student has been out of a

clinical course for part of a semester or more. The student must achieve a 73% or higher on the re-entry competency. The student is allowed one attempt to remediate if the initial re-entry competency assessment score is less than 73%. If the student does not achieve the 73% after completing the remediation attempt, the student will not be allowed to re-enter and will be dismissed from the program.

If the petition for re-entry is denied, the student may continue with the GFU Academic Appeal Procedure as outlined in the Student Handbook. An appeal related to failing a course must provide documented evidence that the student was treated inconsistently in comparison with grading policies and peers.

Attendance

Class Attendance

Regular class attendance is essential for academic success. Students are expected to attend all classes. In case of illness or other emergency, the student must notify the faculty member before 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. If a student experiences prolonged illness (absent more than three days), students must collaborate with their faculty member and the DAS office to make accommodations as needed to meet course outcomes. In the case of a known future absence students must make arrangements with the faculty as soon as possible and at least three days before the absence. If a student has any medical or other issue that could impact their ability to complete class or clinical requirements during the semester, the student should immediately contact faculty and the faculty advisor. The student may also wish to contact the Disability and Accessibility Services (DAS) office.

Clinical Attendance

All clinical experiences are mandatory, including on-campus and off-campus clinical experiences. Clinical absences will negatively impact a student's ability to meet clinical course competencies, which may result in course failure. Students must make clinical attendance a priority (i.e., do not schedule family, personal or work-related events during clinical experiences throughout the semester). Clinical experiences may occur on campus holidays. Refer to course syllabus to determine actual clinical days. In the rare event that a student has a personal schedule concern that conflicts with a scheduled clinical experience, the student must immediately notify the Clinical Course Coordinator to discuss and resolve the scheduling conflict. Personal vacations, personal work obligations and personal family celebrations are never a reason to miss a scheduled clinical experience.

 If a student misses one on-campus or one off-campus clinical day, the student must meet with the Clinical Course Coordinator to discuss a plan for meeting the clinical competencies during the remaining clinical experiences in the course. If the student misses a second clinical day (either on-campus or off-campus), the student is required to attend a clinical makeup day or experience designated by the Clinical Course Coordinator(s) and a Student Improvement Plan (SIP) will be initiated. The SIP may include additional mandatory learning activities to support and ensure the student's ability to demonstrate and achieve course clinical competencies. Students are expected to modify work and personal schedules to ensure attendance at the mandatory clinical make-up session. If the Clinical Instructor is concerned about the student's ability to consistently demonstrate clinical competencies at any time, the Clinical Course Coordinator will initiate a SIP (see Appendix B).

Students in precepted off-campus clinical experiences, such as Capstone, must meet the total clinical hour requirements. Students are expected to coordinate with the preceptor's schedule to ensure total hours are met.

All students in all clinical experiences (on-campus and off-campus) are expected to be on time for clinical and to be dressed in appropriate professional GFU clinical attire. Students who arrive late, are inappropriately dressed, or fail to wear their clinical ID badge will be sent home and marked absent for the time they are away.

Annually students are required to sign the Nursing Community Pledge, and an attestation indicating they have read the entire CON Student Handbook. By signing these documents, students acknowledge the importance of attending all class and clinical experiences. (Appendix F & Appendix M).

Illness or Injury

If the student is ill, the student is required to notify the Clinical Course Coordinator and the Clinical Instructor as soon as possible and as directed in the specific course syllabus.

Procedure for Illness or Injury Occurring During Clinical Experiences

If a student becomes ill or injured during clinical, the student should immediately notify the Clinical Instructor. The student must not leave the clinical agency without notifying the Clinical Instructor with the destination and phone number at which the student can be reached, and a general plan for safe transportation. Under the direction of the Clinical Instructor, the student should also notify the supervisor/nurse manager of the unit or agency. The Clinical Instructor will identify agency forms to complete if the student is injured. The GFU CON Incident Report/BBP Exposure form (Appendix D) must also be completed if the student is injured.

Return to Clinical

If a student has been ill or suffered an injury that restricts the ability to safely provide patient care, the faculty may require written documentation from the student's healthcare provider that he or she can return to clinical work and safely provide care to patients. A list of any restrictions (for example, lifting, pushing, pulling and weight bearing restrictions) 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 and clinical outcomes. Decisions on whether a student may return to clinical practice are based on the nature of the injury or illness, the restrictions required by the care provider, patient safety, clinical site policies, and the conditions at the clinical site.

Infants & Children

Infants and children are not permitted in classes, audio conferences, laboratories, or clinical settings. Students who bring children to class will be asked to leave with the absence being treated as unexcused. Children should not be left unsupervised on campus at any time.

Academic Honesty Guidelines, Procedures & Policies

It is assumed that all students at GFU will endeavor to be honest and of high integrity in all matters about university 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 the property, and disrupting classes.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. It is assumed that whatever work is submitted is the student's work and is new work for that course. Fabrication is defined as intentional and unauthorized falsification or invention of any information or citation in an academic exercise. One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, a failing grade on an individual paper or test, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. The office of Academic Affairs handles academic dishonesty issues in conjunction with the Office of Student Life.

CHEATING is defined as the act of using or attempting to use, in examination(s) or other academic work, material, information, or study aids that are not permitted by the faculty.
Cheating includes but is not limited to the following examples:

- Obtaining, providing, or using unauthorized information during a test, either verbally, or visually, or notes, books, or other materials.
- Acquiring, possessing, or providing to others, test or other course materials without authorization of the faculty. This is understood to include providing information about a test in advance of the scheduled administration of that test.
- Taking a test for another person or arranging for someone else to take a test 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. Using your own prior work without citation is also plagiarism.

The guiding principle is that all work submitted must be properly credited to the source(s) of the information. In written work, direct quotations, statements that 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 based on 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. Faculty are responsible for the disposition of cases involving academic dishonesty, and notification of such disposition to the Academic Affairs Office.
https://www.georgefox.edu/catalog/handbook/academic/standing/honesty.html

General Guidelines in Suspected Incidents of Academic Dishonesty

The faculty of the course is responsible for initiating an 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 Dean (or designee) of the CON.

A written copy of the incident will be prepared by the faculty and sent to the Dean of the CON (or designees) and the student. In addition, a copy is to be placed in the student's permanent file in the CON and 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 CON Program 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. https://www.georgefox.edu/offices/academic_affairs/faculty-handbook/appendix-g.html

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 an 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 CON Program Chair.

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 to 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 Dishonesty Disciplinary Action

Students may appeal an Academic Dishonesty Disciplinary Action decision. The appeal process must be initiated within two (2) days after the disciplinary action decision is determined.   The appeal must be based solely on the following criteria:
- There is evidence that disciplinary action decision was inconsistent (capricious) with program and University policies and
- There is evidence that the student was treated differently than peers with regard to the specific Academic Dishonesty issue.

The appeal process is as follows:

1. Provide written documentation to the CON Program Chair with specific evidence that
   a. There is evidence that the disciplinary action decision was inconsistent (capricious) with program and University policies and
   b. There is evidence that the student was treated differently than peers with regard to the specific Academic Dishonesty issue. Must occur within 2 business days of receiving the disciplinary action decision.
2. Meet with the CON Program Chair to review the written documentation. The meeting must occur within two business days of the CON Program Chair receiving the appeal documentation from the student.
3. If the student and CON Program Chair are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the Dean of Nursing. In the written documentation to the Dean of Nursing, the student will include the original appeal documentation and a summary of the CON Program Chair meeting and the student's rationale for pursuing the appeal. Specifically address why the meeting with the CON Program Chair did not adequately resolve the student's appeal. The written appeal must be submitted to the Dean of Nursing within two business days after meeting with the CON Program Chair.
4. The Dean will review all documentation, meet with the student, and make a final decision. The Dean's decision may be appealed to the Academic Appeals Board. To request a hearing, the student must submit a written appeal to the Academic Appeals Board within two working days after receipt of the written decision from the Dean. The 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, Dean, and the student.
5. The decision of the Academic Appeals Board is final.

Communication and Resolving Conflict: The Importance of Chain-of-Command

The College of Nursing (CON) Faculty and Staff strive to support professional growth, and one of the components of professionalism is respectful communication which includes following the chain-of-command. Chain-of-command means your first contact needs to be made directly with the person with whom you have the concern. Communication must be clear, objective, specific and respectful. Concerns with another student should be discussed directly with that student. Academic concerns should follow the CON Chain of Command. Chain of command is important because it provides a solid foundation for problem-solving and builds an environment of trust. In the CON, the chain-of-command is:
1. Course Faculty (didactic) and/or Clinical Instructor (clinical),
2. Clinical Course Coordinator (if a clinical course),
3. CON Program Chair
4. Dean of Nursing

Some suggestions for effective communication include:
- Be clear about what it is that you need or want. Use the ISBAR format (Appendix E).
  Present your issues or requests in a professional, respectful and objective way.
- Use "I" statements when expressing your concerns.
- Be open-minded and challenge automatic assumptions. Be willing to negotiate and collaborate.
- Repeat back the resolution as you understand it and have the instructor confirm that this is their understanding as well.
- Respect individual rights to hold opinions other than your own.
- Promote a positive climate.

- Avoid gossip and slander including via social media.

Ineffective communication and incivility will not be tolerated and may be identified as:
- Speech or action that is disrespectful or rude indicating disregard and insolence for others;
- Speech or actions that cause an atmosphere of disrespect, conflict, stress.
- A lack of manners, consideration, and courtesy.
- Lack of regard for others' rights, opinions, backgrounds, beliefs.
- A self-centered behavior that is impolite and boorish, or shows a disrespect for rights & concerns of others.
- Selfishly elevating the wants of one over another.
- Incivility violates an unspoken or implied understanding of respect for the learning process and the institution. Incivility is contrary to the wellbeing of the classroom community, and includes behaviors that distract the instructor or other students, disrupt classroom learning, discourage the instructor from teaching, discourage other students from participating, or derail the instructor's goals.

If you cannot resolve the issue with your instructor, you should follow the chain-of-command as listed above. For example: If a student comes to the Clinical Course Coordinator or another instructor with a complaint about the Clinical Instructor, that instructor would listen to them but the first question would be, "Have you discussed this concern with your Clinical Instructor?" If the student has not, then the instructor would remind the student to first speak with the Clinical Instructor. If the issue cannot be resolved between the student and the Clinical Instructor, then the student would follow the defined chain-of-command.

Lodging a Formal Student Complaint

A student who wishes to lodge a formal complaint with the University must complete and submit the formal complaint form to the appropriate Dean, Executive Dean, Vice President, or Provost. A form is available in the Office of Student Life and Office of Academic Affairs, as well as online.

Clinical Policies & Procedures

Clinical Requirements & Expectations
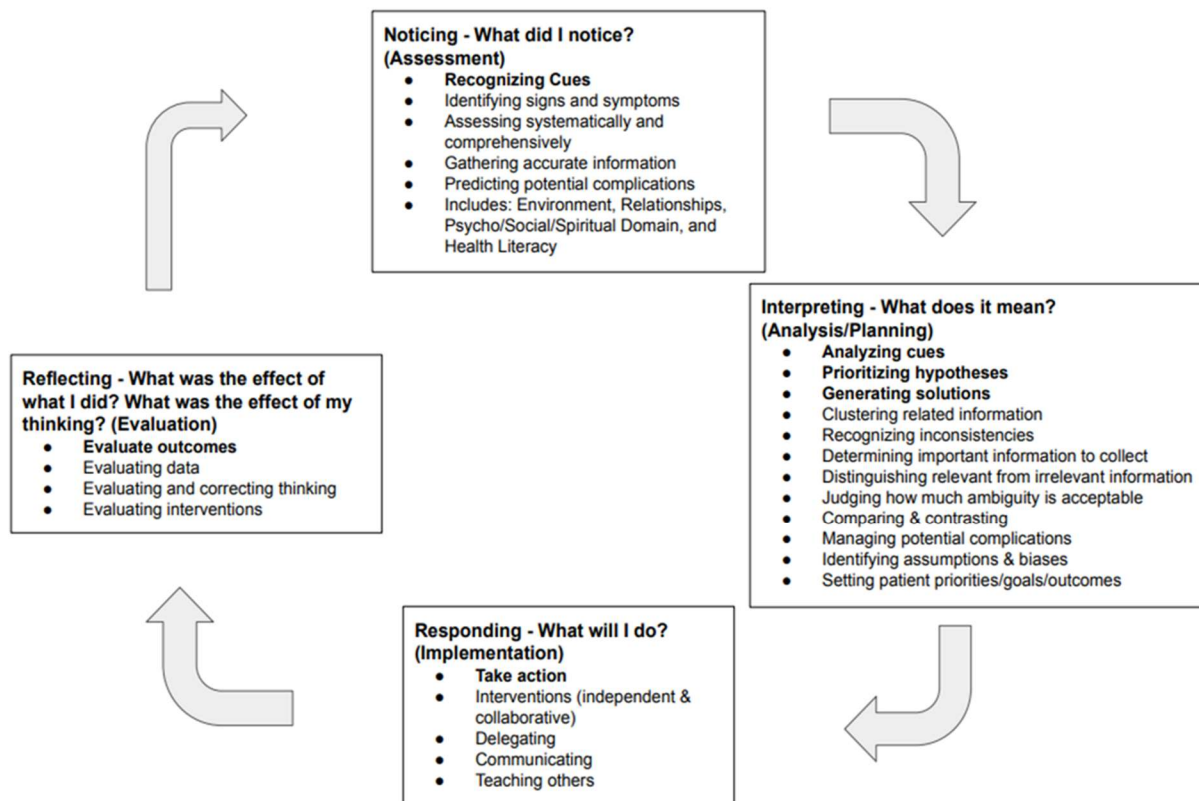## Overview

Clinical experiences are a critical component of learning in the CON. Clinical experiences include on -campus (lab, simulation, and advanced professional practice experiences) and off-campus experiences. During clinical experiences, the student represents the nursing profession and GFU CON. Students are expected to be professional (see Behaviors Implying the Presence and Absence of Professional Values) and provide safe client care. To do these students are expected to:

- **Complete Clinical Onboarding Requirements.** Clinical onboarding is defined as the site-specific requirements that must be completed by the date assigned by the GFU Nursing Clinical Placement Office. The due date will be before the start of the off-campus clinical rotation with the exception of first day site specific requirements. Due dates may be modified based on when the clinical partner provides login information. Students who do not complete clinical onboarding requirements by the due date will not be allowed to attend any clinical experiences until all requirements have been completed. However, if the due date is missed for some clinical sites, the clinical partner will revoke the student's clinical placement for that semester. This means the student would fail that course and would not be allowed to progress in the program until the course was successfully completed.

- **Be prepared for clinical experiences.** Complete all required clinical preparation items 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 practice will result in a Student Improvement Plan and may result in failure of the clinical course.

- **Provide safe client care.** Clinical experience is a learning opportunity where students apply what is learned in class and provide safe client care. Therefore, students are evaluated on their ability to consistently perform safe, evidence-based, quality client care, which is detailed in the student nurse practice parameters and the clinical evaluation tool. Students who demonstrate unsafe practice during a clinical experience (both on-campus and off-campus) will receive a Student Improvement Plan and may be dismissed from the clinical site and may fail the clinical course.

- **Build on previous clinical experiences.** Each clinical experience across the program of study builds on previous experiences and increases in complexity and performance expectations. Even though the focus of the client population 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 detailed by program outcomes in the clinical evaluation tool. The Clinical Course Coordinator may initiate a Student Improvement Plan if a student demonstrates unsafe practice, unprofessional behavior, repeatedly missing or arriving late for clinical, missed skills check offs, repeated: "No Pass" on skills check offs, repeated need for remediation, one Unsatisfactory (U) rating or three or more needs improvement (N) ratings on the clinical evaluation tool, missed clinical time, or inadequate preparation for the clinical assignment.

- **Student Credentials**. Students must practice within their student nurse practice parameters while functioning in the role of the student nurse at GFU (even though they may have outside credentials in a non-school position). Student nurses are only permitted to perform nursing care as outlined in the Oregon Nurse Practice Act (OSBN - Division 45). Students must sign their documentation with the following: legal name, SN, GFU

Clinical Judgment Model & Nursing Process

The GFU CON uses a clinical judgment model to guide our didactic and clinical instruction. The model represents a combination of the nursing process and theories developed by Linda Caputi, Christine Tanner, and the NCSBN Clinical Judgment Measurement Model. By using this model across clinical and classroom teaching, we can reinforce and build on a student's clinical judgment.

Clinical Judgment Model & Nursing Process

Noticing - What did I notice? (Assessment)
- **Recognizing Cues**
- Identifying signs and symptoms
- Assessing systematically and comprehensively
- Gathering accurate information
- Predicting potential complications
- Includes: Environment, Relationships, Psycho/Social/Spiritual Domain, and Health Literacy

Interpreting - What does it mean? (Analysis/Planning)
- **Analyzing cues**
- **Prioritizing hypotheses**
- **Generating solutions**
- Clustering related information
- Recognizing inconsistencies
- Determining important information to collect
- Distinguishing relevant from irrelevant information
- Judging how much ambiguity is acceptable
- Comparing & contrasting
- Managing potential complications
- Identifying assumptions & biases
- Setting patient priorities/goals/outcomes

Responding - What will I do? (Implementation)
- **Take action**
- Interventions (independent & collaborative)
- Delegating
- Communicating
- Teaching others

Reflecting - What was the effect of what I did? What was the effect of my thinking? (Evaluation)
- **Evaluate outcomes**
- Evaluating data
- Evaluating and correcting thinking
- Evaluating interventions

Nursing Community Pledge

Professionalism in nursing practice requires accountability and responsibility from the student in all aspects of the nursing program. The GFU nursing program consistently encourages accountability, professional conduct, and the illustration of values that are guided by characteristics such as mutual respect, caring, integrity, trust, unity, and engagement. All students are responsible for reading, comprehending, and adhering to all information found in the GFU CON Student Nurse Handbook. Failure to read and understand the policies and procedures contained in any of the aforementioned documents and publications does not relieve the student of the responsibilities contained therein. Students are required to sign the GFU Nursing Community Pledge (Appendix M) to affirm their understanding and commitment to upholding the expectations of the program throughout their time of enrollment in the nursing program.

Behaviors Implying the Presence of Professionalism

Placing the patient's welfare first
- Is accessible and prompt in answering patients' requests
- Prioritizes activities to reflect 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

Commitment to nursing and nursing department policies
- Is present and willing to learn; complies voluntarily with rules and policies of the nursing department
- Demonstrates enthusiasm for clinical; appears to enjoy nursing
- Appearance and conduct are consistent with the ANA Standards of Practice and Code of Ethics
- Pleasant to staff, peers, and faculty
- Gives accurate, timely, and data driven information to other nurses
- Completes charts and records

Cooperation
- Able to disagree diplomatically
- Knows when to stop discussing and start helping
- Takes criticism constructively
- Accepts the roles of others and works in an 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

Intellectual and personal integrity
- Forthright with peers, staff, and faculty
- Selects appropriate response to patients even if preferring to focus on something else
- Observes safe techniques at all times
- 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 Professionalism

Not 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
- The approach is "who is right" not "what is right"
- Fails to make appropriate arrangements if unable to be on time or present for clinical

Not committed to nursing and 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 inaccurate or incomplete information to others
- Chronically deficient on the upkeep of charts and records
- Feels existent policies are irrelevant, unimportant, and non-obligatory

Not Cooperating

- 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

Not having 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 their shortcomings
- Provides data without checking for correctness
- Disappears from the unit or does not show up if unsupervised
- Represents the work of others as being original
- Disrespectful 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:
  o the student's medication errors of either omission or commission;
  o the treatments omitted or improperly done by the students; or
  o 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 agency personnel per facility policy;

- determine appropriate measures to be taken regarding client safety (with charge person and faculty member)
- carry out directions as necessary to rectify error; and
- record incident following agency and CON policy.

Disciplinary action will be taken when behavior does not meet this standard of practice.

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 before entering the clinical site.

Confidentiality of Information

All information about patients, including the nature of the patient's disease, diagnosis, and treatment, is to be considered protected by applicable state and federal laws and by this policy. Incident reports relating to risk management issues and any other information designated as of a private or sensitive nature are also included in the category of confidential information. These matters should only be discussed in a private and confidential area.

This policy applies to information maintained electronically by the facility's computerized information system as well as to written or spoken information and records. Computer or medication dispensing machine passwords are solely for the use of the person to whom they are assigned (unless the facility assigns one password to an instructor for the use of students) and must not be shared to prevent unauthorized access to confidential information.

Patients and clients are entitled to the confidentiality of their medical information. **Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient's permission.** All GFU CON clinical policies and procedures are compliant with HIPAA. While students may share non-identifiable information for the course and learning purposes, no patient information of any kind should be shared outside confidential settings in the clinical site or classroom. **No part of the electronic health record (EHR) should be reproduced in any format (digital, photographed, copied, downloaded, etc.).**

NO reference to or photos of a patient, even if de-identified, should ever be shared electronically via Email or on social networking sites such as Facebook, SnapChat, Instagram, etc. Additionally, no facility or facility staff information should be shared via Email, on social networking sites, or by other means outside the learning environment. Clinical conferences done via Zoom or teleconferencing must be done in a private setting where the conversation cannot be overheard. The faculty may direct students to share select de-identified patient information via Email for course preparation or learning purposes. Extensive notes that could identify a patient, such as nursing patient care notes, must be shredded at the clinical site prior to leaving for the day. Notes related to assignments, with the patient de-identified, can be used for class assignments. Sharing de-identified patient information on the LMS is permissible, as directed by the faculty because LMS access is encrypted and password-protected. Pictures of patients must never be taken, whether a patient gives permission or not.

Accurate Calculation of Drug Dosage and Medication Administration

One of the GFU CON'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 are safe and accurate drug calculation and medication administration.

To ensure accurate drug dosage calculation and medication administration safety:

- Students will be tested regularly regarding drug dosage calculation and medication administration.
- Testing will reflect the educational level of the student and become increasingly more complex throughout the nursing curriculum.
- Students must achieve 100% accuracy on the drug dosage calculation test before being allowed to administer medications in the clinical setting.
- Although students will receive a score for their first attempt on each med math test per semester, students will take each med math test multiple times to achieve 100%.
- A student who does not achieve the 100% score after the second med math test attempt will receive a Student Improvement Plan and may be required to attend math tutoring sessions to support future success.

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 removed from the clinical practicum site.

Students must adhere to the Eight Rights of Medication Administration at all times. Any deviation from these rights may be grounds for removal from the clinical experience and/or the clinical practicum site. If a student makes a medication error in any of the following areas, it must be immediately reported to the Clinical Instructor.

The rights are as follows:
1. Right patient
2. Right medication
3. Right dose
4. Right route of administration
5. Right time of administration
6. Right documentation
7. Right reason
8. Right response

Clinical Compliance Requirements

Clinical requirements are crucially important and relevant to the future professional life of the student. Cooperation with CON 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 promptly 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/BLS certification will be uploaded to the Nursing Program's Compliance Vendor. Clinical requirements must be kept current throughout the nursing program. It is the student's responsibility to regularly check their clinical compliance profile to view upcoming renewals and/or make corrections as needed.

Students who are not in compliance with documentation requirements will not be permitted in the CON simulation lab, skills lab, or direct patient care clinical experience at the assigned clinical facility.

The Clinical Requirement Contract (Appendix A) must be electronically signed in AceMapp at the beginning of each semester. Failure to uphold this clinical contract may result in dismissal from the clinical course(s) and the nursing program.

Clinical Compliance Grade Incentive Policy

All nursing students are required to be in full adherence with clinical compliance requirements while enrolled in the nursing program. Full compliance is an essential part of a nursing student's professional responsibility and patient safety.

Clinical Compliance Definition

Clinical Compliance is defined as having completed all of the required immunizations, screenings, BLS Certification, required training modules, and annual GFU Nursing required forms. The due date for all compliance-related requirements is August 1 and/or January 1, depending on when the student enters the nursing program (fall or spring). If a student has an approved Deadline Extension Request (Appendix L), the student must meet the approved deadline to be eligible for the compliance grade for each of their courses with a clinical component.

How will the grading work?

- Compliance due dates are defined by and communicated from the compliance office. Due dates will be communicated in Level Up meetings, via email communication and in Canvas: Nursing Resources for Clinical Placements.
- Students will earn full % points of grade if all compliance requirements are completed by the assigned due date(s). See course syllabus for compliance grade %.
- No % of the grade will be given if compliance completion occurs after the assigned due date.
- Nursing Compliance Office staff will notify Clinical Course Coordinators which students completed all clinical compliance by the required due dates. Upon notification (approximately week six of the semester), the Clinical Course Coordinator will enter grades into the LMS gradebook.

Background Check

All students who have been admitted to the CON are required to undergo a criminal background check, per the Oregon State Board of Nursing Division 21 of the OARs. The Nursing Program is required to screen applicants for admission for a criminal background that may pose a risk to public safety, preclude the ability to be in a clinical site, or result in licensure denial. This requirement is facilitated by the CON Compliance Vendor.

Additional Background Checks: Some clinical agencies may require an additional background check and may require a student to pay for this additional check. A clinical agency may deny a student access to its clinical site based upon the results of an additional background check.

Academic Impact of Background Check: A student who fails to consent or refuses to consent to a background check or who is denied access to a clinical site based on the results of a background check may not be able to complete

the clinical course requirements. As a result, such students will be required to withdraw from the academic program. GFU CON is not responsible for providing or locating alternative clinical arrangements for students in such circumstances.

Drug Testing – Controlled Substance Drug Screening

Students are required to complete and pass a ten-panel controlled substance drug screening before entry and re-entry into the Nursing Program (if re-entry occurs after a lapse of one semester or more). This screening is facilitated by the CON Compliance Vendor. A negative dilute result is not an acceptable result. Any student who has a negative dilute result on a drug screening is required to repeat the drug screening at their expense within five business days of receiving notification from the Compliance Office. If the second drug screen result is negative dilute, the student will need to meet with the Dean. A student may be dismissed from the nursing program if they have more than one negative dilute drug screen result.

If a student fails a drug screening, or if there is suspicion of substance abuse, the CON reserves the right to request additional drug testing at the student's expense. If a student refuses to submit to a substance screening, the student will be dismissed from the CON.

The 10 – panel drug test screens for the following controlled substances:

Amphetamines:	Amphetamine Sulfate	Methamphetamine	Methamphetamine
Cannabis:	Marijuana	Hashish and Hashish Oil	Synthetic Cannabinoids
Cocaine:	Cocaine	Crack Cocaine	
Opioids	Heroin Morphine	Opium	Codeine
Barbiturates	Amobarbital Phenobarbital	Pentobarbital Secobarbital	Phenobarbital Tuinal
Benzodiazepines:	Lorazepam (Ativan) Diazepam (Valium)	Chlordiazepoxide (Librium)	Alprazolam (Xanax)
Other Screened Substances Include:	Phencyclidine Propoxyphene	Methaqualone	Methadone

NOTE: Students are required to sign a background check and drug screen disclosure statement annually (Appendix J). Failure to disclose any changes or issues which have occurred since the initial background check and/or previous disclosure may result in dismissal from the CON.

If you are charged with a crime (even if dismissed) or tested positive for a drug or controlled substance (other than those obtained legally and legitimately) during the year, you must submit a revised Annual Disclosure Form to the Dean of Nursing within 5 business days of the incident or before the next clinical day.

Fingerprinting

Some clinical agencies may also require fingerprinting from a student. Not completing the required fingerprint process by the requested due date may result in the student's inability to be placed for clinical. This may also affect the student's progression in the program.

Required Immunizations and Screenings

All immunization and screening due dates must be met for the student to be permitted to participate in their assigned clinical experience; both on-campus lab/simulation and off-campus clinical rotation. Hospitals and other agencies may require additional immunizations before a student can be in their facility. Compliance with all agency policies is expected.

The CON uses CastleBranch to record, validate and track all student and faculty immunization records. The CON will provide information to the student upon admission about how to access and utilize their assigned compliance vendor.

Students who are out of compliance with the immunization requirements will not be permitted to participate in their assigned clinical learning experience, both on-campus and off-campus. Non-compliant students will receive a Student Improvement Plan and will not be eligible for the Compliance Grade for their assigned clinical course(s).

Upon admission, students are required to meet the due date for compliance requirements as stated in their "Welcome to Nursing" email sent from the Compliance Office. It is the student's responsibility to maintain compliance with any requirements that renew while enrolled in the nursing program. All immunization and screening requirements must be valid for the entire semester. (No requirements can expire during a semester). This does not apply to the Influenza vaccine which must be approved in the Compliance Vendor system no later than October 15 each year.

Fall Semester Due Date	Spring Semester Due Date	Annual Flu Vaccine Due Date
August 1st	January 1st	October 15th

Listed below are the mandatory requirements. All documentation and forms must be uploaded by the student to CastleBranch by the stated deadline each school year. Students are required to submit documents that include the following: first and last name, date of birth, and date of administration. Refer to the Immunization and Screening and Certification Checklist for a detailed list of requirements (Appendix K).

Requirement	Notes
Mumps, Measles, Rubella (MMR)	A complete series of MMR immunizations (two doses) or separate lab reports for Mumps, Measles and Rubella showing positive immunity is required.

Hepatitis B	A complete series of Hepatitis B immunizations (three doses) **and** a Hepatitis B Surface Antibody lab report showing a positive Titer is required. If a student submits a Negative (non-immune) Titer for Hepatitis B, the student is required to repeat the three (3) dose vaccine series and a repeat Hepatitis B (HbsAB; Surface Antibody) Titer.
Varicella Series	A complete series of Varicella immunizations (two doses) or a lab report showing a positive Titer is required. *History of having had chickenpox is not sufficient.*
Tetanus, Diphtheria, Pertussis (TDap)	A complete series of Tetanus, Diphtheria, and Pertussis (may be a TDap combination shot) is required. Once the TDap requirement has been satisfied a full TDap booster is required every 10 years.
Tuberculosis (TB) Screening	Upon admission, students may submit two separate PPD skin tests (1-3 weeks apart) OR may submit a TB screening blood test (Quantiferon Gold or TSpot). If a student has received a positive TB test a negative chest x-ray is required. Chest x-rays do not expire but a physician's report verifying a lack of symptoms is required. *TB Screening must be completed annually.*
Influenza (Flu Vaccine)	Must receive the vaccination between September 1 and October 15 annually
COVID-19 Vaccine	A complete series of COVID-19 vaccines is required. ● two doses of Pfizer-BioNTech, Moderna or Novavax vaccine OR ● one dose of Johnson & Johnson's Janssen vaccine NOTE: All COVID-19 vaccine documentation must have the student's full name, date of administration, and manufacturer.

NOTE: Immunization requirements are subject to change without notice depending on clinical agency requirements.

It is the student's responsibility to keep their clinical requirements updated and available for review at all times in the clinical setting. AceMapp provides a Clinical Passport (Appendix G) for use as proof of compliance with all requirements.

Deadline Extension Request

Students are expected to meet all deadlines for submission of immunization requirements, annual TB screening, BLS certification, background check, drug test, etc. However, if medical factors prevent the student from complying with the August 1 or January 1 deadline, then the Deadline Extension Request form must be submitted at least two weeks before the deadline. If the deadline extension request is approved, all required documentation must be submitted prior to the approved date on the form.

Extensions will not be granted solely for mid-semester expiration dates for any compliance requirement.

If a student fails to meet the approved deadline, a Clinical Course Coordinator will develop a Student Improvement Plan (SIP) and will schedule a meeting with the student to review the SIP. Following the meeting, the plan will become part of the student's permanent record. The student will not be permitted to attend any clinical experience (lab, sim, APPE, off-campus experience) until all requirements have been met.

AHA Cardiopulmonary Resuscitation/Basic Life Support Training (CPR/BLS)

All nursing students are required to have current American Heart Association Basic Life Support (BLS) certification as a healthcare professional including adult, child, and infant CPR and Automatic External Defibrillator (AED) 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. Training must include psychomotor and written testing. American Heart Association (AHA) **CPR/BLS Certification must be valid for the entire academic year.**

All nursing students are required to upload a copy of their current American Heart Association BLS card to the Compliance Vendor System no later than the specified deadline given to the students by the CON Compliance Office. Failure to meet the deadline will result in a delay in attending clinical and a Student Improvement Plan will be completed.

Health Insurance

GFU requires full-time undergraduate students to carry medical insurance, which will cover both healthcare and injuries. Students must upload proof of insurance coverage to their compliance vendor. Students who do not document coverage are generally required to enroll in the GFU's Student Major Medical Insurance Plan. Information on this plan can be obtained from Health and Counseling Services. It is the responsibility of the student to keep this information up-to-date in the Compliance Vendor system in the event of changes in the insurance provider.

Malpractice Insurance

GFU'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 GFU's nursing faculty.

Clinical Education Requirement Training

Upon entry into the nursing program, and before every fall semester throughout the program, students must complete online orientation to hospital-related safety and patient confidentiality before entering the clinical setting. This is a requirement set by the Oregon Health Authority - Administrative Requirements for Health Profession Student Clinical Training. Education modules for HIPAA, OSHA, and Bloodborne Pathogens are accessed through AceMapp and must be completed before the start of the fall semester. Failure to complete this required training results in failure to attend clinical placement and simulation lab experiences.

HIPAA Training

Health Insurance Portability and Accountability Act (HIPAA) training includes important laws and regulations governing health insurance coverage protection and health information security for Americans and their families.

Of particular note for students are the sections of HIPAA that guarantee security and privacy of patient identifiable information.

OSHA Training

Occupational Safety and Health Administration (OSHA) training provides basic training about common health and safety issues associated with working in healthcare facilities.

Universal Precautions and Bloodborne Pathogens Training

Universal precautions and bloodborne pathogens training is a federal OSHA regulation that prescribes safeguards to protect workers against the health hazards from exposure to blood and other potentially infectious materials and to reduce their risk from this exposure.

Clinical Placement Protocol

Clinical Placement Assignment

The purpose of a clinical placement is to provide learning opportunities to strengthen clinical judgment, professional practice, and promote transition from academic to post-licensure practice. Clinical placements are determined based on student academic and clinical history in combination with available quality clinical sites, quality Clinical Preceptors, and faculty input. Clinical placement assignments are final and not negotiable. Students must not seek their own clinical placements or Clinical Preceptor. Trading with classmates or attempting to trade with classmates is not permitted.

All off-campus clinical placement decisions are the exclusive responsibility of GFU CON faculty and the Clinical Placement Office. Clinical decisions are not made based on convenience, transportation limitations, or childcare needs. Clinical placements could be up to one hour away from the Newberg campus.

N-95 Mask Fit Testing: Airborne Precautions

In order for students to provide patient care for patients who have Airborne Precautions (ex. Tuberculosis, COVID-19, etc.), students will be required to complete an N-95 fit-test. The decision about N-95 mask fit-testing will be determined based on clinical agency requirements. Should a student be unable to pass fit testing requirements, they may not be allowed in these patient rooms and will not be permitted to provide patient care. If required for clinical experiences, fit testing will be provided by the clinical agency. The GFU CON does not provide N-95 masks and does not provide N-95 mask fit testing.

Clinical Orientation

Each clinical facility has specific orientation and clinical compliance requirements for students and faculty. This information is most often available in AceMapp and/or will be communicated via emails from the clinical compliance office. It is every student's responsibility to review the specific compliance and orientation information for every assigned clinical rotation as the student progresses through the program.

Clinical Facility Orientation sessions are mandatory for all students. Failure to attend the mandatory orientation, or late arrival to the clinical site orientation may affect the student's ability to participate in the clinical rotation. This may affect the student's progression in the Program. There are no exceptions for missing clinical orientation, so plan accordingly.

Students should attend all orientation sessions in their GFU CON uniform unless otherwise instructed by their Clinical Course Coordinator. This applies to all orientations and trainings both on and off-campus. If students wear unprofessional dress or are disruptive in any way, they may be asked to leave the orientation session and will be removed from the clinical course and associated theory course for that semester.

Guest Status

We are guests at the clinical site. Therefore:

- Students are not to criticize practices, observations, or feedback of agency or hospital personnel or offer unsolicited advice or criticism to agency or hospital personnel without the GFU CON faculty's permission. If a student witnesses what is perceived to be unsafe practice, the student should first consult with the Clinical Instructor.
- Students who have concerns about agency care delivery or nursing practice at their clinical site should discuss them with their Clinical Instructor.

Transportation

Students assigned to off-campus clinical experiences are responsible for providing their own transportation. Transportation to and from clinical facilities, including parking fees and cost of fuel, is the responsibility of the student. Students are expected to follow the guidelines for vehicle registration and parking provided to them by their assigned clinical facility and to utilize respectful and responsible parking behaviors. Clinical experiences may be up to 60 miles away from the Newberg campus.

Students are expected to have a valid driver's license, and the student is responsible for operating the vehicle in compliance with local, state, and federal regulations, including Oregon State laws regarding automobile insurance. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

Inclement Weather and other Emergency Closing for Class and Clinicals at Health Care Facilities

Students are responsible for checking the following website to obtain information regarding emergency weather closing: http://www.georgefox.edu/news/closures/index.html. Classes may be canceled or delayed due to inclement weather and hazardous road conditions. Students should monitor the GFU website for emergency weather alerts. Classes that begin at 0800 or 0900 have the greatest risk for being canceled due to inclement weather 2-hour delays. Faculty will alter the class schedule to make up for early morning class cancellations. For example, if an early morning class is canceled due to a weather delay and then there is a second weather delay, the faculty will switch class times to prevent canceling the same course twice.

Clinical experiences may not be canceled even if GFU is closed or is on a delayed opening schedule due to inclement weather and hazardous road conditions. In the event of inclement weather, the Clinical Course Coordinator and the Clinical Instructor will work together to determine if clinical will start on time, be delayed or be canceled entirely. In all inclement weather situations, personal safety is the first priority.

If a Clinical Instructor arrives at a clinical site (both on campus and off campus), the Clinical Instructor will be available to facilitate learning for those students who are able to safely make it to the clinical learning experience. In some situations, clinical learning may be delayed and students will have a late start. Students can improve their opportunity to attend clinical experiences by planning ahead for the possibility of inclement weather and hazardous road conditions.

In the rare event that clinical is canceled, the GFU CON Clinical Instructor will contact the facility and notify the staff that students will not be attending clinical that day. This information will be conveyed to students by telephone, text message, and email. In the case of a delayed opening, the Clinical Instructor will discuss with the facility staff if students can attend clinical at the designated delayed time on that day. If students are already at the facility and an emergency weather closure is announced for GFU, the GFU CON Clinical Instructor and Clinical Course Coordinator will jointly decide based on safety factors if students should remain and continue their work or leave to return home.

Many GFU CON students are participating in clinical experiences on weekends, evenings, and nights when GFU is not routinely open. These students may be in a cohort clinical with a Clinical Instructor present or working on their own in precepted clinical experiences. GFU CON students also have clinical experiences in geographically diverse locations in Oregon where weather and road conditions can vary. During these hours, if a student feels that it is not safe to travel to a clinical location due to inclement weather and hazardous road conditions, the student should first contact his/her Clinical Instructor. The Clinical Instructor will consult with the Clinical Course Coordinator and decide if the student will or will not attend clinical that day. The Clinical Instructor will then notify the facility staff. A student in a precepted clinical must make arrangements to schedule another shift to complete the required number of clinical hours for the course. Students need to exercise good judgment regarding their safety before deciding.

Protocol for Critical Incidents and Accidents Related to Clinical Practice

Bloodborne Pathogens

Students must maintain the required annual education related to bloodborne pathogens.
Bloodborne pathogens are infectious microorganisms present in blood that can cause serious diseases 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 bloodborne 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 is 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 the 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.

Students who are exposed to bloodborne pathogens must:
1. Implement normal first-aid procedures. Wash the exposed site with warm water and soap. Flush exposed mucous membranes with water.

2. Seek immediate assistance from a health care provider (either in the facility or at the GFU student health center)
3. Immediately report the exposure to their Clinical Instructor and/or Clinical Preceptor.
4. File an Incident Report/Bloodborne Pathogens Exposure form according to clinical agency policy where the exposure occurred.
5. Notify the Clinical Course Coordinator and submit the Incident Report/Bloodborne Pathogens Exposure form to the Clinical Course Coordinator within 24 hours (Appendix D).
6. The Clinical Course Coordinator will debrief with the student.

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:
1. Immediately report the occurrence to the staff nurse, faculty, or preceptor.
2. Inform the clinical instructor as soon as emergency measures have been taken.
3. Immediately consult with health care providers at the site to take measures to reduce or reverse any injury or potential injury.
4. Immediately file a written report, using the clinical agency Incident Report before leaving the site.
5. Complete the GFU CON Incident Report/Blood Borne Pathogens Exposure form using the same information that the clinical agency requires and give a signed and dated copy to the nursing faculty. Do NOT include patient identifiers.
6. 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 your health care provider.

The Faculty:
1. 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.
2. Immediately notify the GFU CON Program Chair about the injury or incident.
3. Within 48 hours of the incident, submit the GFU CON Incident Report/Bloodborne Pathogens Exposure Form (without patient identifiers) to the GFU CON Program Chair. The completed form will be filed in the student's record within the CON.
4. With students, evaluate the 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.

Authorization to Release Information

Students enrolled in the GFU CON must complete clinical hours to fulfill curriculum requirements. Some clinical agencies require copies of various clearance forms including background check results, drug test results, and immunization records, as well as a student's Social Security number. Students are required to sign the Student Authorization to Release Information to Clinical Agencies form (Appendix I). This form must be signed at the beginning of each academic year a student is enrolled in the GFU Nursing Program.

Latex Allergy

Latex allergies are not uncommon among healthcare professionals due to frequent exposure to latex products. The products that are used in the GFU nursing labs are not guaranteed latex-free products. If you have a latex allergy, the following procedure must be followed by the CON 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 & Accessibility Services Office (DAS) 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. Students with latex sensitivity/allergy are responsible for bringing their emergency and allergy medications to all clinical experiences, both on campus and off campus, or other locations where there is a risk of exposure to latex-containing products.

5. Students with latex sensitivity/allergy will be encouraged to wear a Medic Alert bracelet at all times when in the SON Skills and Simulation lab identifying that she/he has a latex allergy.

Dress Code

Clinical attire and appearance standards promote professionalism, safety, and infection prevention. Students are expected to comply with these standards when functioning in a professional capacity in clinical experiences, simulation, and skills labs.

It is imperative that you are easily identified as a GFU nursing student, which facilitates transparency and safety when you are working in the clinical setting. It also serves as a sign of respect for the patient and organization (hospital, clinic, etc.). A nursing student's appearance is a direct reflection of their attitude regarding the nursing profession and a direct reflection of the GFU CON program. Consequences for not following the dress code policy may include the student being sent home from clinical, simulation, or skills lab, and may result in the student receiving a Student Improvement Plan. If a student is sent home, they may or may not be able to make up missed clinical hours.

Clothing

The Basic Uniform consists of a navy-blue uniform top and navy-blue pants or skirt. Students will receive a personalized email link from the Nursing Compliance Office to order a set of scrubs which consists of one top & one bottom. Students may only wear scrubs from the GFU CON approved vendor.

- The GFU CON logo will be embroidered onto each uniform top by the uniform vendor.
- Uniforms should reflect a professional appearance. Uniforms should be neat, clean, and wrinkle-free.
- Uniforms should fit appropriately and should completely cover the torso. Students must be able to sit at a desk, bend down and reach up without exposing skin or undergarments.
- The uniform should fit well, not too tight or too loose. Pants must not touch the floor.
- A plain white, navy, or black long-sleeve T-shirt or white, navy, or black tank top may be worn under the uniform top.
- Hats, scarves, or headwear are not permitted except those required by religious mandates. Any headwear must be white, black, or navy and must be approved by the Clinical Instructor.
- Scrub jacket, hoodie, sweater, etc. are not permitted.

- Socks must be worn and must be white, black, or navy. Compression socks with muted colors (i.e. all black, all white, all navy) may be worn.
- Students wearing a skirt must wear skin-toned or navy-blue hosiery (nylons/stockings/tights).

Footwear

- Shoes must be a solid color, white, black, or navy, with closed toes and closed heels. For infection control and safety reasons, the CON requires non-porous shoes. Soles should be non - skid. Solid color athletic shoes with discreet trim or logo may be worn.

Identification

- Picture ID badges are considered part of the uniform and should be worn at all times. GFU CON Student Nurse ID Badges are distributed to students in the first semester of the program.
- The badge should be worn with the name and photo visible on the front, upper torso affixed to a collar, pocket, or lapel.
- Students are required to have their emergency contact name and number noted on the back of their GFU Student Nurse badge. The emergency contact number must be different from the student's phone number. This activity will be completed the first day of on-campus clinical. It is the student's responsibility to ensure this information is current.

Students who lose their CON ID badge should report the loss immediately to the CON Compliance Office. A new GFU CON badge will be issued for a $10 replacement fee. If the student orders a replacement badge, they must add the emergency contact information.

Students who lose their site-specific badge must notify their Clinical Instructor and clinical site security office. Students will be responsible for any lost badge fees assessed by the clinical site. The complete uniform with the CON photo ID badge is to be worn when in the clinical agency.

Dress Code for college–related activities or presentations not requiring a uniform

Students are expected to dress appropriately in business professional attire.
- Dress slacks and/or skirts (knee length or longer). Slacks should not touch the floor. **Jeans, leggings, shorts, and sweats are not acceptable.**
- Tops should be modest (**no midriff or cleavage showing**).
- Shoes should provide safe, secure footing and offer reasonable protection from hazards. Shoes should be clean, conservative, and in good repair. No sandals or flip-flops.
- Hair should be clean and well-groomed.
- Jewelry should be conservative and students are expected to use professional judgment.
- Student Nurse ID badge must be worn at all off-site locations

Exceptions to the Professional Appearance and Uniform Standards

Where a student is disabled, has a verified medical condition, or as a member of a religious group with religious tenet/doctrine, is required to wear certain dress styles that are exceptions to this policy, GFU CON will accommodate the student provided that safety, infection management, and hygiene requirements are satisfied. The student has the responsibility to inform the Clinical Instructor of their request for an exception to the Dress Code.

Grooming/Hygiene

- Students are expected to be meticulous regarding personal hygiene.
- The following are to be clean in all lab and clinical situations: uniforms, shoes, shoelaces, socks, hair, and skin.
- The use of deodorant and mouthwash is encouraged.
- Hair must be neatly groomed, conservative, and kept clean.
- Only natural hair colors are allowed.
- Long hair must be conservative in style, held away from the face (including long bangs), worn off the collar, and should be pulled back, secured in a ponytail or barrette.
- Headbands should be a solid color of white, blue, or black; one inch in width; and hold the hair in place to promote a professional appearance.
- Dreadlocks or braids, if worn, must be clean, well maintained, and, if below the collar, must be secured.
- Men should be clean-shaven or have well-groomed beards or mustaches.
- Beards, mustaches, and sideburns are to be neatly trimmed, 1" or shorter.
- Fingernails should not extend beyond the fingertips and must be kept clean.
- Artificial nails, gel, shellac, acrylic, tips, etc. pose an infection control and safety risk and are not allowed. No nail polish of any kind may be worn.
- No scented perfume, cologne, lotion, aftershave, or other fragrances are allowed due to sensitivity and/or allergic reaction by the patient or others.
- Makeup should be conservative. Excessive makeup, eye shadow, mascara, and lipstick are not permitted. Excessive will be determined by your Clinical Instructor.
- Chewing gum is not permitted in simulation, lab, or clinical location experiences.
- The skin is to be clean and free of communicable diseases.

Jewelry/Tattoos/Body Art

- Jewelry is limited to a watch with a second hand, plain wedding band, and "post" type earrings.
- All other visible piercings are not allowed, including ear bars. Nose rings and tongue piercings must be removed.
- Gauges must have solid, skin-tone colored plugs.
- Every reasonable attempt must be made to conceal tattoos/body art. For example, a plain white, navy, or black long-sleeve T-shirt or white, navy, or black tank top may be worn under the uniform top to cover arm tattoos. Tattoos displaying vulgar language and demonic symbols must not be visible and must be covered; coverings must be approved by a Clinical Instructor.
- Students are discouraged from obtaining piercings, permanent jewelry and/or body art/tattoos that are visible on the head, neck, arms, and wrists while enrolled in the program.

Protective Equipment (PPE)

- 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 expected that the agency will provide this equipment for students. Students are required to complete an annual personal protective equipment donning and doffing online education module in ACEMAPP under the Learning Modules section.

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.

Additional Considerations

Agencies ask that a student nurse dress conservatively, and dress code requirements will vary based on the clinical site.

Personal Equipment for Clinical

The following equipment is **REQUIRED** for clinical:

Item	Description	Suggested Item
ADULT Stethoscope	Must have rotatable bell/diaphragm with a dual head and one tube	3M Littman Lightweight II
Sphygmomanometer (Blood Pressure Cuff)	Must be a manual type (not electronic) and with a nylon cuff. Look for a 'Standard Aneroid Sphygmomanometer' in normal adult size.	Adult Deluxe Blood Pressure Monitor
Wrist Watch	Watch with a second hand. Can be an analog watch or a smartwatch	
Pen Light	Disposable or battery operated.	Pen Light, Reusable

Simulated Clinical Experiences

The on-campus simulation and skills labs are deliberately used to enhance student learning and are to be treated as a clinical site. Well-designed simulations may account for up to 49% of clinical learning experiences. Teaching/learning manikins/mannequins are to be treated as a living patient would be treated. Students are expected to come prepared to enter into the learning experience. GFU CON utilizes both mannequins and Standardized Patient or participant actors in simulated learning experiences.

Upon completion of an on-campus clinical lab experience students are expected to prepare the lab and simulation environment for future clinical experiences. For example, students will:

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

Students are required to read, understand, and follow Nursing Lab/Simulation Center Confidentiality and Consent Form (Appendix H)

Values in Simulation Learning

- Teamwork, communication, and collegiality are essential
- Everyone who enters the simulation learning environment is respected and considered an integral part of the team.
- Learning takes place in many situations and the value of practice cannot be overestimated.
- Student and patient confidentiality are essential when engaged in simulation learning.

- The simulation environment is considered a "real" health care environment.

Professional Expectations during Simulation

Pre-simulation activity preparation:

Students will complete all assigned pre-class work as posted in the learning management system. Students must arrive on time and prepared for simulated patient care. If the pre-simulation activity is not complete on arrival to simulation or the student arrives late, the student will do an additional activity as assigned by the Clinical Course Coordinator.

Illness & Attendance

If ill and/or unable to participate in simulation, notify simulation faculty and Clinical Lead Faculty as soon as possible. The student will be scheduled for another simulation date if available. If a rescheduled simulation time is not available the student will complete an equivalent make up assignment. This assignment will be determined by the simulation/lab manager and course lead faculty.

Student Professionalism During Simulation

All simulation scenario practice sessions involving students are considered confidential. Discussion of scenarios or information outside of simulation is considered a violation of the GFU Nursing Program privacy policy. Scenarios or simulation activities are not to be discussed outside the lab or placed on social media sites. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students should report any violations to the course lead 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 confidential.

All manikin contact should be treated as if a living client. The simulation and skills lab are treated as clinical sites. Students are expected to demonstrate professional nursing behaviors in all clinical learning experiences, both on and off campus.

Debriefing during and after the simulation is an integral part of the learning experience. All students are expected to participate.

Cell phone usage

The use of cell phones is prohibited during simulation unless otherwise determined by the instructor or simulation center staff member. All public use of cell phones should be conducted outside of the Simulation Center. The use of cell phones for video recording or taking pictures is prohibited. No images or simulation content related to GFU or their clinical partners will be placed on any social media site without obtaining an appropriate release.

Simulation Compliance

The Nursing Lab/Simulation Center Confidentiality and Consent Form (Appendix H) form includes simulation confidentiality and a fiction contract. All students must annually sign this form electronically before the start of the academic year.

Guidelines for Simulation-Based Experience and Skills Lab

I agree to adhere to the following guidelines:
- Students are required to be in uniform with their ID badge per the Dress Code outlined in the GFU CON Student Handbook.
- The GFU CON staff, instructors, faculty members, and students participating in skills laboratory, simulation, and debriefing sessions are provided respect, attention, and cooperation.

- Wash hands when entering and exiting patient care areas.
- NO betadine or ink pens are to be used in the simulation lab.
- Simulation and skills labs are considered patient care areas.
- Use of all equipment including simulators/manikins, task trainers, computers (SimPads, monitors), beds, furniture, IV pumps, stretchers, flow meters, suction apparatus, and supplies must be used following each manufacturer's" Directions for Use" and other instructions/guidelines.
- Any supplies/equipment used during a skills simulation class is returned to the designated location in the skills and simulation laboratories at the end of the educational session.
- No eating or drinking is allowed in the on-campus patient care space. Beverages in closed containers with lids are permitted in the skills lab.
- Unauthorized photography or video capture is not permitted in the simulation center. Requests for video or photographs must be approved by the Simulation Manager.
- All participants of the simulation are expected to participate.
- No gum chewing in the simulation or skills lab.
- No sitting on beds unless practicing a skill or assessment.

Simulation Observation

Students will sign the Nursing Lab and Simulation Center Confidentiality and Consent form that allows others to view students' live and/or recorded simulations for educational or marketing purposes (Appendix H). Observation activities must be approved by the Simulation Manager before any non-participant observations. The Dean of Nursing will notify the Simulation Manager of any non-participant observations that might occur due to prospective student tour activity or public relations activity. This notification shall be done before the beginning of any observation. Photos or videos are not allowed by the non-participant without obtaining appropriate releases. Observers will be allowed in the control room with a faculty or site guide. After the simulation or lab experience, non-participant observers will be welcome to ask questions of the simulationists. Observers will be informed of confidentiality expectations.

General Information

Student Life Policies: TITLE IX

GFU Policies & Procedures

GFU is committed to providing a Christ-centered community that fosters a safe living, learning, and work setting for students, employees, and visitors. A core value of this institution is to maintain a respectful environment for all individuals that are free of the following:

- Sexual assault
- Sexual harassment
- Dating violence
- Domestic violence
- Stalking
- Sexual exploitation

These behaviors and actions are contrary to the mission, values, and lifestyle standards of our community, and are violations of federal and/or state law. It is our firm belief that engaging in any aspect of this behavior is unacceptable and will not be tolerated by members of the GFU community. Traditional undergraduate students in any program at GFU can view the policies at: https://www.georgefox.edu/offices/student-life/student-handbook/index.html

Graduate/George Fox Connect students should see the Graduate/George Fox Connect Student Life Policies for comparable applicable policies. Additionally, while many aspects are pertinent for faculty, staff, and administrators, employees should see appropriate sections in the employee handbook.

In addition to providing support and resources during the academic year, it is important to note that university personnel are prepared to assist students who need support and help because of the trauma they have experienced before becoming a student or at other times when they have been away from George Fox (i.e., summer break).

Discrimination, Bias & Harassment

GFU Policy on Discrimination, Bias and Harassment

Harassment and Discrimination

GFU students and employees work, live, and learn in an environment where the dignity of each individual is respected. Harassment or discrimination due to race, color, sex, sexual orientation, gender identity, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran status, or any other status protected under applicable local, state, or federal law; or any other distinguishing characteristic protected by applicable non-discrimination law, is prohibited.

Actions that constitute harassment or discrimination may be verbal or physical conduct that includes, but is not limited to the following: demeaning gestures, threats of violence, physical attacks, or any types of threatening or verbal remarks. These behaviors include hazing, other initiations, or any actions that may be hazardous, dehumanizing, harassing or humiliating to people within or outside the George Fox community. Prohibited actions also include vandalism, destruction of a person's property, the misuse of telephones, voicemail messages, text messages, United States or campus mail, as well as e-mail, social media or other electronic communication for the purpose of issuing obscene, harassing, or threatening messages.

Such conduct has the purpose or effect of interfering with an individual's work, academic, or student life environment. Students and employees are expected to conduct themselves in a manner that shows respect to all and ensures no discrimination or harassment occurs.

Bias-Related Incidents and Hate Crimes

A core value that flows from our Christ-centered mission is that we recognize the dignity and great worth of all people. Some issues that are contrary to this mission, and are not tolerated in our community, include bias-related incidents and hate crimes. Bias-related incidents can be any physical, spoken, visual or written acts of abuse, harassment, intimidation, vulgarity, or remarks of a personally destructive nature toward another person because of actual or perceived defining characteristics. This can occur whether the act is intentional or unintentional, or is directed toward an individual or group regarding: race, color, sex, sexual orientation, gender identity, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran status, or any other status protected under applicable local, state, or federal law; or any other distinguishing characteristic protected by applicable non-discrimination law.

A hate crime occurs when a bias-related incident involves a criminal act being committed. These crimes may involve, but are not limited to: physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters. Some hate crimes may violate Oregon and/or federal law, which is also a breach of university policies.

Guidelines for Responding to Bias-Related Incidents and Hate Crimes

Responding to concerns and incidents may vary depending on the nature and severity of a specific situation. It can include instances of protected speech that may generate harm, thus requiring intervention. Bias-related incidents need to be addressed because they harm individuals, undermine civility and the understanding of our community, and/or impede the educational process. Public discussion and education can promote awareness of prejudice and examination of the values that underlie the George Fox community. Incidents may be dealt with through the process of community accountability with appropriate sanctions.

Reporting and Resources

We strongly encourage reporting of any bias-related incidents or hate crimes. The following sections give students a variety of options for reporting incidents, as well as ways to receive support and help.

Supporting the Student and Community

The University believes it is important to respond to a bias-related incident or hate crime with concern for the student(s) or other person(s) who have been targeted and the community as a whole. University personnel can assist the student or other person in documenting the event and explaining the options for addressing what has occurred. If the incident involves the violation of a University policy, there is a process for investigation and resolution.

Appropriate assistance is available to students who are targeted. University officials strive to ensure that the affected student feels safe in her/his educational environment and may, if appropriate, adjust or change course schedules or take other appropriate measures to assist the student. The University official may also offer help documenting the event (i.e. taking photos of the offending material); help in talking with/filing a complaint with the police; assistance in arranging counseling or other forms of support; or help, as appropriate, in initiating mediation between the affected student or other person and the offender. If it is appropriate, the targeted individual may also elect to participate in a University sponsored discussion about the incident, if one is held.

When bias-related incidents or hate crimes occur on campus, they can strain the fabric of the community. University officials may consider what sort of communication about the incident is appropriate, taking into account various factors such as personal safety and confidentiality.

In some cases, public discussion about the incident can serve to educate the community and promote awareness of prejudice. Programs that address bias-related incidents can change a hateful incident into an opportunity for increased understanding and personal growth. In some cases, University officials may collaborate with other offices on campus and with students to decide to offer programs that include one or more of the following: discussions, open forums, panels, films, speakers, and other educational programming. Among other things, these events may serve to help the community understand and address what has occurred.

Bias Incident Response Team (BIRT)

In addition to the response outlined in the Reporting & Resources section, the Bias Incident Response Team (BIRT) addresses issues relating to bias-related incidents and hate crimes. The BIRT aids in developing recommendations to help the Student Life Office determine if, when and how the community should be informed of a bias-related incident or hate crime that has occurred. They also discuss and implement appropriate educational and programming opportunities in response to an incident.

The BIRT is chaired by the Dean of Student Success and Equity and is composed of the following members: University Pastor/Dean of Spiritual Life, Director of Intercultural Life, Associate Provost for Academic Success or a faculty designee, and a member of the residence life staff or community life designee. The chair may also invite other community members to be on the BIRT as appropriate. When an incident occurs, the BIRT convenes at the request of University personnel or a student affected by the incident.

Campus Public Safety may work with the BIRT in order to improve communication about incidents and their implications for groups and individuals within our community. The Newberg-Dundee Police Department may also be invited for discussion of bias-related incidents or hate crimes and may meet with the BIRT as appropriate.

Reporting and Resources for Bias-Related Incidents and Hate Crimes

Bias-related incidents and hate crimes are not tolerated in the George Fox community. These actions may also violate local, state and federal law. Designated University personnel investigate all complaints or allegations of harassment promptly.

Appropriate, corrective action may be implemented based upon the findings of the investigation. Although demeaning, discriminating or harassing messages on such things as flyers, posters, emails, social media (e.g., Facebook), voicemails, and graffiti are often obnoxious or worse, it is helpful to preserve them as evidence, and not to disturb or remove anything that could help identify the source and/or targets or other affected persons.

If any student or employee believes he or she has witnessed or has been subjected to, harassment, discrimination, bias-related incidents, hate crimes, the person is encouraged to immediately report the incident to the Dean of Student Belonging and Equity/Title IX Coordinators or student life personnel. Any person violating these policies may be subject to appropriate community accountability, up to and including termination if they are an employee, and suspension or dismissal, if they are an undergraduate or graduate/George Fox Connect student.

Substance Use Policy

The following are strictly prohibited on GFU-owned and GFU - controlled property or while representing the University in any capacity, including during off-campus clinical assignments. Substance use: Using or being under the influence of alcohol or other drugs. (Note: for purposes of this policy, a student is considered to be "under the influence" if laboratory test results are positive [i.e., any detectable blood or urine level of alcohol or other chemical substances not derived from medication prescribed for the student by a qualified healthcare professional]. This includes marijuana - see Marijuana Use policy in the Student Handbook.

Illegal activity: Possession, distribution, manufacture, transfer, sale, or offering for sale alcohol or any narcotic, hallucinogen, stimulant, sedative, or a similar drug other than in accordance with legal requirements.

Nursing students engaging in any of the aforementioned conduct will be subject to disciplinary action including dismissal from the program:

1. Students who need advice or assistance in dealing with a substance use problem should seek out a counselor in the Health and Counseling Center.

2. All allegations of illegal activity related to chemical substances will be referred to the Dean of Nursing. The student will not be allowed to attend any off-campus clinical experiences while the investigation is conducted. If the investigation reveals that the student did engage in illegal activity on University-owned and University - controlled property or while representing the University in any capacity, the student will be dismissed from the Nursing Program.

3. In all aspects of providing patient care, nursing students must perform safely and effectively. They are, therefore, responsible for avoiding potential adverse effects on their behavioral, physical, emotional, and mental states that could result from the use of drugs, whenever and wherever taken, including alcohol and any "over the counter" or prescription medications. Students who are authorized to use marijuana for medical reasons under the Oregon Medical Marijuana Act must submit a copy of their current registry ID card to the Dean of Nursing. The authorized use of marijuana for medical reasons does not relieve students of the responsibility to perform safely and effectively when providing patient care. Students are encouraged to notify their instructor if they are taking any medications that may harm their clinical performance so that faculty may help students manage potential problems.

4. Based on the contractual agreements of the Nursing Program with clinical sites, an instructor must dismiss students from the clinical setting if there is any question of the student's ability to function safely and responsibly in patient care. These contractual agreements recognize the right of clinical sites to exclude students who exhibit unsafe or irresponsible behavior. Such exclusion could mean that a student would not be able to achieve course outcomes and could, therefore, not be able to continue in the Nursing Program.

5. Performance, behavior, appearance, or breath odor may suggest the use of alcohol or other drugs. Some examples of signs that may indicate substance use are:

   a. A change in a person's behavior
   b. Bloodshot eyes
   c. Emaciated or unusual weight loss
   d. Tremor, especially early morning
   e. Dilated or constricted pupils
   f. Slurred speech
   g. Inappropriate or bizarre emotional responses
   h. Altered/impaired gait
   i. Breath odors
   j. Repeated tardiness or absence
   k. Diminished work performance, including mental functioning
   l. Accidents or near-misses involving patients or equipment

      i. When indications of substance use are detected while a student is engaged in activities on campus, the student will be required to explain the findings. At the discretion of the nursing faculty, such explanations may need to include the report of testing of body fluids for chemical substances. In consultation with the Dean of Nursing, faculty will decide

whether and what disciplinary action is appropriate. At a minimum, the student will be directed to read this policy again. Any further indications of substance use will require that the student undergo immediate testing for the presence of alcohol or other chemical substances. Test results will be used to review the student's status in the program.

ii.   When indications of substance use by a student are detected in a clinical setting, the student will be suspended from the clinical component of the program and be required to undergo immediate testing for the presence of alcohol or other chemical substances. The nursing faculty and the Dean of Nursing will review the student status in the program. Factors that will be considered in this review include whether the student exhibited unsafe performance or irresponsible behavior in patient care and whether test results are positive.

iii.   Students suspected of substance use who refuse testing may be dismissed from the program.

6.   Possible outcomes of the review of a student's status in the program include continuation in the program with a Student Improvement Plan to prevent a recurrence of the problem, continuation in the program on probation, or dismissal. Any of these decisions can be appealed using the Academic Appeal Procedure process outlined in the GFU Student Handbook.

7.   Testing for substance use consists of conducting laboratory tests on samples of the student's blood, breath, and/or urine, whichever is appropriate, to detect alcohol and other chemical substances. Whenever possible, students must provide the sample needed for testing within 60 minutes of the time clinical was suspended or within 60 minutes of the time, indications of substance use were

suspected on campus. Collection and testing of body fluid specimen(s) will employ procedures that maintain the integrity of the specimen(s). Students will be responsible for arranging their transportation for testing.

Testing required by the Nursing Program to corroborate or refute a suspicion of substance use will be arranged for and paid by the Program. Payment for any subsequent testing will be the responsibility of the Program. The test results will be reported directly to the Dean of Nursing by the testing facility.

Refusal to provide specimens of body fluids for testing or failure to provide the necessary consents to implement this policy, including consent for direct reporting of test results to the Dean of Nursing, will be interpreted as an implied admission of substance use and grounds for dismissal.

Students found to have positive test results will either be placed on probation or dismissed from the Program.

8.   Continuation on probation has the following conditions before the student is permitted to continue in the Nursing Program:
   a.   Students must undergo, at their expense, evaluation by a qualified drug and alcohol abuse counselor.
   b.   Students must permit the counselor to document to the Dean of Nursing that such an evaluation has been done and if test results were positive that a treatment plan has been developed.
   c.   Students must sign an agreement to follow the program's substance use policy and any treatment and monitoring program prescribed by the counselor, including submitting to random drug testing.
   d.   Students must agree that the counselor may document to the Dean of Nursing every two weeks the student's ongoing abstinence and continued participation in treatment and rehabilitation.
   e.   Other conditions may be specified for a student's continuation in the program based on the circumstances of the situation.

After being permitted to continue in the program:

f. Students must demonstrate safe, responsible, and effective care of patients at all times.

g. Students must comply with the conditions of probation or be dismissed from the program.

9. Clinical or class time missed while the requirements and procedures of this policy are implemented will be regarded as follows:

a. When lab tests for substance use are positive or when the student is shown to have engaged in illegal activity, time missed will be regarded as unexcused absences. There is no obligation by the nursing faculty to offer make-up time.

b. When lab tests are negative and when a student is cleared of an allegation of substance use or illegal activity, students will be provided opportunities to make up missed clinical time and assignments and missed class content. Students will be expected to take advantage of these opportunities to demonstrate their achievement of the course outcomes.

c. Notwithstanding the preceding, there are time limits on accommodating missed time from the Nursing Program. Any protracted time needed for implementing this policy (e.g., obtaining consents and samples for testing, reporting results, assembling documentation required for continuation on probation) may require that students withdraw from the program.

10. Students may choose to withdraw from the Nursing Program to manage and control a substance use problem. Students who withdraw, as well as students dismissed for substance use, may be permitted to return to the program on the condition that they provide documentation to the Dean of Nursing that abstinence has been maintained for six months before returning to the program. Students who return to the program after withdrawal or dismissal for substance use will be on probation with the conditions outlined above. The process and conditions outlined in this handbook in the section on student re-entry apply here also.

11. The ANA Nursing Code of Ethics includes provisions to protect patient safety and create a safe work environment. Students have an ethical responsibility to report peers who are suspected substance users. This may be done by contacting nursing instructors or the Dean of Nursing and may be done anonymously.

12. As licensees of the Oregon State Board of Nursing (OSBN), the nursing faculty and Dean of Nursing are required to report to OSBN any knowledge they have about substance use or illegal activities for any nursing personnel regulated by OSBN.

Marijuana Use

As a GFU nursing student, a commitment to the highest professional standard and the solemn contract we hold with society to be safe, competent caregivers is expected. Our legal contracts with clinical agencies require clean substance screens. State laws that legalize marijuana do not change our standard and our commitment to a drug-free lifestyle, both during the school year and during breaks. The use of marijuana, even though legal in Oregon and other states, will not be permitted in the CON. Violations of the CON substance use guidelines will result in disciplinary action up to and including dismissal. Per the Oregon Nurse Practice Act (OAR 851-045-0090), substance abuse, including recreational marijuana as defined by ORS 678.111(1)(e) shall always be reported to the Board of Nursing.

General Student Complaint Procedures

Informal Complaint Procedures – Graduate, Undergraduate, and DPS Students

[GFU General Student Complaint Procedures](#)

It is the wish of the University to provide education and services of high quality to its students and to provide equity and harmony in the application of policies and procedures. When a student has a complaint, the University encourages resolution to be sought through informal communication with the appropriate instructor, college dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated.

Formal Complaint Procedures

This Complaint Policy does not supersede specific policies involving special cases such as grade appeals, sexual misconduct/harassment, appeal, due process, etc. that are defined in the Student Handbook, Catalog, Graduate/George Fox Connect Policies, or elsewhere.

Similarly, it does not supersede our financial policies which include "The Removal of Institutional Charges and Removal of Financial Aid Policies" and the financial appeals process. (See procedures for submitting a "Medical / Hardship Appeal" online on the Student Account web pages).

Lodging a Formal Student Complaint

Any currently enrolled student who wishes to lodge a formal complaint with the University must complete and submit the proper complaint form which is sent to the Student Life Office for processing.
Criteria for submission:
- The student filing the complaint is enrolled in classes during the semester in which the complaint is being made
- The student filing the complaint understands that the form is not anonymous to those deliberating the complaint
- The student filing the complaint agrees to the process as stated

If you have questions, please contact Jere Witherspoon in Student Life. studentlife@georgefox.edu or call 503-554-2316

Administrative Complaint Acknowledgment

Formal student complaints will be forwarded to the department administrator most immediately responsible for the area to which the complaint pertains. Generally, the administrator will send a written acknowledgment to the student within five working days of receiving the complaint indicating that:
1. the formal complaint form has been received,
2. the nature of the complaint, and
3. that the student will receive a written response after deliberation within fifteen working days.

Note that response time may be longer over the summer or holidays or when there are extenuating circumstances, for example, if the administrator is away on vacation or for some other reason.

Copies of the written student complaint and the acknowledgment letter will be sent to the Dean, Vice President, or Provost over that area.

Administrative Deliberation and Response

If the administrator to whom the complaint is forwarded determines that the nature of the complaint is beyond his/her area of supervision or expertise, the next level administrator in the area should be consulted and may be requested to respond to the student. Administrative disposition of the complaint will generally consist of an investigation into the source of the complaint, previous efforts to resolve the issue, and any contingencies that will aid in the deliberation and disposition of the problem. The responding administrator will send to the student a written statement of attempted resolution to the problem. A copy of the deliberation response will be sent to the appropriate Director, Dean, Chair, Vice President, or Provost.

All formal student complaints will be forwarded upon resolution to the Vice President for Student Life's office where a log will be kept.

Student Appeal Process

Upon receiving a deliberation response to the written complaint, the student has the right to appeal to successive levels of administrators within the area. This appeal must be made in writing within five working days of receiving the Administrative response. In each case, the student will generally receive an acknowledgment of the appeal within five working days upon receipt of the complaint and a deliberation response within fifteen working days from the date of the acknowledgment letter. (Please note that response time may be longer over the summer or holidays or when there are extenuating circumstances, for example, if the administrator is away on vacation or for some other reason). If you do not receive a timely response, please contact Jere Witherspoon in the Student Life Office: jwitherspoon@georgefox.edu

Administrative Levels for Student Complaints

The appropriate office for student complaints will be as follows:

- Provost, Academic Deans, Program Chairs, Program Directors
  - (academic, accreditation, institutional research, library, academic departments, and programs)
- Chief Financial Officer (CFO), Program Directors,
  - (administrative services, bookstore, facilities, plant services, finance, student accounts, human resources, institutional technology)
- Vice President of Advancement, Program Directors
  - (fundraising, alumni)
- Vice President of Enrollment and Marketing, Program Directors
  - (admissions, registrar, marketing and communications, publications, financial aid)
- Vice President for Student Life, Student Life Deans, Program Directors
  - (residence life, housing, spiritual life, intercultural life, student activities, student organizations, student services, food services, athletics, campus recreation)
- Chief of Staff, Program Directors
  - (event services)

The final route of appeal beyond the offices listed above is to the Chief Financial Officer (CFO) of the University. The appeal timeline stated above applies. The decision of the CFO will be final. If you have questions about this process or need help, please contact: Jere Witherspoon jwitherspoon@georgefox.edu or 503.554.2316

Accommodations for Students with Disabilities

In keeping with the central tenets of its mission - teaching, faith, and service - GFU 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, per Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The CON 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.

Service Animals

GFU is committed to making reasonable accommodations for students with disabilities. As part of our commitment, students with disabilities who have a Service Animal (SA) or who are determined eligible for an Emotional Support Animal (ESA) are permitted to house their animal in their campus room, apartment, or house. Only students with disabilities are eligible for this exception to the pet policy.

A student may qualify to have an Emotional Support Animal (ESA) or a Service Animal in campus housing if:
- the student has a documented disability (ESA);
- the animal is necessary to afford the student with a disability an equal opportunity to use and enjoy their dwelling (ESA);
- there is an identifiable and documented relationship between the disability and the assistance that the animal provides (SA).

Descriptions of the types of animals, along with additional information about animals on campus and the process for requesting a Service Animal (SA) or an Emotional Support Animal (ESA) in campus housing, can be found on the link: https://www.georgefox.edu/offices/das/student-resources/animals.html

The CON adheres to GFU's service animal policy, which can be located here. However, clinical rotation sites may also have policies that students are required to follow. The failure to comply with the policies of clinical sites and/or the failure to complete a rotation could impact the student's ability to progress in the program.

Technical Standards

GFU CON has the responsibility to society to educate competent health care providers to care for their patients with clinical judgment, broadly based knowledge, and competent technical skills at the entry-level. The program has academic as well as technical standards (non - academic criteria) students must meet to successfully progress in and graduate from the program. Students must be able to perform or develop the following technical standards with or without reasonable accommodation to participate in the CON.

The Technical Standards document is provided to assure that the students who enter the program know and understand the requirements. Additionally, the technical standards are designed to help students make informed decisions regarding the pursuit of this profession and 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.

GFU CON provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary for the successful completion of the requirements of clinical-based health care programs. These standards are not a requirement of admission into the program. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required

for successful completion of the program.

Students admitted to GFU's Nursing Program are expected to be able to complete curriculum requirements, which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry-level professional nurse. These core competencies are considered to be the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective nursing care. Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations

GFU is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids, and/or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations. Regular consistent attendance and participation are essential to learning, especially for all scheduled clinical experiences.

Cognitive

1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem - solve and think critically to apply knowledge and/or skill.
4. Communicate effectively with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information effectively, accurately, reliably, and intelligibly. This includes a thorough and accurate use of computers and other tools to communicate with individuals and groups, using the English language.
6. Effectively collect, analyze, synthesize, integrate, and recall information and knowledge to provide safe patient care for up to a twelve-hour clinical shift.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Process information thoroughly and quickly to prioritize and implement nursing care.
- Sequence or cluster data to determine patient needs.
- Develop and implement a nursing plan of care for patients in the acute, long-term, and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report patient data using multiple formats to members of the healthcare team.
- Appropriately interpret medical orders and patient information found in the medical record.
- Perform math computations for medication dosage calculations. Apply knowledge/skills gained through completion of program prerequisites, including a requirement for computer proficiency.

Physical

Motor:

1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Negotiate level surfaces, ramps, and stairs.
4. Work effectively and efficiently within a limited space.
5. Effectively manage psychomotor tasks to provide safe patient care for up to a twelve (12) hour clinical shift.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Transfer patients/patients in and out of bed from stretchers and wheelchairs.

- Control a fall by slowly lowering the patient to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift, move, turn, position, push, or pull patients and/or objects and maintain a "medium activity level" as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
- Place or access equipment such as intravenous fluid bags or catheter bags, within compliance with safety standards.
- Transport equipment and supplies to the patient bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Dispose of needles in the sharps container.
- Dispose of contaminated materials in a safe and compliant manner.
- Complete assigned periods of clinical practice (up to twelve (12) hour shifts, days, evenings, or nights, holidays, weekdays, and weekends).
- Complete skills tests within the assigned time limit

Sensory

1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through a variety of senses and/or using appropriate and approved equipment.
3. Use and interpret information from diagnostic procedures.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Detect changes in skin color, condition, or temperatures (i.e. pale, ashen, gray, or bluish).
- Detect a fire in the patient care environment.
- Draw up a prescribed quantity of medication into a syringe.
- Observe patients in a room from a distance of 20 feet away.
- Detect sounds related to bodily functions using appropriate equipment, such as a stethoscope.
- Detect alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, and call bells.
- Observe and collect data from recording equipment and measurement devices used in patient care.
- Communicate with patients and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect unsafe temperature levels in heat-producing devices used in patient care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
- Feel or note vibrations, such as an arterial pulse, using touch or approved equipment

Behavioral

1. Demonstrate ability to function effectively under stress and adapt to changing environments to provide safe patient care.
2. Maintain effective communication and teamwork to provide effective patient care.
3. Examine and modify one's behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.

5. Accept responsibility for own actions and communicate in a courteous, assertive, non - aggressive, non - defensive manner with instructors, peers, staff, and healthcare team members.
6. Integrate feedback into your own performance.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Exercise judgment, meet acceptable time frames for patient care delivery (acceptable time frames are reflected by ability to carry out the usual patient care assignment for a particular point in the program within the allotted reasonable clinical time frame), work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises and maintain effective and harmonious relationships with members of the healthcare team.

Accommodation Plan

Some students may need accommodation(s) for conditions to participate fully in the Nursing Program. Accommodations may include extended time on tests, textbooks in auditory format, the ability to use an amplified stethoscope in clinical rotations, and other accommodation(s) for a student to fully participate in any nursing program classroom or clinical activity. Students must contact DAS at das@georgefox.edu and follow the steps to apply to DAS. If you currently have a DAS Accommodation Plan, please discuss your accommodations with your faculty and your advisor at the start of each semester, to optimize your learning opportunities.

It is the student's responsibility to meet with DAS and complete the Field Experience Accessibility Plan. Upon completion of this form, the student will need to meet with the Dean of Nursing's designee at least one month before the start of the lab experience and/or clinical placement to review the student's accommodation needs for the lab and/or clinical experience

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 DAS and the Dean of Nursing's designee at least one month before the start of the lab experience and/or clinical placement to review the student's accommodation needs for the lab and/or clinical experience

Social Networking Sites and Blogs

Social media posts about clinical experiences are never appropriate and students should never post anything about clinical experiences on social media sites. 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, concerning GFU, CON, our clinical affiliates, clients, faculty, staff, or students.

Any student who posts negative, incorrect, or damaging material on a blog or social networking sites concerning GFU, the CON, 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.

The National Council of State Boards of Nursing (NCSBN) has developed guidelines for nurses and nursing students for using social media responsibly. Key points of these guidelines are summarized, along with dramatization of potential scenarios of inappropriate social media use in this video clip: https://www.ncsbn.org/347.htm

Student Review of Personal File within the CON

A student has the right to review the materials in his/her file. The CON requires students to first make an appointment with the student's academic advisor. The advisor will obtain the student file and will be present with the students when the file is reviewed. The CON must comply within 5 workdays of the student's request to review files.

Campus Resources

Academic and Resource Center (ARC)

https://www.georgefox.edu/offices/arc/index.html

The Academic Resource Center (ARC) on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategy review (e.g., techniques to improve reading, note-taking, study, time management). During the 2021 spring semester, the ARC is offering physically distanced, in-person appointments as well as virtual appointments over Zoom.

The ARC, located on the first floor of the Murdock Library, is open from 1:00 - 8:00 p.m., Monday through Thursday, and 12:00 - 4:00 p.m. on Friday. **To schedule an in-person or virtual appointment**, go to the Academic Resource Center webpage and choose from an online schedule, email, call or, an in-person visit. Visit the Academic Resource Center for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

Disability & Accessibility Services (DAS)

If you have specific physical, psychiatric, mental health, or learning disabilities and require accommodations, please contact DAS as early as possible so that your learning needs can be appropriately met. For more information, go to https://www.georgefox.edu/offices/das/index.html.

The Director of Learning Support Services coordinates services for students with physical, mental, or learning disabilities. This office also promotes campus awareness of issues and needs related to disabilities. Disability & Accessibility Services works with students to arrange appropriate academic adjustments, modifications, or services given the context of a particular course, clinical, or area of campus. Services have included note-takers, test accommodations, arrangements for priority seating, or adaptive technology.

If you are a current George Fox student who needs accommodations, please complete the Accommodation Application form. If you currently receive accommodations and need help navigating those accommodations during remote learning, please visit our Accommodation FAQs page. You can also view all the emails sent to DSO students regarding COVID - 19 and remote learning.

If you have any difficulties, please contact the Director of Learning Support Services, Rick Muthiah, (rmuthiah@georgefox.edu). The office is located on the main floor of the Murdock Library).

Health and Counseling Services

https://www.georgefox.edu/offices/hea_cou/index.html
As a college student, you may sometimes experience problems with your mental health that interferes with academic experiences and negatively impacts your daily life. If you or someone you know experiences mental health challenges at GFU, several resources offer confidential assistance.

GFU Health and Counseling Center	**503 - 554 - 2340** hcc@georgefox.edu	Woodward House: 200 N. River Street (#24 on the campus map)
GFU Campus Public Safety	**503 - 554 - 2090** Emergency Contacts & Phone Numbers	
National Suicide Prevention Hotline	**1 - 800 - 273 - 8255** Talk to Someone Now	
Crisis Text Line	**Text "HOME" to 741741** Crisis Text Line	

The George Fox Health and Counseling Center has free and confidential services. If necessary, they can provide same-day appointments. You can email or call for an appointment. The George Fox Campus Public Safety Department also has personnel trained to respond sensitively to mental health emergencies at all hours. Additional resources include the National Suicide Prevention Hotline and the Crisis Text Line. Getting help is a smart and courageous thing to do for yourself, for those you care about, and for those who care about you.

CON & Campus-wide Communication

CON Communication

Timely communication among faculty and students is critical for efficient and effective planning of classroom and clinical activities, as well as for communication of matters of importance to students. Voicemail, Email, and the Learning Management System (LMS) are the primary forms of communication used in the CON. It is expected that students and faculty use only their George Fox email for all email communication.

While faculty commit to the timely notification to students of any changes or important details, information may change at the last minute, especially regarding clinical activities. Faculty and students should communicate with each other at the beginning of each semester about preferences regarding communication during campus and clinical hours.

LMS: This is the online learning management system that supports all nursing courses. The LMS can be accessed via the web and includes such features as announcements, syllabi, lecture outlines, discussion groups, forums, and Emails. The student is responsible for reading and downloading this information. GFU Email addresses will be the enrolled email addresses within the LMS.

Campus-wide Emergency and School Closure Communication

Campus-wide emergency information will be shared using the following systems, https://www.georgefox.edu/emergency-response-plan/index.html. The following link provides information regarding emergency weather closures: http://www.georgefox.edu/news/closures/index.html
Any changes in the student name, phone numbers, and Email addresses should be shared with the CON and the University Registrar promptly to enable these systems to communicate properly.

Licensure

RN Licensure

The GFU nursing curriculum meets state educational requirements for professional licensure in all US states and jurisdictions. For specific state and/or jurisdiction requirements, please use the following link: https://www.ncsbn.org/nursing-regulation/licensure/nurse-licensure-guidance.page

Students must meet criteria established by the Oregon State Board of Nursing (OSBN) to sit for the NCLEX - RN and be licensed as a registered nurse in Oregon. OSBN criteria include the assessment of the individual's past criminal record. 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) or check the OSBN website for details. https://www.oregon.gov/osbn/pages/criminal-history.aspx

Licensure fees vary by state and students should anticipate spending approximately $500.00 for NCLEX testing and licensure.

CNA I Certification

The Oregon State Board of Nursing is the certifying agency for CNA certification. The CON has no role other than to provide a letter verifying the education requirements have been met.

Students are eligible to apply for a CNA I license after completing the second semester in the **four-semester** curricular plan. If a student plans to apply, they must do the following:

1. Create an account on the OSBN website and fill out the application. https://osbn.boardsofnursing.org/orbn
2. Email the Nursing Program Coordinator requesting a letter verifying education requirements. This letter will be sent to the OSBN by the CON **after** the student has completed the CNA application.
3. Schedule and then take the CNA written and skills exams through the OSBN.
4. Students are not allowed to use lab space and/or CON equipment to practice for the CNA skills exam.

There is a CNA testing handbook available at this link (click on the candidate handbook on the left-hand side of the page). When you take the skills portion of the test you must perform the skills to the specification desired. The skills needed to pass the CNA test are more specific than the CON skills checkoff.

Nursing Student Life

Serve Day

All nursing students are expected to participate in Serve Day. Students scheduled for a clinical experience on Serve Day (on or off campus) are **required** to attend clinical and are excused from Serve Day.

Class Representatives

Each nursing cohort is responsible for appointing one or two class representatives. Class representatives will be chosen by their cohort. Class representatives are a liaison between their respective cohort and the faculty and nursing program.

Responsibilities of class representatives include:

- Representing the CON

- Providing support and encouragement to their class
- Being a liaison between their class and the faculty
    - Communicate concerns and provide suggestions
    - Meet with faculty as needed
    - Give input/feedback when asked
    - Considered the first link in the chain of command
    - Relay any pertinent information to their class
- Attending one faculty meeting per semester (TBD - schedule permitting)
    - Meet with the CON Program Chair before the meeting
- Attending the Advisory Committee meeting (schedule permitting)
    - If unable to attend, send a summary to the CON Program Chair to share at the meeting
    - The summary should include the following:
        - Current lab skills students are learning
        - Current clinical expectations
        - Any projects or major assignments and why they are important

Nursing Ambassador Responsibilities

Ambassadors are representatives of the nursing program. They often assist with recruiting activities, social events within the CON, and service activities. Responsibilities of ambassadors include:

- Participating in recruiting events (Friday@Fox, Bruin Preview, College Fairs)
- Keeping the nursing program's social media presence updated and relevant
- Reaching out to prospective students
- Engaging with current students through social and service events on campus
- Participating in Scholarship Competition

Student Organization: Nursing Club

All nursing students are encouraged to join the Nursing Club. The purposes of this organization are:

- To provide our members with the opportunity to identify with the nursing profession and to foster intellectual, educational, spiritual, and social activities related to professional nursing.
- To reach out into our community as well as building fellowship within the CON.
- To aid the development and growth of the individual student by fostering good citizenship through professional and social unity.
- Offer peer mentoring support for nursing students within the program and prior to program admission.

Celebrations and Awards

Each graduating class culminates the completion of the nursing program by a Pinning Ceremony. The Pinning Ceremony is held on the last Thursday of the academic year. Each student will receive a GFU nursing pin and stole. 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:

__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. This award is chosen by the graduating class.

Caring Award

The Caring Award recognizes a graduate who exemplified care, compassion, and altruism. This student integrates faith and reflects the joy and hope of Christ throughout their life.

Clinical Excellence Award

The Clinical Excellence Award honors a graduate who consistently demonstrated safe, high quality clinical care. This student consistently exceeded core competencies, eagerly sought out new learning experiences, and demonstrated outstanding clinical judgment. Staff, colleagues, preceptors, and faculty recognized a positive attitude and rapport throughout their nursing education.

Honor Award

The Honor Award recipient consistently demonstrated high scholastic achievement (3.75 GPA or better through senior year Fall semester), along with professional integrity and leadership during their tenure in the GFU CON.

Transcultural Nursing Award

The Transcultural Nursing Award honors the graduate who has demonstrated cultural humility and respect for the diversity and ethnicity of all people when providing compassionate care. This student also demonstrates an interest in the promotion of safe nursing care to the global community.

Golden Lamp/Outstanding Senior Award

The Golden Lamp/Outstanding Senior Award is awarded to the senior students who demonstrated scholastic achievement, leadership, and exemplify the mission and values of GFU and the CON. These students consistently demonstrated integrity, excellence, compassion, caring, service, and clinical judgment. Golden Lamp Award recipient(s) are recognized as CON Outstanding Senior in the GFU graduation program.

Dean's Award

The Dean's Award honors the graduate who exemplified scholarship, excellence in character, leadership, innovation, and has demonstrated excellence in both written and oral communications. This award is the highest honor a graduate can receive from the CON.

Class Representatives

Class representatives serve as a liaison between their peers and the nursing faculty. They receive input from students and present concerns, suggestions, and praise to faculty. These students demonstrate leadership, collaboration, empathy, and conflict management. Additionally, they represent their class at the Advisory Meetings and one faculty meeting per semester. All three years' reps will be recognized.

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
https://www.georgefox.edu/catalog/handbook/compliance/privacy.html

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

Parent and Family Programs is committed to communicating with you about news and events at George Fox and to providing programs and services to help parents stay connected to their students all year. If your parent has any

questions or needs additional information, please contact the Parent and Family Program at 503.554.2112. https://www.georgefox.edu/parents/index.html

The Dean 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.

FERPA Release

Release of Non - Directory Information

Students can release some non - directory information (e.g., grade reports, class schedule) to specific people (i.e., spouse, parents). To do so, each student must complete a release of information form. This release will be held on file in the Registrar's Office until revoked in writing. The release of information according to FERPA regulations is specific to the application. Therefore, academic and financial information requires distinct approvals. The form for the release of Student Financial Services information is available here.

Restricting Directory Information

Students may elect to restrict the release of their directory information but must do so for all such information (it is not possible to restrict only a portion of the information) by submitting a signed form to the Registrar's Office annually by the second week of each academic year. The Request to Prevent Release of Directory Information form is available in the Registrar's Office.

Release form for Academic Recommendations

A student wanting any form of recommendation letter from any faculty or staff must submit a FERPA Release for Letter of Recommendation form. This must be submitted for EACH individual from whom the student is requesting a reference.

Student Contact Information

Students are required to maintain their current mailing address, telephone, and emergency contact information in ACEMAPP **at all times**. If a change is made, the student is required to communicate the change by emailing nursing@georgefox.edu immediately. GFU Update Personal information instructions: https://www.georgefox.edu/offices/student-accounts/account.html

Student Name Change

Students who legally change their name will need to submit appropriate documentation and complete a GFU Legal Name Change form to the GFU Registrar. https://www.georgefox.edu/offices/registrar/student-resources/name-change.html

Students must also notify the CON when a name change has been processed through the Registrar's Office, by emailing nursing@georgefox.edu. The student will receive an email with further instructions for updating their name across the various systems and applications used in the nursing program.

Until the name change process is completed at the clinical site, the student must continue to sign using the student's former approved name. Clinical badge(s) must also be updated once the name change is approved.

Appendices

Appendix A:
Clinical Requirement Contract

GEORGE FOX UNIVERSITY
College of Nursing

Clinical Requirement Contract

Clinical requirements are important and relevant to the future professional life of the student. Cooperation with the College of Nursing processes, such as understanding requirements and meeting deadlines, is an important component of nursing education and the clinical experience. Keeping information current is the student's responsibility.

If a student has a physical, mental, or learning disability that may affect the student during lab or clinical, they should contact the GFU Disability & Accessibility Services (DAS) Office at least one month before the start of the clinical/lab experience. A student requesting accommodations for lab/clinical should do so as early as possible. Clinical placements are limited and some may not be suitable for the student's needs.

Timely submission of clinical requirement documentation 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 deadline(s) communicated by the GFU CON Compliance Office and our clinical partners.

Procedure for non - compliance:
1. After the clinical requirement deadline has passed, a Student Improvement Plan will be initiated and reviewed with the student. This report will become part of the student's permanent file.
2. Until compliant, the student will not be allowed to participate in any clinical experience including, on-campus lab/simulation, advanced professional practice experiences (APPE) or off-campus clinical experiences, and will not be allowed to attend off-campus clinical. Being non-compliant may affect progression in the nursing program.
3. Repeated offenses of missed compliance due dates will result in a Probation Report to the Clinical Course Coordinator.

By signing 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.

Name _____   Date _____

Signature_____

GFU CON Clinical Requirement Contract   Page 1
Revised 5.19.2023

Appendix B:
Student Improvement Plan

GEORGE FOX
UNIVERSITY
College of Nursing

STUDENT IMPROVEMENT PLAN

COURSE NUMBER: _____

Student Name _____	**Conference Date:** _____
Faculty Name _____	**Clinical Site (if related):** _____

Describe the situation or incident:

Student Comment:

Faculty Comment:

PLAN FOR IMPROVEMENT	
What is the problem to be addressed? • Knowledge • Skills • Attitude (Include any course or clinical outcomes 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:	

J:/Nursing/Templates/Student Improvement Plan
Google Drive:/Nursing Team Drive/Templates Course/Clinical
Revised 03/29/2023

Pg. 1

GEORGE FOX
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STUDENT IMPROVEMENT PLAN

How will the goal or desired outcome be measured? (i.e. What should the student be able to achieve or demonstrate after completing the improvement plan?)	
Planned Review Date:	

Student Improvement Plan (SIP) reviewed with the student and the faculty member listed below. If the achievement of SIP outcomes is not achieved by the agreed-upon review date, it may affect the student's progression in the Nursing Program, including probation and/or dismissal.

Student Signature _____   **Date** _____

Faculty Signature _____   **Date** _____

FOLLOW - UP Review Date:	
Has improvement been achieved?	
Outcome/Goal met?	
Next steps?	

Student Signature _____   **Date** _____

Faculty Signature _____   **Date** _____

J:/Nursing/Templates/Student Improvement Plan
Google Drive:/Nursing Team Drive/Templates Course/Clinical
Revised 03/29/2023   Pg. 2

Student Handbook Revised June 2023   Page | 85

Appendix C:

Probation Record

GEORGE FOX UNIVERSITY College of Nursing

Probation Record

Student Name:	Conference Date:
Faculty Name:	Clinical Site (if related):

Concern(s) & Required Outcomes	Interventions

Date by which outcome(s) listed above must be met: _____

Probation reviewed with student, faculty member, and Dean listed below. If successful achievement of probation outcomes is achieved by the agreed upon review date, it may affect the student's progression in the Nursing Program, including dismissal.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Dean Signature: _____ Date: _____

Probation Status Evaluation	
Concern(s)	Evaluation: State how improvement has been achieved/interventions are accomplished.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Dean Signature: _____ Date: _____

J Drive:/Nursing/Templates Revised May 2023

Appendix D:

Incident Report/Bloodborne Pathogens Exposure

GEORGE FOX UNIVERSITY
College of Nursing

Incident Report/Bloodborne Pathogens Exposure

Instructions: This form shall be completed and signed by the clinical faculty member / Clinical Course Coordinator and student on the day of the incident or as soon as possible. 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/Clinical Course Coordinator must be notified immediately by the clinical faculty. The Program Chair must be notified within 24 hours.

Student Name: _____   Student ID: _____

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 / Clinical Course coordinator Signature   Date

_____   _____
Student Signature   Date

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

Revised May 2023

Appendix E:

ISBAR Form

I	**Introduce Yourself** Your Name: Your Title: Reasons for being there:
S	**SITUATION** **I am calling about**_____ **The patient's Code status is:**_____ **The problem I am calling about is:**_____ (e.g. I AM CONCERNED THE PATIENT IS GOING TO ARREST)

B	**BACKGROUND**
	The patient's mental status is:
	    Alert and oriented to person, place, and time
	    Confused and cooperative or non-cooperative
	    Agitated or combative
	    Lethargic but conversant and able to swallow
	    Stuporous and not talking clearly and possibly not able to swallow
	    Comatose Eyes closed Not responding to stimulation.
	The skin is:
	    Warm and dry
	    Pale
	    Mottled
	    Diaphoretic
	    Extremities are cold
	    Extremities are warm
	The patient is not or is on oxygen.
	    The patient has been on_____ (l/min) or (%) oxygen for _____ minutes (hours)
	    The oximeter is reading _____ %
	    The oximeter does not detect a good pulse and is giving erratic readings.

A	**ASSESSMENT**
	    This is what I think the problem is:_____
	        "SAY WHAT YOU THINK IS THE PROBLEM"
	
	    The problem seems to be cardiac infection neurologic respiratory
	    I am not sure what the problem is but the patient is deteriorating.
	    The patient seems to be unstable and may get worse, we need to do something.

R	**RECOMMENDATION**
	  To Provider/Physician _____
	_____
	
	    Transfer the patient to Critical Care
	    Come to see the patient at this time
	    Talk to the patient or family about Code status
	    Ask a consultant to see the patient now.
	Are any tests needed:
	    Do you need any tests like CXR ABG EKG CBC BMP
	    Others:_____
	If a change in treatment is ordered then ask:
	    How often do you want vital signs?
	    How long do you expect this problem will last?
	    If the patient does not get better when would you want us to call again?

Form 861-157   Issued: October 2005

Appendix F:

Nursing Handbook Acknowledgement

**GEORGE FOX
UNIVERSITY
College of Nursing**

Nursing Student Handbook Acknowledgement

I acknowledge that I have read the College of Nursing Student Handbook and that I understand all the policies and procedures contained within and have asked for clarification on any points made herein.

I understand that it is my responsibility to follow the policies and procedures while in the nursing program.

Additionally, I understand that I am able to access the Student Handbook in Canvas in the Current Nursing Students course.

Name _____

Signature_____ Date_____

GFU CON Nursing Student Handbook Acknowledgment
Revised 5.19.2023

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Appendix G:

Clinical Passport

Elvis Presley

Elvis Presley Drive
Memphis, TN 38116
(999)123-4566
theking@graceland.com

Licenses:

None

Assessment History

Assessment	Completion Date	Expiration Date	Total Attempts	Score	Status
Bloodborne Pathogens Assessment - SMC	07/14/2021	07/14/2022	2	18 / 20	Passed
HIPAA Assessment - SMC	07/14/2021	07/14/2022	2	19 / 20	Passed
OSHA Assessment - SMC	07/14/2021	07/14/2022	3	17 / 20	Passed
GFU - 2020-2021 Kick-Off Event Assessment	09/03/2020	---	3	19 / 19	Passed

SCORM Course History

SCORM Course Name	Completion Date	Expiration Date	Total Attempts	Status
Providence Glucose Meter	09/01/2021	09/01/2022	3	Passed

Incomplete Requirements

No incomplete requirements to display at this time.

Expiring Requirements

No expiring requirements to display at this time.

Complete Requirements

Requirement	Completion Date	Expiration Date	Waiver
10-Panel Urine Drug Screen	07/08/2020	N/A	---
Background Check	06/26/2020	N/A	---
CPR through AHA	07/09/2020	07/31/2022	---
GFU Deadline Extension Request	---	N/A	---
Health Insurance	06/24/2020	N/A	---
Measles	09/22/2005	N/A	---
Mumps	09/22/2005	N/A	---
Rubella	09/22/2005	N/A	---
TB: 2-Step/QG or Annual TB Review of Symptoms & CX	01/05/2022	01/05/2023	---
Tetanus, Diphtheria and Pertussis (TDAP)	12/06/2013	12/06/2023	---
Varicella (Chicken Pox)	11/21/2007	N/A	---
COVID-19 Vaccination (George Fox University)	02/05/2021	N/A	---
Hepatitis B (Titer and both series)	02/03/2021	N/A	---

Rotation History

Rotation	School	Program	Site	Course	Start Date	End Date	Experience	Type	Members	Status
263551	George Fox University	Nursing	Providence Newberg Medical Center	NURS 301L - Nursing Care for Adults with Acute Conditions	09/13/2021	10/22/2021	Cohort Rotation	MedSurg - Acute Care	Faculty: Esther Gravis	Completed

Appendix H:

Nursing Lab/Simulation Center Confidentiality and Consent Form

GEORGE FOX UNIVERSITY
College of Nursing

Nursing Lab and Simulation Center Confidentialty and Consent Form

Nursing Skills Laboratory and Simulation Education Programs

CONFIDENTIALITY AGREEMENT

As a participant in skills laboratory and simulation-based experiences, I understand the significance of maintaining confidentiality and adhering to provisions of the current George Fox University College of Handbooks. Outside of instructor-led debriefing sessions, I agree to not disclose or discuss information concerning simulated patients, scenarios, key learning points, student roles, student performance, and faculty/student comments during skills laboratory, simulation, and debriefing sessions, with other students. This will allow all participants to fully engage in a secure and optimal learning experience and preserve the educational effectiveness of simulation. I agree to report any violations of confidentiality to the Clinical Course Coordinator or the Simulation Manager.

- I understand the content of the simulations is to be kept confidential to maintain the integrity of the learning experiences for all students.
- I understand that in working side-by-side with fellow participants, I will be witnessing their performance. It would be unethical for me to share information regarding another participant's performance with persons outside the lab.
- I understand that the unauthorized release, inappropriate exchange, or mishandling of confidential information is a violation of academic integrity.

FICTION CONTRACT

Using patient simulators, standardized patients, and simulation teaching techniques, realistic patient care simulations will be recreated. The realism of each simulation may vary depending on the learning goals for the session. The simulated environment and patient have certain limitations in their ability to exactly mirror real life. I understand the purpose of simulation-based healthcare is to develop skills, including judgment and reasoning, for the care of real patients. When participating in simulations, my role is to assume all aspects of a practicing healthcare provider's professional behavior. Additionally, when a gap occurs between simulated reality and reality, I will make every effort to understand the goals for the learning session and behave accordingly.

- I will at all times during the simulation suspend judgment of realism for any given simulation in exchange for the promise of learning new skills and knowledge.
- I will maintain a genuine desire to learn even when the suspension of disbelief becomes difficult.
- I will treat the simulated patient or standardized patient with the same care and respect due to an actual patient

MEDIA AND RECORDING RELEASE

I understand that as a participant in GFU CON education activities, my image and/or voice may be digitally recorded and that I may be photographed or observed at any time. I agree that George Fox University College of Nursing may make use of such recordings or photographs as deemed appropriate for educational or marketing purposes. Simulation-based experiences may be recorded for debriefing, educational purposes, or use in the Simulation Bank.

GFU CON Nursing Lab and Simulation Center Confidentiality and Consent Form   Page 1
Revised 05.12.2023

GEORGE FOX
UNIVERSITY
College of Nursing

The Simulation Bank will house simulations that can be used for on-screen instruction in cases when alternate clinical experiences are needed. The recordings are viewed within George Fox University College of Nursing only and are destroyed at the end of the semester if not designated for retention in the Simulation Bank. Use of the recordings outside these parameters will need additional written permission.

- I have been informed that the simulation-based experiences may be recorded by audiovisual equipment for debriefing, educational purposes, and the Simulation Bank.
- I understand the use of the simulation-based experience recording outside debriefing, educational purposes, and Simulation Bank will need additional written permission.

By signing this form, I acknowledge that I have read, fully understand, and will adhere to the Nursing Lab and Simulation Center Confidentiality and Consent form. Parental permission is required for any participant or observer under the age of 18.

Name: _____

Signature: _____   Date: _____

Appendix I:
Authorization to Release Information to Clinical Agencies

GEORGE FOX
UNIVERSITY
College of Nursing

Authorization to Release Information
to Clinical Agencies

Name: _____
(PLEASE PRINT)   (First)   (MI)   (Last)

GFU ID # _____   Date of Birth _____

I authorize George Fox University College of Nursing to release information from my education record, pertinent medical records (immunization records) and health insurance information as requested by clinical agencies to attempt to secure placement for clinical experiences.

I understand clinical agencies can require that I provide additional information beyond what is contained in my George Fox University education record.

I acknowledge there is no guarantee that I will receive a clinical placement. I understand I will not be placed at a clinical agency if I cannot meet the agency's requirements.

I understand that this authorization is only valid for the academic period in which this form is signed.

Signature: _____

Date: _____

GFU CON Influenza Declination Form
Reviewd 5.19.2023   Page 1

Appendix J:

Annual Background Check and Drug Screen Disclosure Form

GEORGE FOX UNIVERSITY
College of Nursing

Annual Background Check and
Drug Screen Disclosure Form

Students and faculty are required to complete a criminal history background check and drug screen prior to the start of the first semester in the George Fox University College of Nursing. Each semester thereafter, they must answer the following questions. An affirmative response means that your status will be reviewed by the Dean of Nursing. Failure to provide accurate and truthful responses will subject the student to possible removal from courses and/or dismissal from the Program.

If you are charged with a crime (even if dismissed), been issued a court order, or tested positive for a drug or controlled substance (other than those obtained legally and legitimately) during the year, you must submit a revised Annual Background Check and Drug Screen Disclosure Form to the Dean of Nursing within 5 business days of the incident or prior to the next clinical day.

===

1. Have you, the student/faculty, in the past year, or since previously completing this form:

- Been arrested, but not charged?
- Been charged with a crime?
- Or had a charge dismissed?
- Or pleaded not guilty?
- Or pleaded guilty, "no contest"?
- Or been convicted of a crime?
- Or violated parole?
- Or had a DHS report filed?
- Or have a Court Order (i.e. No Contact, Restraining Order, etc.)

YES ☐   NO ☐

If YES, name the crime, parole violation, or court order. Include the name of the court and any sentence or punishment, and the date of conviction/dismissal:

2. Have you, the student/faculty tested positive for a drug or controlled substance (other than those obtained legally and legitimately)?

YES ☐   NO ☐

If YES, name the crime or parole violation, the name of the court and any sentence or punishment, and the date of conviction/dismissal:

I understand I must disclose in writing convictions of any misdemeanors or felonies in Oregon, any State, or other jurisdiction. I understand if an assigned clinical agency does not accept me as a nursing student based on my criminal background, it may result in an inability to progress through the George Fox University College of Nursing program as such required agency placements that are necessary for the completion of a College of Nursing degree.

GFU CON Annual Background Check/Drug Test Disclosure   Page 1
Revised 5.12.2023

Appendix K:

GFU CON Immunization, Screening and Certification Checklist

George Fox University College of Nursing
Immunization, Screening and Certification Checklist

Clinical Compliance requirements are an important component of the George Fox Nursing program. Being compliant demonstrates your ability to be organized, understand complex requirements, and ultimately prepare you for the ongoing compliance requirements of being a professional nurse.

Important facts:
- Proof of immunizations and current TB testing is required for all students in the Nursing program.
- Flu vaccine must be submitted between September 15 and October 15 annually.
- Annual due dates are 8/01 and 1/01 each year and all requirements must be valid for the academic semester.
- COVID vaccine **is required** for all nursing students.

Requirement		Documentation
Measles, Mumps, Rubella (MMR)		
Proof of two (2) doses of the MMR vaccine **OR** Individual positive Titers for Measles, Mumps, and Rubella. NOTE: if you submit a non-immune titer for Measles, Mumps, or Rubella, you must submit one (1) Post-Titer MMR Booster dated AFTER your non-immune titer.	☐	MMR Dose 1, MMR Dose 2
	☐	Measles Titer
	☐	Mumps Titer
	☐	Rubella Titer
	☐	Post-Titer MMR Booster 1
Varicella		
Proof of two (2) doses of the Varicella vaccine **OR** Positive Varicella Titer	☐	Varicella Dose 1
	☐	Varicella Dose 2
NOTE: if you submit a non-immune titer for Varicella, you will be required to submit two (2) Varicella doses.	☐	Varicella Titer
Hepatitis B		
Proof of three (3) Hepatitis B vaccine doses	☐	Hepatitis B Dose 1
AND	☐	Hepatitis B Dose 2
Submit proof of a Positive Hepatitis B (HbsAB; Surface Antibody) Titer.	☐	Hepatitis B Dose 3
	☐	Hepatitis B Titer
If you submit a Negative (non-immune) Titer for Hepatitis B, you are	☐	Post-Titer Hepatitis B Booster 1
required to repeat the three (3) dose vaccine series and a repeat Hepatitis B (HbsAB; Surface Antibody) Titer.	☐	Post-Titer Hepatitis B Booster 2
	☐	Post-Titer Hepatitis B Booster 3
	☐	Hepatitis B Repeat Titer
Tuberculosis Screening (ANNUAL REQUIREMENT)		
Complete two (2) separate PPD skin tests placed 7 – 21 days apart. Each test must be placed and read 48-72 hours after being placed.	☐	PPD #1 of 2
OR	☐	PPD #2 of 2
Complete a negative TB Blood Test; QuantiFERON Gold or T-Spot	☐	Initial QuantiFERON TB Test / T-Spot
For students who test positive for Tuberculin exposure, you must submit a Negative Chest X-Ray within the past five years AND a TB Screening Review	☐	Chest X-Ray
TB Screening is an annual requirement	☐	TB Screening Review

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Need more help?
- Contact the GFU Nursing Compliance Office nursingcompliance@georgefox.edu | 503.554.2956

George Fox University College of Nursing
Immunization, Screening and Certification Checklist

Requirement		Documentation
Tetanus, Diphtheria, Pertussis (TDaP)		
One (1) dose of a Tdap booster vaccine within the past 10 years. TD booster vaccine will not be accepted.	☐	TDaP Vaccine
Influenza (ANNUAL REQUIREMENT)		
Proof of annual Flu vaccine **OR** GFU Nursing Flu Declination Form	☐	Flu Vaccine
Flu vaccine must be received between September 15 and October 15 annually, to ensure vaccination coverage through the end of the flu season.	☐	Flu Declination with Provider's note
BLS Certification (RENEWED EVERY TWO YEARS)		
Proof of completing an American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Provider course. Only AHA BLS certification will be accepted.	☐	BLS Certification
Health Insurance		
Proof of current Health Insurance coverage	☐	Health Insurance card
Driver's License or State Issued ID Card		
Proof of current driver's license **OR** State Issued ID Card	☐	Driver's License or State issued ID card
COVID-19 (THIS IS A REQUIRED VACCINE)		
Proof of COVID vaccine with dates that equate to full vaccination status by program entry due date (8/01 or 1/01)	☐	COVID-19 Dose 1
Bivalent: one dose of Pfizer or Moderna	☐	COVID-19 Dose 2
Monovalent: two doses of Pfizer, Moderna or Novavax, OR one dose Janssen. Booster vaccine is optional at this time.	☐	COVID-19 Booster (optional)
Background Check		
A Background Check is initiated after a student has accepted the offer of admission and has paid the required deposit to the University. The background check process is managed through an outside vendor and the student is responsible for the cost. If an issue surfaces as a result of a completed Background Check, the student must schedule a meeting with the Associate Dean of the GFU Nursing program.	☐	Background Check
Drug Screen		
A drug screen is initiated at the same time the Background Check is started based on a student completing the university admission/deposit requirements. If an issue surfaces as a result of a completed Drug Screen, the student is required to schedule a meeting with the GFU Nursing Compliance Coordinator and/or the Associate Dean of Nursing of the GFU Nursing program to review the next steps.	☐	Drug Screen

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Need more help?
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Appendix L:
Deadline Extension Request Form

GEORGE FOX
UNIVERSITY
College of Nursing

Deadline Extension Request Form

Due to **medical reasons**, I am not able (at this time)to complete the requirement(s) noted below. I would like to request an extension and I have listed the date on which the requirement(s) will be completed. I acknowledge that all immunizations listed are required for the nursing program and exemptions are not allowed.

Requirement	Reason for Extension	Current Due Date	Requested Due Date
Measles: 2 doses or positive titer			
Mumps: 2 doses or positive titer			
Rubella: 2 doses or positive titer			
Varicella: 2 doses or positive titer			
Hepatitis B: 3 doses and positive titer			
Tdap: Booster, including Pertussis			
COVID-19 Vaccine			
Influenza: 1 dose			
BLS Certification: American Heart Association			
Other Requirement: List the requirement			

By submitting this form, I understand that I am responsible for meeting the revised due date. I understand that this request must be approved before the revised due date can be considered valid. I understand that not meeting the approved due date will result in Student Improvement Plan and I will not be permitted to attend any clinical experience (lab, sim, APPE, off-campus experience) until all requirements have been met.

Name: _____   Date of Request: _____

Signature: _____

GFU CON Deadline Extension Request Form
Revised 5.19.2023

Appendix M:

GFU Nursing Community Pledge

GFU Nursing Community Pledge - Students

Students enrolled in the George Fox University nursing program are expected to adhere to the highest professional standards. All students and faculty are expected to engage in appropriate interpersonal conduct, ethical action, personal responsibility, respect for authority, and self-awareness of their impact on others. It is expected that students associated with the George Fox nursing program will take responsibility to respect and protect the integrity of the program.

As a student in the George Fox University Nursing Program, I pledge:

1. To treat all with Christ-like love and respect;

2. To attend all registered classes and clinical experiences, and to follow communication protocols in the event of illness or absence;

3. To come prepared to fully participate in all class and clinical experiences, including completing prep work and any post class/clinical assignments on time.

4. To adhere to the requirements set forth by clinical placement facilities regarding health/wellness/immunizations; and to take initiative as future healthcare professionals to meet program and clinical partner requirement deadlines and to accept the consequences for missed deadlines;

5. To arrive in professional attire, as explained in the Nursing Student Handbook, to both on-campus and off-campus clinical experiences;

6. To follow the protocols outlined in the Nursing Student Handbook for addressing conflict or complaints with fellow students, faculty, clinical staff, hospital staff, or others;

7. To seek assistance from the correct source when I have questions or concerns. If I do not know the correct source, I will ask CON staff, faculty or leadership (attending faculty office hours, meeting with compliance and clinical placement staff, referring to Nursing Student Handbook, etc.);

8. To develop professional relationships with individuals both within and outside the nursing program, including respecting individual rights to hold opinions that differ from my own, promoting a positive climate, avoiding gossip and/or slander (including social media) and maintaining professional boundaries;

9. To refrain from any deliberate action that creates unnecessary risk of harm to self, patients, or others;

10. To uphold our commitment to engage, educate, and celebrate in topics of justice, diversity and shalom.

By signing this document, I will uphold this pledge as well as adhere to the Nursing Student Handbook policies. In the event that I fail to do so, I acknowledge the right of George Fox University to take necessary professional development and student improvement plan actions.

GFU CON Nursing Community Pledge (Student Nurse)
Revised 5.19.2023

Appendix N:
Six Semester Curriculum Plan

Nursing Curriculum – Graduating Class of 2023

Semester	Courses	Credits
Freshman Fall	BIOL 221 (4) Human Anatomy & Physiology · MATH 180 (3) College Algebra · LIBA 100 (3) Knowing and Being Known · THEO 101 (3) I Believe · COMM 100 (3) Introduction to Communications	16 credits
Freshman Spring	BIOL 222 (4) Human Anatomy & Physiology II · CHEM 151 (4) General, Organic, and Biological Chemistry · PSYC 150 (3) General Psychology · HHPA 120 (2) Lifelong Fitness · THEO 102 (3) I Believe	16 credits
Sophomore A	NURS 204 (2) Introduction to Professional Practice · NURS 311 (3) Pathophysiology · PSYC 240/SOC 340/MTH 240 (3) Statistical Procedures · PSYC 310 (3) Lifespan · BIO 367 (4) Microbiology	15 credits
Sophomore B	NURS 201 (5) Nursing Fundamentals (3D/2C) · NURS 210 (2) Health Assessment · NURS 312 (3) Pharmacology · NURS 313 (3) Nutrition Essentials · Bible Elective (3)	16 credits
Junior A	NURS 301 (7) Acute Care (4D/3C) · NURS 324 (2) Evidence Based Nursing · HUMA 290 (3) Art, Beauty, and Truth · HIST (3) History GE Requirement	15 credits
Junior B	NURS 302 (7) Complex Care (4D/3C) · NURS 370 (3) Nursing Care of Children & Families (PEDS) · Cross-Cultural Experience – International (3) · HUMA 205 (3) Philosophy and Literature	16 credits
Senior A	NURS 411 (5) Mental Health (3D/2C) · NURS 430 (6) Population Health (3D/3C) · NURS 452 (2) Gerontological Nursing · LIBA 400 (3) Senior EXIT (Engaging Christ in Transition) · Elective (1) General Education or Nursing Elective	16-17 credits
Senior B	NURS 421 (6) Care of the Childbearing Family (3D/2C) · NURS 442 (3) Leadership & Management (3D) · NURS 490 (5) Nursing Capstone (1D/4C) · Elective (if needed) (1-2) General Education or Nursing Elective	13-15 credits

Legend:
- NURSING COURSE
- GEN ED REQUIRED COURSES
- SCIENCE & MATH PROGRAM REQUIRED COURSES
- PROGRAM REQUIRED COURSES
- D = Didactic
- C = Clinical

Appendix O:
Four Semester Curriculum Plan

Nursing Curriculum - Class of 2024 & beyond (2 Year Plan)

Freshman Fall	MATH 180 (3D) College Algebra	COMM 111 (3D) Communication In Society	PSYC 100 (3D) Personhood	MUSI/THEA/ARTS 120 (3D) Arts & Global Culture	THEO 101 (3D) The Bible	**15 credits**
Freshman Spring	CHEM 150 (4D) General, Organic, and Biological Chemistry	PSYC 150 (3D) General Psychology	WRIT 111 (3D) Caring for Words	HIST 111 (3D) Modern & Postmodern World	THEO 102 (3D) Christianity	**16 credits**
Sophomore Fall	BIOL 221 (4D) Human Anatomy & Physiology	PSYC 240/MATH 240 (3D) Statistical Procedures	PSYC 310 (3D) Lifespan	LITR 111 (3D) Faith & Story	SSCI 100 (3D) Justice	**16 credits**
Sophomore Spring	BIOL 222 (4D) Human Anatomy & Physiology II	BIO 367 (4D) Microbiology	NURS 220 (3D) Nutrition Essentials	THEO 380 (3D) Ethics		**14 credits**
Semester 1	NURS 311 (3D) Pathophysiology	NURS 312 (3D) Pharmacology	NURS 320 (3D) Introduction to Professional Practice	NURS 330 (4D/2C) Essentials for Nursing Practice		**15 credits**
Semester 2	NURS 340 (3D/3C) Med-Surg Nursing I	NURS 350 (3D/2C) Mental Health	NURS 360 (3D) Evidence Based Practice	Cross-Cultural Experience – International (3)		**14 - 17 credits**
Semester 3	NURS 400 (3D/2C) Care of Childbearing Family	NURS 410 (3D) Trends & Issues	NURS 440 (4D/3C) Med-Surg Nursing II	NURS 390 (1D) NCLEX Test Taking Strategies		**15 - 16 credits**
Semester 4	NURS 442 (3D) Leadership Principles in Nursing	NURS 430 (3D/3C) Population Health	NURS 490 (1D/4C) Nursing Capstone	Elective (1D) General Education or Nursing		**14 - 15 credits**
	NURSING COURSE	GEN ED REQUIRED COURSES	SCIENCE REQUIRED COURSES	PROGRAM REQUIRED COURSES	ELECTIVE COURSE	D = Didactic C = Clinical *Students must complete 120 credits to graduate	**119 - 124 Total Credits***

Appendix P:

Four Semester HONORS Curriculum

Nursing Curriculum – Class of 2024 & beyond HONORS (New Gen Ed)

Semester	Courses				Credits
Freshman Fall	MATH 180 (3D) College Algebra	SSCI 100 (3D) Humility, Civility & Stewardship	PSYC 100 (3D) Personhood	HONORS 150 (6D)	15 credits
Freshman Spring	CHEM 150 (4D) General, Organic, and Biological Chemistry	PSYC 150 (3D) General Psychology	HONORS 190 (6D)		13 credits
Sophomore Fall	BIOL 221 (4D) Human Anatomy & Physiology	PSYC 240/MATH 240 (3D) Statistical Procedures	PSYC 310 (3D) Lifespan	HONORS 250 (6D)	16 credits
Sophomore Spring	BIOL 222 (4D) Human Anatomy & Physiology II	BIO 367 (4D) Microbiology	NURS 220 (3D) Nutrition Essentials	HONORS 290 (6D)	17 credits
Junior #1 (FA22)	NURS 311 (3D) Pathophysiology	NURS 312 (3D) Pharmacology	NURS 320 (3D) Introduction to Professional Practice	NURS 330 (4D/2C) Essentials for Nursing Practice	15 credits
Junior #2 (SP23)	NURS 340 (3D/3C) Med-Surg Nursing I	NURS 350 (3D/2C) Mental Health	NURS 360 (3D) Evidence Based Practice	Cross-Cultural Experience – International (3)	14 - 17 credits
Senior #1 (FA23)	NURS 400 (3D/2C) Care of Childbearing Family	NURS 410 (3D) Trends & Issues	NURS 440 (4D/3C) Med-Surg Nursing II	NURS 390 (1D) NCLEX Test Taking Strategies	15 - 16 credits
Senior #2 (SP24)	NURS 442 (3D) Leadership Principles in Nursing	NURS 430 (3D/3C) Population Health	NURS 490 (1D/4C) Nursing Capstone	Elective (1D) General Education or Nursing	14 - 15 credits

| NURSING COURSE | GEN ED REQUIRED COURSES | SCIENCE REQUIRED COURSES | PROGRAM REQUIRED COURSES | ELECTIVE COURSE | HONORS | D = Didactic C = Clinical | 119 - 124 Total Credits |

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