



GEORGE FOX
UNIVERSITY

College of Nursing

Student Handbook
2024-2025

“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 Hoppe

Table of Contents

Welcome to the George Fox University College of Nursing.....	8
Purpose of the Nursing Student Handbook.....	9
Accreditation.....	9
Abbreviations and Term Definitions.....	9
George Fox University Department Contacts.....	11
Program & Curriculum Overview.....	11
Mission and Vision of George Fox University.....	11
History of George Fox University and the College of Nursing.....	11
Civility in Nursing.....	12
American Nurses Association Code of Ethics for Nurses.....	12
Mission of the College of Nursing.....	13
Values of the College of Nursing.....	13
Goals (Aligned with GFU Values).....	13
Program Outcomes.....	14
Core Competencies.....	14
Program Outcomes Mapped to the AACN Essentials, Core Competencies & ANA Standards.....	15
Curriculum Plans.....	17
Pain Content Across the Curriculum-Six Semester Curriculum.....	17
Pain Content Across the Curriculum-Four Semester Curriculum.....	17
Oregon State Board of Nursing-Pain Management-Curriculum Content.....	18
Cultural Competency/Humility Across the Curriculum-Six Semester Curriculum.....	18
Cultural Competency/Humility Across the Curriculum-Four Semester Curriculum.....	19
Understanding Conceptual Curriculum.....	21
Student Advisement.....	21
Progression in the Nursing Program.....	22
Academic Progression.....	22
Student Improvement Plan.....	22
Probation Record.....	23
Didactic.....	23
Clinical Performance.....	23
Progression Decisions.....	24
Grading in Nursing Courses.....	25
Grade Appeal.....	25
Incomplete Grades.....	26
National Standardized Testing.....	26
Testing Policy.....	27
Scheduled Tests.....	27
Computerized Testing.....	28
Waiving DAS Test Accommodations.....	28
Cheating.....	28
Test Grades.....	29
Test Taking Procedures.....	29
Breaks.....	30
Completing Tests.....	30
Review of Tests.....	30
Graduation Requirements.....	30
Course Dismissal, Failure, Withdrawal, or Leave of Absence from the Nursing Program.....	31



College of Nursing

Nursing Course Failure 31

Withdrawal 32

Leave of Absence (LOA)..... 32

Dismissal from a Course and the Nursing Program 32

Procedure for Re-Entry..... 33

Attendance 34

 Didactic Attendance 34

 Clinical Attendance 34

Illness or Injury 35

Dress Code for College-Related Activities or Presentations Not Requiring a Uniform 36

Pregnancy, Maternity, Adoption, & Parenting Adjustment Request 36

Infants & Children..... 37

Academic Honesty Guidelines, Procedures & Policies 37

Use of Artificial Intelligence (AI) 38

General Guidelines in Suspected Incidents of Academic Dishonesty 38

 Procedure for Determination of Academic Dishonesty..... 38

 Procedures for Appealing an Academic Dishonesty Disciplinary Action..... 39

Communication and Resolving Conflict: The Importance of Chain-of-Command 40

Lodging a Formal Student Complaint 41

Clinical Expectations 43

Clinical Judgment Model & Nursing Process 44

Nursing Community Pledge 44

Behaviors Implying the Presence of Professionalism..... 45

Behaviors Implying the Absence of Professionalism 45

Standard of Expected Practice..... 46

Health Insurance Portability and Accountability Act (HIPAA) Education Training 47

Confidentiality of Information 47

Accurate Calculation of Drug Dosage and Medication Administration..... 48

 Administering Medications 48

Compliance Requirements..... 49

 Background Check 49

 Controlled Substance Drug Screening 50

 Fingerprinting..... 50

 Required Immunizations and Screenings 51

 AHA Basic Life Support Training (BLS) 52

 Health Insurance 52

 Malpractice Insurance..... 52

 Clinical Education Standard Training 52

Deadline Extension Request 53

Compliance Grade Incentive Policy 53

 Compliance Definition..... 53

 How will the grading work? 53

Clinical Placement Protocol 53

 Clinical Experience Assignment..... 53

 Clinical Onboarding..... 54

 Clinical Onboarding Due Dates 54

 Clinical Orientation..... 54

Guest Status..... 54

Transportation..... 55



College of Nursing

- Inclement Weather and Other Emergency Closings 55
- Procedure for Illness or Injury Occurring During Clinical Experiences 56
- Return to Clinical 56
- Protocol for Critical Incidents and Accidents Related to Clinical Practice 56
 - Bloodborne Pathogens 56
 - Students who are exposed to bloodborne pathogens must:..... 57
 - Injury or Potential Injury Incident 57
 - Errors & Near Miss Documentation 57
 - Authorization to Release Information 58
 - Latex Allergy 58
 - Dress Code..... 58
 - Clothing 58
 - Dress Code Accommodations 59
 - Grooming/Hygiene 59
 - Jewelry/Tattoos/Body Art 60
 - Protective Equipment (PPE)..... 60
 - Additional Considerations 61
 - Personal Equipment for Clinical 61
- Simulated Learning 61
 - Professional Behavior 61
 - Confidentiality 61
 - Psychological Safety 62
 - Simulation Safety 62
 - Simulation Session Evaluation 62
 - Illness & Attendance 62
 - Electronic Devices..... 62
- Student Life Policies 65
 - TITLE IX 65
 - Discrimination, Bias & Harassment 65
 - Harassment and Discrimination 65
 - Bias-Related Incidents and Hate Crimes 65
 - Guidelines for Responding to Bias-Related Incidents and Hate Crimes 66
 - Reporting and Resources..... 66
 - Supporting the Student and Community 66
 - Bias Incident Response Team (BIRT) 67
 - Reporting and Resources for Discrimination, Harassment, Bias-Related Incidents and Hate Crimes 67
- Substance Use Policy 67
 - Marijuana Use 70
- General Student Complaint Procedures 71
 - Informal Complaint Procedures 71
 - Formal Complaint Procedures 71
 - Submitting a Formal Student Complaint 71
 - Administrative Complaint Acknowledgment 72
 - Administrative Deliberation and Response 72
 - Formal Complaint Student Appeal Process 72
 - Administrative Levels for Student Complaints 72
- Accommodations for Students with Disabilities 73
 - DAS Process 73
 - Service Animals 74



College of Nursing

Technical Standards..... 74

- Cognitive..... 75
- Physical..... 75
- Sensory 76
- Behavioral..... 77

Accommodation Plan..... 77

Social Networking Sites and Blogs..... 77

Student Review of Personal CON File..... 78

Campus Resources 78

- Academic and Resource Center (ARC) 78
- Disability & Accessibility Services (DAS) 78
- Health and Counseling Services 79

CON Communication 79

Campus-Wide Emergency and School Closure Communication 80

Licensure 80

- RN Licensure 80
- CNA I Certification..... 80

Nursing Student Life 81

- Serve Day 81
- Class Representatives..... 81
- Nursing Ambassador Responsibilities..... 81
- Student Organization: Nursing Club 82
- Pinning Ceremony..... 82

Parental Involvement 82

FERPA Release 83

- Release of Non-Directory Information 83
- Restricting Directory Information 83
- Release Form for Academic Recommendations 83

Student Contact Information 83

Student Name Change..... 83

Appendix A:..... 85

- Clinical Requirement Contract 85

Appendix B: 86

- Student Improvement Plan 86

Appendix C:..... 89

- Probation Record 89

Appendix D: 91

- Incident Report/Bloodborne Pathogens Exposure 91

Appendix E: 92

- ISBAR Form 92

Appendix F: 93

- Nursing Handbook Acknowledgement..... 93

Appendix G: 94

- Clinical Passport 94

Appendix H: 95

- Simulation Center Confidentiality & Consent Form 95

Appendix I:..... 97

- Authorization to Release Information to Clinical Agencies 97

Appendix J: 98



Annual Background Check and Drug Screen Disclosure Form	98
Appendix K:.....	99
GFU CON Health and Safety Requirements	99
Appendix L:	100
Deadline Extension Request Form	100
Appendix M:	101
GFU Nursing Community Pledge.....	101
Appendix N:	102
Six Semester Curriculum Plan	102
Appendix O:	103
Four Semester Curriculum Plan	103
Appendix P:	104
Four Semester HONORS Curriculum	104



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 is used to communicate to you of the College of Nursing policies and provide guidelines specific to nursing students. It serves as an essential guide and resource during your time in the College of Nursing program 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 both handbooks.

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 on the "Nursing Student Resource" page in Canvas, our learning management system (LMS). The policies and processes described in this handbook do not constitute a contract but help you understand the processes George Fox University and the College of Nursing normally follow.

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, 2032.

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 well-being by providing guidance for, and regulation of, entry into the profession, nursing education, and continuing safe practice.

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

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

CCC: Clinical Course Coordinator

CCNE: Commission on Collegiate Nursing Education

CI: Clinical Instructor

CJE: Clinical Judgment Exam

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

CON: College of Nursing

Competency: Expected level of skill and academic performance

CPO: Clinical Placement Office

DAS: Disability and Accessibility Services



College of Nursing

Didactic: instructional component of curriculum focused on theoretical knowledge, principles and concepts.

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

PRN: pro re nata, "as the thing is needed"

Program: Nursing Curriculum

QSEN: Quality and Safety Education for Nurses

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

Simulation-Based Experience (SBE): Includes skills lab, open lab, and simulation experiences.

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

George Fox University Department Contacts

<p>College of Nursing Office: 503.554.2950 Email: nursing@georgefox.edu Website Location: Roberts Center 501 N Villa Rd Suite 146 Newberg, OR 97132 Mailing: 414 N Meridian St Box 6273 Newberg, OR 97132</p>	<p>Career & Academic Planning Center (CAP Center) Office: 503.554.2330 Email: careers@georgefox.edu Website Location: Stevens Center 330 N Meridian St Newberg, OR 97132</p>
<p>Student Financial Services Office: 503.554.2302 Email: finaid@georgefox.edu Website Location: Stevens Center 330 N Meridian St Newberg, OR 97132 Mailing: 414 N Meridian St Box 6068 Newberg, OR 97132</p>	<p>Health & Counseling Office: 503.554.2340 Email: hcc@georgefox.edu Website Location: Woodward House 200 N. River Rd Newberg, OR 97132</p>
<p>Registrar Office: 503.554.2218 Email: registrar@georgefox.edu Website Location: Stevens Center 330 N Meridian St Newberg, OR 97132</p>	<p>Bruin Community Pantry Office: 503.554.2316 Website Email: bruincommunitypantry@georgefox.edu Location: Lewis Apartment #1 1404 E. Sherman Newberg, OR 97132</p>
<p>Disability & Accessibility Services (DAS) Office: 503.554.2448 Email: das@georgefox.edu Website Location: Murdock Library</p>	<p>Campus Public Safety Office: 503.554.2090 Email: campussafety@georgefox.edu Website Location: Hiebert House 212 Carlton Way Newberg, OR 97132</p>
<p>Spiritual Life Office: 503.554.2320 Email: spirituallife@georgefox.edu Website Location: Barclay House</p>	<p>Student Life Office: 503.554.2316 Email: studentlife@georgefox.edu Website Location: Hadlock Student Center</p>

Program & Curriculum Overview

Mission and Vision of George Fox University

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 GFU'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, GFU 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, GFU holds to the historic truths and teachings of Christianity, as outlined in the statement of faith. Since its founding, GFU has been guided by the 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 GFU, 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 GFU CON is a community of staff, faculty, and students that are committed to a respectful, safe, and protected environment, founded in civility, in which all can work and learn. The CON 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 CON 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 CON 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: [View the Code of Ethics for Nurses | ANA](#)

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 healthcare 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 & ANA Standards

GFU CON Program outcome	AACN (2021) The Essentials: Core Competencies for Nursing Education	ANA (2021) Scope and Standards of Practice, 4 th edition.
1. Integrate concepts from liberal arts and sciences in promoting health and delivering individualized care.	<ol style="list-style-type: none"> 1. Knowledge for nursing practice 2. Person centered care 	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 1. Knowledge for nursing practice 2. Person centered care 3. Population Health 4. Scholarship for nursing practice 5. Quality and safety 	<ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Outcomes identification 4. Planning 5. Implementation, Coordination of care, Health teaching and health promotion 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.	<ol style="list-style-type: none"> 2. Person centered care 4. Scholarship for nursing practice 5. Quality and safety 7. Systems based practice 	<ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Outcomes identification 4. Planning 5. Implementation, Coordination of care, Health teaching and health promotion 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.	<ol style="list-style-type: none"> 5. Quality and safety 8. Informatics and health care technologies. 	<ol style="list-style-type: none"> 1. Assessment 2. Diagnosis 3. Outcomes identification 4. Planning 5. Implementation, Coordination of care, Health teaching and health promotion 6. Evaluation 8. Advocacy 9. Respectful and equitable practice 15. Quality of practice 17. Resource stewardship

<p>5. Demonstrate advocacy utilizing health care policy and health systems knowledge.</p>	<p>3. Population health 7. Systems based practice 10. Personal, professional, leadership development</p>	<p>8. Advocacy 9. Respectful and equitable practice 12. Leadership 13. Education</p>
<p>6. Use communication, collaboration, and organizational skills to work in partnerships with clients, families, communities, and the interprofessional healthcare team to promote health.</p>	<p>3. Population health 7. Systems based practice 8. Informatics and health care technologies. 10. Personal, professional, leadership development</p>	<p>8. Advocacy 9. Respectful and equitable practice 10. Communication 11. Collaboration 12. Leadership 13. Education 17. Resource stewardship</p>
<p>7. Employ leadership principles to support quality improvement, safety, equity, and cost-effective care initiatives in a variety of settings.</p>	<p>5. Quality and safety 7. Systems based practice 9. Professionalism 10. Personal, professional, leadership development</p>	<p>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</p>
<p>8. Demonstrate professional values that integrate lifelong learning, service, and reflective practice.</p>	<p>1. Knowledge for nursing practice 9. Professionalism 10. Personal, professional, leadership development</p>	<p>7. Ethics 13. Education 14. Scholarly inquiry 15. Quality of practice 16. Professional Practice evaluation</p>
<p>9. Provide evidence-based nursing care that incorporates diversity and inclusion, human dignity, and cultural humility.</p>	<p>1. Knowledge for nursing practice 2. Person centered care 3. Population health 9. Professionalism 10. Personal, professional, leadership development</p>	<p>1. Assessment 2. Diagnosis 3. Outcomes identification 4. Planning 5. Implementation, Coordination of care, Health teaching and health promotion 6. Evaluation 7. Ethics 8. Advocacy 9. Respectful and equitable practice 10. Communication 14. Scholarly inquiry 15. Quality of practice 16. Professional Practice evaluation</p>
<p>10. Provide holistic, empathetic nursing care that reflects the character and compassion of Christ.</p>	<p>2. Person centered care 10. Personal, professional, leadership development</p>	<p>1. Assessment 2. Diagnosis 3. Outcomes identification 4. Planning 5. Implementation, Coordination of care, Health teaching and health promotion 6. Evaluation 7. Ethics 8. Advocacy 9. Respectful and equitable practice 10. Communication 16. Professional Practice evaluation 18. Environmental health</p>

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-Six Semester Curriculum

Pain Content	Course	Dedicated Time (hours)
Physiological mechanisms of pain	BIO 221 & 222 - Anatomy & Physiology	
	NURS 330 - Nursing Essentials	0.5
	NURS 301 - Acute Care	0.5
	NURS 311 - Pathophysiology	0.5
		1.5
Performing and documenting pain assessment	NURS 330 - Nursing Essentials	0.75
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 330 - Nursing Essentials	1.5
	NURS 312 - Pharmacology	1.0
	NURS 301 - Acute Care/ NURS 340 Med/Surg	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	2.0
	NURS 421 - Care of the Childbearing Family	
One hour Advancing Pain Management in Oregon module	NURS 330 - Nursing Essentials	1.0
Total Pain Content		14.75 hrs.

Pain Content Across the Curriculum-Four Semester 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



College of Nursing

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.

Oregon State Board of Nursing-Pain Management-Curriculum Content

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 330: Essentials of Nursing Practice.

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

Cultural Competency/Humility Across the Curriculum-Six Semester Curriculum

Content	Course	Dedicated Time (hours)
Simulation: Hypoxic patient who is Muslim	NURS 330 - Nursing Essentials	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-Four Semester 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 are 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 student'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 are 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 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, phone, 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 complete the [Major/Advisor Change Form](#).

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 (SIP) ([Appendix B](#)) is to be initiated by faculty in collaboration with the student to develop goals and implement plans to accomplish successful completion of course and program outcomes. The SIP process 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 SIP if they feel the need for additional support. The 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.

There are two types of 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 one or more tests, submitting assigned work late, a trend of tardiness, and missing or arriving late for quizzes or tests.

Clinical SIP - The CI will identify improvement needs and meet with the student whose clinical performance needs improvement or is unsatisfactory. The CI will notify the CCC faculty member. The CCC faculty member will initiate the SIP and meet with the student and the CI. Some examples include:

- Unsafe practice and refer to practice parameters

- Unprofessional behavior such as late assignment submissions, and/or unprofessional communication behaviors
- Unprofessional clinical attire
- Trend of arriving late and/or missing clinical time during clinical experiences (on-campus and off-campus)
- Inadequate preparation for clinical assignments
- Repeated "No Pass" on skill competency check offs
- One unsatisfactory (U) rating at any time on the clinical evaluation tool
- Three or more needs improvement (N) ratings on the clinical evaluation tool (by the instructor)
 - Three or more N ratings within the same core competency across weekly clinical experiences
 - Three or more N ratings within the same clinical day

In the NURS 490 Capstone and the NURS 430 Population Health courses, students at mid-rotation evaluation may have up to two needs improvement (N) per core competency section. The CI will notify the CCC faculty member and begin the SIP process when a student has more than six total needs improvement (N) ratings across all core competencies or any one unsatisfactory (U) rating at the mid-rotation evaluation. By the final rotation evaluation, all sub-competencies must be at the satisfactory level (S) to pass the course.

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, CI, CCC, and Program Director. 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 demonstrating unprofessional behaviors may be put on probation, if not dismissed from the program. 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 include 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 welfare and to protect the well-being 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, 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 nursing faculty decisions. In making this decision, faculty consider 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 their 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/CCC 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/CCC and discuss the grade appeal documentation with supporting evidence. Must occur within two (2) business days of receiving the written grade appeal documentation with supporting evidence.
3. If the student and faculty/CCC are unable to resolve the appeal concern, the student will provide written documentation and evidence about the appeal to the Program Director. In the written documentation to the Program Director, 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 Program Director within two business days after meeting with the faculty member.
4. The student, faculty member/CCC, and Program Director 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 Program Director is received.
5. If the student, faculty/CCC and Program Director 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 Program Director and faculty/CCC. Also, specifically addressing why the student's grade appeal is not resolved.
6. The student, faculty member/CCC, Program Director and Dean 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 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 Director. In the written documentation to the CON Program Director, 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 Director within two business days after meeting with the faculty member.
4. The student, faculty member and CON Program Director 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 Director is received.
5. If the student, faculty and CON Program Director 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 Director and faculty member. Also, specifically address why the student's grade appeal is not resolved.
6. The student, faculty member, CON Program Director 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 451: NCLEX Test Taking Strategies. This course becomes a required elective course for nursing students in the sixth semester of the six-semester curriculum and in the fourth semester of the four-semester curriculum if any of the following occur:

- The student receives a SIP 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 SIPs for course exam grades that are less than 73.00%.
OR
- The student failed any NURS course

Testing Policy

Tests are used to evaluate learning in 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 the use of a calculator on the test. If a calculator is permitted, this will be included in the testing browser (such as ExamSoft 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.

Scheduled Tests

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) except at the instructor’s discretion for extenuating circumstances; travel plans are not extenuating circumstances. Students should not make travel plans until the final testing schedule has been determined for all tests for the semester.

Students who arrive late for a test may endanger their progression in the program. If a student arrives less than 30 minutes late for a test, the student will take the test and will not have additional time to complete the test. If a student arrives more than 30 minutes late, the student will need to reschedule the test with the instructor and the instructor will deduct 10% off the score the student achieves on that test.

For students who repeatedly arrive late for or miss tests, 10% of the maximum attainable points may be deducted from the student’s 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.

If unforeseen illness 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.

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.

Computerized Testing

Standardized computer testing is used throughout the nursing program to prepare students for success 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 those on 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 the calculation of the course grade.

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 tests as soon as they are available and at least eight hours before the test date and time. If a student is unable to download an ExamSoft test, they should immediately notify the lead faculty by email and immediately contact the [ExamSoft help center](#) to solve the issue as soon as possible.

Failure to download a test before the scheduled date and time may result in the inability to take the test on time. Students who do not download the test and who experience technical difficulties will not receive extra time to take the test nor will they be rescheduled. This may result in a reduced exam grade or no exam grade.

Technology issues occur in all settings. If a technology issue arises during a test, students are to **remain quiet and maintain a suitable testing environment with limited distractions**. 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.

Waiving DAS Test Accommodations.

The CON desires 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. To receive testing accommodations, students must schedule to take tests with the DAS office.

If a student decides to waive DAS testing accommodations, they may take the test during the scheduled class time and will be proctored by faculty for the duration of the standard test time, without the following accommodations:

- no extra time
- no low distraction environment
- no alternate test environment

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.

Cheating

Cheating is defined as looking at another's test paper or computer, any communication between students, utilizing notes or any assistance during the test, violating test taking procedures, or accessing any computerized test without faculty/staff present. (See also the statement about academic honesty). Students who are observed cheating will be informed of this observation by the instructor(s) who detected the cheating. Cheating is a violation of academic integrity and will incur serious consequences which may include a grade of zero for the test connected with cheating, course failure, or dismissal.

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.

Test Grades

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.

If a student fails one 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 SIP 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%).

Test Taking Procedures

The following test taking procedures are implemented to ensure an equitable and consistent test environment. These policies are similar to those implemented in the National Council Licensing Examination RN (NCLEX-RN). Backward navigation to prior test questions is not permitted on proctored tests.

When students enter the test environment, all personal items are to be placed in the designated “Personal Belongings” area. Cell phones and smartwatches are to be turned off or on airplane mode. If you have a special circumstance requiring your cell phone to be on and left with the proctor, please make arrangements before the test.

Items allowed at the student’s desk include:

- A pen or pencil
- A blank sheet of paper will be provided to the student after the student’s computer is in exam lockdown mode. Additional paper will be provided upon request. All papers will be returned to the proctor before leaving the test room.
- Ear plugs if needed. Ear plugs must not be connected to electronic devices.
- Gum is permissible as long as the use is not distracting to others

Items not allowed at the student’s desk include, but not limited to:

- Personal items: backpacks, bags, books, etc.
- Smart Devices: cell phones, smartwatches, or other electronic devices are not needed for the test.
- Food and drinks
- Apparel or device (e.g. brimmed hats or sunglasses) that obscures the student’s eyes from observation by the test proctor(s).

Although noise and distractions will occur during testing, proctors will try to keep them to a minimum. The student is responsible for providing their plain, non-electronic earplugs and using them as needed. Noise and distractions are not grounds to retake a test. Noise-canceling headphones may be an approved accommodation in DAS.

During the test, students are not allowed to access any other website while in the test room. If a student needs technical assistance he/she may signal this to the test proctor by a raised hand. Students may ask questions about typographical and technological issues. The proctor will not answer questions directly related to test content.

The length of time for each test will be stated by the proctor. The proctor will be responsible for monitoring time, indicating when five minutes are remaining (for any test 30 minutes or longer), and ensuring that all students submit their test in the allotted time.

Breaks

Students must inform the proctor before taking a screen break. When taking a screen break, students may move to the test environment's designated space to quietly stand, stretch, or walk. Students are not permitted to leave the testing environment.

Students who need access to medications, water, or snacks must have those items in the designated area. Students may not access their cell phones, smartwatches, or any other personal belongings during the break. While the student is taking a break, the timer for the test will continue running and no additional time will be added.

Students must inform the proctor before taking a bathroom break during a proctored examination. Students should make every effort to avoid unnecessarily leaving the testing environment during the test. The proctor may accompany the student to the bathroom area. Students may not have access to their cell phones or smartwatches during the bathroom break. The timer for the test will continue running and no additional time will be added.

Students who are observed violating any portion of this test taking policy will incur a 5% grade penalty on the test for the first offense. Subsequent offenses will result in a 50% grade penalty on that subsequent test.

Completing Tests

Students are responsible for "saving" 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.

When a student has completed the test, they must show the proctor the green screen on the computer and the test proctor will confirm that the test has been submitted. The first time a student fails to submit the test before they leave the testing environment will incur a 10% grade penalty. Any additional subsequent failure to submit the test before leaving the test environment will incur a 50% grade penalty for that test.

Review of Tests

If a student has questions about a test question after the test is completed, they should make an appointment with the instructor during their office hours to discuss the content of the question and the rationale. Test scores may not be disclosed until all students have completed the test.

Group test review will be proctored and will occur during the first class after the test date. Students will have 10 minutes to review incorrect answers only. During the test review, students may not take notes or screenshots of test questions. Individual test reviews may occur by making an appointment with the instructor during their office hours.

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 39 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 90 semester hours toward graduation (normally two semesters before expected graduation);
- Pay in full all accounts at the University Student Financial Services office.

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-\$500
- 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 exam grades 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 and the exam grade average. A student who fails the clinical component of the course before the end of the semester, will need to withdraw from the course. 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 based on space availability.

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, 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 or Program Director to discuss reasons for withdrawal, future plans, and withdrawal process.
- Meet with the 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 re-enter. Re-entry 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%, an overall grade of less than 73.00%, or fails the clinical component of the course, 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.**

Leave of Absence (LOA)

LOAs are typically one semester. The CON will consider extenuating circumstances for a longer LOA period. If a student needs more than two semesters, they will need to meet with the Program Director to discuss reapplying to the program. A student who takes an extended LOA, which is defined as two or more semesters may be subject to repeating some or all courses upon return to the program.

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 faculty are 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 as mandated by the Oregon Health Authority
- Failure to notify the nursing program of any change in criminal background status

Procedure for Re-Entry

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 or Program Director for a Progression Interview to review the reason(s) for failure or dismissal and discuss progression success strategies and policies within one week of failing the course(s).
2. The Dean or Program Director 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 or Program Director 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 the designated timeline 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 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 10-panel drug screen 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 73.00% 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 73.00%. If the student does not achieve the 73.00% 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

Didactic Attendance

Regular class attendance is essential for academic success. Students are expected to attend all classes. A trend of missing class may negatively impact academic success. Faculty may monitor and document class attendance. Class attendance trends may be used to determine future clinical placements including the NURS 490 Capstone clinical placement.

In case of illness or other emergency, the student must notify the faculty 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), they must collaborate with the faculty 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 DAS office.

Clinical Attendance

All clinical experiences are mandatory. 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 at any time of day, any day of the week, and 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 CCC 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.

All students in all clinical experiences 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.

If a student misses one on-campus or one off-campus clinical day, the student must meet with the CCC 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 CCC(s) and a 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 CI is concerned about the student's ability to consistently demonstrate clinical competencies at any time, the CCC will initiate a SIP ([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.

Illness or Injury

Students should not come to in-person class sessions if they have a fever (a temperature of 100.4°F or greater), a new cough, shortness of breath, muscle aches and chills, a sore throat, severe diarrhea, vomiting, or a loss of taste or smell. If a student has been diagnosed with COVID-19, they should follow the protocols recommended by the Centers for Disease Control. Additionally, anyone asked by a medical professional or local public health official to self-isolate or quarantine should follow those instructions and not attend school-related functions until the recommended quarantine time has ended. If a student is ill, the student is required to notify the faculty as soon as possible and as directed in the specific course syllabus.

Students who are injured to an extent that limits their ability to attend didactic class should notify the professor who teaches the course(s) and Disability and Accessibility Services (DAS). The faculty member will consult with DAS staff, the CON Program Director and CON Dean to evaluate the situation and make a determination about student progression, which may include a recommendation to withdraw or apply for a leave of absence.

Students who are injured to an extent that limits their ability to safely perform patient care must notify the CCC immediately about the injury. The student's ability to participate in clinical experiences will be determined by the CCC in collaboration with the DAS staff. The determination about student ability to participate in clinical may require the student to provide documentation from a licensed health care provider about the student's mobility restrictions, including the ability to ambulate, bear weight, lift, push, pull limitations. Clinical agencies reserve the right to restrict student participation in patient care based on weight bearing and mobility limitations. If a clinical site will not permit a student to participate in clinical activities, the student will not be able to complete and pass the clinical portion of the course and will need to repeat the course in a future semester if space is available.

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, sweats, and torn or frayed clothing are not allowed.**
- 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, flip-flops, or tennis shoes.**
- 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

Pregnancy, Maternity, Adoption, & Parenting Adjustment Request

GFU wishes to support academic success as students' progress through pregnancy, childbirth, adoption, and/or the early days of parenting. This is a transformational time of life and the goal is to ensure clear communication with professors and departments about student rights under Title IX and decisions about implementing those rights. Toward that end, students should review the Title IX information and complete the Pregnancy, Maternity, Adoption & Parenting adjustment request form. Submission of the form serves as the student's "signature," indicating they have read and understood the information in the form, and are giving permission for communication with professors, department chairs, or others involved in the educational program who need to be involved in the process.

Students should complete the Pregnancy, Maternity, Adoption & Parenting adjustment request form at least six weeks before the anticipated need for adjustments.

Students should contact the GFU Title IX and Equity specialist, if they have questions. Students should schedule a meeting with the Equity specialist to discuss their request and the particulars of their situation.

Title IX stipulates that students may utilize 42 days (six weeks) of maternity leave without jeopardizing participation in an academic program.

The student should create a plan for absences in collaboration with professors and Department Chairs/Program Directors. Chairs/Directors should confirm that their faculty members are aware of their obligations and parameters around adjustments for the student. Adjustments or support might include absence from class, recording of lectures for the student, class notes, Zoom participation, test-taking arrangements, extensions for assignments, etc.

If absences will affect the objectives of a course or program, the Program Director, in collaboration with the Equity specialist and Associate Director of Disability Services, will determine the maximum allowable absences that would enable a student to continue in courses for the given term/semester. Regardless of length of absence from a course, all coursework would still be required.

If a student desires a longer absence than has been approved for continuation in courses, the student may take a leave of absence without jeopardizing participation in the program. For instance, if university staff determine that three

weeks is the maximum a student can miss without compromising essential learning, a student desiring a full six-week maternity leave may request a leave of absence for the academic term, then return to courses the following term.

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>

Use of Artificial Intelligence (AI)

The use of AI tools to achieve learning outcomes in a course is *not permitted* at GFU, without the express permission of the faculty. If for whatever reason a student does use AI tools to generate responses, phrases, outlines, text, images, or any other content, the student must disclose that fact and cite the AI program they used.

Failure to do so is plagiarism and will be treated formally as academic dishonesty, according to the Academic Handbook. In general, the unauthorized use of generative AI shall be treated analogously to forbidden assistance from another person or disallowed resource, digital or otherwise (and thus would be forbidden under the same circumstances as any other form of academic dishonesty). Students should refer to the GFU Statement on [Artificial Intelligence \(AI\) Language Models policy](#).

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 Director (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 Director.

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 Director 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 two (2) business days of receiving the disciplinary action decision.
2. Meet with the CON Program Director to review the written documentation. The meeting must occur within two business days of the CON Program Director receiving the appeal documentation from the student.
3. If the student and CON Program Director 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 Director meeting and the student's rationale for pursuing the appeal.

Specifically address why the meeting with the CON Program Director 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 Director.

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 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. Program Director
4. Dean

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 CCC or another instructor with a complaint about the CI, 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 CI. If the issue cannot be resolved between the student and the CI, 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. This form is available in the Office of Student Life and Office of Academic Affairs, as well as online.

Clinical Policies & Procedures

Clinical Expectations

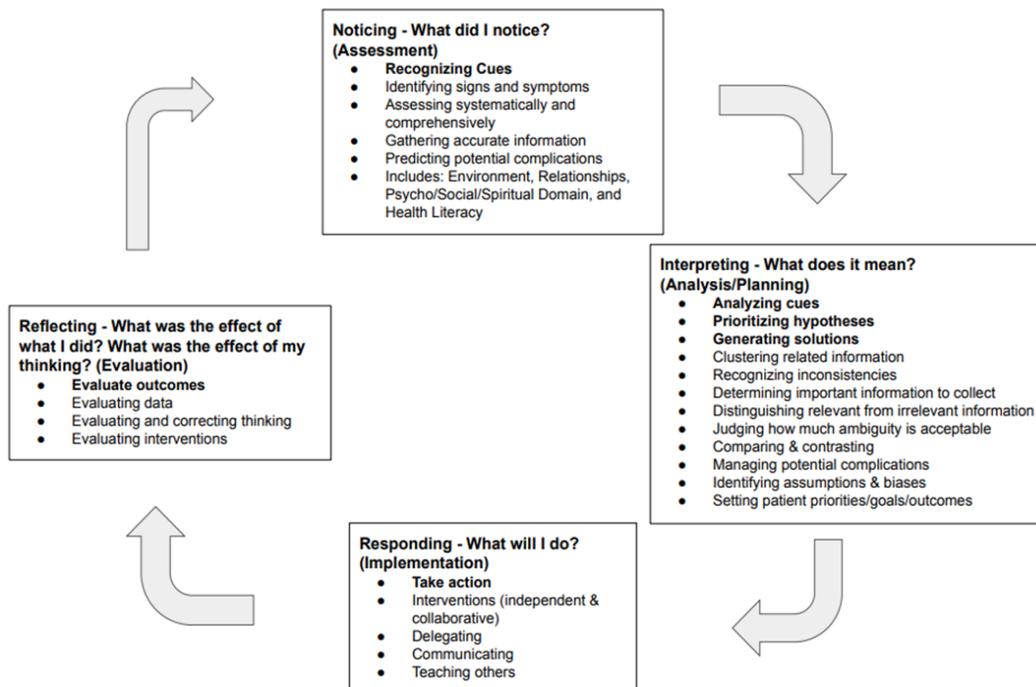
Clinical experiences are a critical component of learning in the CON. Clinical experiences include on-campus (lab, simulation, and advanced professional practice experiences) and off-campus experiences. During clinical experiences, the student represents the nursing profession and GFU CON. Students are 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:

- **Be prepared for clinical experiences.** Complete all required clinical preparation items by the due date assigned by the CPO. Students unprepared for clinical experiences will be removed from the clinical site and sent home. Repeated incidents may result in a student being dismissed from the clinical site and failing 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. Repeated incidents of unsafe practice may result in a student being dismissed from the clinical site and failing 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.
- **Student Credentials.** Students must practice within their student nurse practice parameters while functioning in the role of student nurse in the CON 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 documentation with the following: legal name, SN, GFU.
- The CCC 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
 - inadequate preparation for the clinical assignment
 - consistently being unprepared for clinical practice
 - late, missing, or incorrect compliance and/or clinical onboarding requirements

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



Nursing Community Pledge

Professionalism in nursing practice requires accountability and responsibility in all aspects of the nursing program. The CON consistently encourages accountability, professional conduct, and the illustration of values that are guided by characteristics such as mutual respect, care, 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. 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. 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.

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](#)).

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
- Chronically late in submitting compliance and onboarding requirements
- 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. Students are responsible for practicing within the limits of their education and experience, GFU CON policies, and the assigned agency/hospital policies. Any question about whether or not a student nurse can perform a particular intervention or skill should be referred to the CI or the CCC.

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

- Failure to report data, regarding the listed situations, to the faculty and appropriate clinical facility personnel:
 - the student’s medication errors of either omission or commission;
 - the treatments omitted or improperly done by the students; or

- other aspects of client care not completed by the student, without appropriate arrangements having been made with faculty and facility personnel.
- Falsification of entries made in client charts and/or records, either through omission or commission.
- Breach of nurse-client confidentiality by discussing clients or specific information about clients in inappropriate situations.

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

- notify CI and/or CCC
- 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
- record incident following agency and CON policies

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.
- Med Math score will account for 3% of the course grade. The score the student achieves on the first attempt is the score that will be entered into the gradebook.
- 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 SIP 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 CI.

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

Compliance Requirements

Compliance 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 clinical experiences. Keeping information current is the student's responsibility. Timely submission of clinical requirement documentation allows the CPO to process materials promptly and will ensure that coordination with clinical sites will not be delayed.

All compliance requirement records must be current and appropriate documentation must be submitted by the given deadline. All immunization information and BLS certification will be uploaded to the nursing program's compliance vendor system(s). Compliance requirements must be kept current throughout the nursing program.

Students will not be permitted to attend any clinical experience (lab, simulation, APPE, off-campus) unless all compliance requirements have been met.

The Clinical Requirement Contract ([Appendix A](#)) must be electronically signed in ACEMAPP annually. Failure to uphold this clinical contract may result in dismissal from the clinical course(s) and the nursing program.

Background Check

All students 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 admitted students 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 or refuses to consent to a background check or 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 may be required to withdraw from the academic program. GFU CON will not provide or locate alternative clinical arrangements for students in such circumstances.

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

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. This screening is facilitated by the CON compliance vendor. If a student refuses to submit to a drug screening, the student will be dismissed from the CON.

A negative dilute result is not an acceptable result. Any student who receives 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 CPO. If the second drug screen result is negative dilute, the student will need to meet with the Program Director. A student may be dismissed from the nursing program if they have more than one negative dilute drug screen result.

If the drug screen result is positive, the student will not be admitted to the program and may reapply after one year. Any nursing student is subject to additional drug testing upon request if there is reasonable cause to believe that the student may be using illegal drugs, misusing legal drugs and dietary supplements or misusing alcohol or tobacco products.

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	Opium	Codeine
	Morphine		
Barbiturates	Amobarbital	Pentobarbital	Phenobarbital
	Phenobarbital	Secobarbital	Tuinal
Benzodiazepines:	Lorazepam (Ativan)	Chlordiazepoxide (Librium)	Alprazolam (Xanax)
	Diazepam (Valium)		
Other Screened Substances Include:	Phencyclidine	Methaqualone	Methadone
	Propoxyphene		

If students are charged with a crime (even if dismissed) or test positive for a drug or controlled substance (other than those legally prescribed) during the year, students must submit a revised Annual Disclosure Form ([Appendix J](#)) to the Dean of Nursing within five (5) business days of the incident or before the next clinical day.

Fingerprinting

Some clinical agencies may also require fingerprinting from a student. A clinical agency may deny a student access to its clinical site due to student’s failure to complete the required fingerprinting process or based upon the results. This may also affect the student’s progression in the program. GFU CON will not provide or locate alternative clinical arrangements for students in such circumstances.

Required Immunizations and Screenings

All immunization and screening due dates must be met for the student to participate in their assigned clinical experience(s) including, on-campus lab/simulation, off-campus clinical, and APPE. Hospitals and other agencies may require additional immunizations and/or screenings before a student can complete a clinical experience at their facility. Compliance with all agency policies is expected.

The CON uses a compliance vendor to record, validate, and track all student immunization records. The CPO will provide compliance system access information to the student upon admission.

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

Upon admission, students are required to meet the due date for compliance requirements as stated in their “Compliance Introduction” email sent from the CPO. It is the student’s responsibility to remain compliant while enrolled in the nursing program. All immunization and screening requirements must be valid for the entire 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.

Listed below are the mandatory immunization and screening requirements. All documentation and forms must be uploaded by the student to the compliance vendor by the stated deadline. Students are required to submit documents that include the following: first and last name and date of administration. Refer to the Health and Safety Checklist for a detailed list of all requirements ([Appendix K](#)).

Requirement	Notes
Mumps, Measles, Rubella (MMR)	A complete series of MMR immunizations (two doses) or separate lab reports (titers) for Mumps, Measles and Rubella showing positive immunity is required.
Hepatitis B	A complete series of Hepatitis B immunizations (three doses) or a Hepatitis B Surface Antibody lab report showing positive immunity result is required. If a negative titer is received please contact Nursing CPO.
Varicella Series	A complete series of Varicella immunizations (two doses) or a lab report showing positive immunity is required.
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 Td containing booster is required every 10 years.
Tuberculosis (TB) Screening	Upon admission, students must submit a TB Risk Assessment form, TB Signs and Symptoms form and two separate PPD skin tests (1-3 weeks apart) OR may submit a TB screening blood test (Quantiferon Gold or TSpot).

Requirement	Notes
	If a student has received a positive TB test, a chest x-ray is required. Chest x-rays do not expire but a physician's report verifying a lack of symptoms is required.
Influenza (Flu Vaccine)	Must receive the vaccination between September 15 and October 15 annually
COVID-19 Vaccine	A complete series of COVID-19 vaccines or declination form is required. NOTE: All COVID-19 vaccine documentation must have the student's full name, date of administration, and manufacturer.

NOTE: Immunization and screening requirements are subject to change without notice.

It is the student's responsibility to keep their compliance 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.

AHA Basic Life Support Training (BLS)

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). Training must include psychomotor and written testing.

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

Nursing students are required to upload their current American Heart Association BLS certification to the compliance vendor by the compliance deadline.

Health Insurance

GFU requires full-time undergraduate students to carry medical insurance, which will cover both healthcare and injuries. Students without health insurance are generally required to enroll in the GFU's Student Major Medical Insurance Plan. [Student Health Insurance | George Fox University](#).

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 Standard Training

Students must complete online orientation to hospital-related safety and patient confidentiality upon entry into the nursing program. This is a requirement set by the Oregon Health Authority - Administrative Requirements for Health Profession Student Clinical Training. The following education modules are accessed through the nursing program's compliance vendor:

- **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.



College of Nursing

- **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:** 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.

Deadline Extension Request

Students are expected to meet all deadlines for compliance. However, if medical factors prevent the student from complying with the August 1 or January 1 deadline, then a Deadline Extension Request form ([Appendix L](#)) must be submitted. 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 approved because a requirement expires mid-semester.

If a student fails to meet the approved deadline, a CCC will develop a 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 until all requirements have been met.

Compliance Grade Incentive Policy

All nursing students must fully adhere to compliance requirements while enrolled in the nursing program. Full compliance is an essential part of a nursing student's professional responsibility and patient safety.

Compliance Definition

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 dates for all compliance-related requirements is August 1 and January 1. 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 communicated by the CPO in Level Up meetings, via email communication, and in Canvas: Student Nurse Resources.
- Students will receive full compliance points if all compliance requirements are completed by the assigned due dates. See course syllabus for compliance grade percentage.
- Failure to complete the compliance requirements by the assigned due date will result in the student receiving a zero for their compliance grade and a Student Improvement Plan.
- Compliance grades will be entered in the LMS gradebook at the midpoint of the semester.

Clinical Placement Protocol

Clinical Experience Assignment

The purpose of a clinical experience is to provide learning opportunities to strengthen clinical judgment, professional practice, and promote the transition from academic to post-licensure practice. Off-campus clinical placements are determined based on student academic and clinical history in combination with faculty input. Other factors include approved clinical sites and CI availability. Clinical placement assignments are final and not negotiable. Students must

not seek their own clinical placements or clinical preceptors. Trading with classmates or attempting to trade with classmates is not permitted.

Clinical experience placement decisions are the responsibility of the Clinical Experience Planning Team (CEPT). Decisions are not made based on convenience, transportation limitations, or childcare needs. Clinical placements could be up to 60 miles from the Newberg campus.

Clinical Onboarding

Clinical onboarding is defined as the site-specific requirements that must be completed by the due date assigned by the CPO. It is the student's responsibility to review and complete the specific clinical onboarding requirements for their clinical placement.

Clinical onboarding requirements and instructions can be found in ACEMAPP once assigned to a rotation. Students will only have access to onboarding requirements that apply to their assigned clinical rotations.

Clinical Onboarding Due Dates

The due date will be before the start of the off-campus clinical rotation with the exception of first day site specific requirements.

- Onboarding due dates may be modified based on receipt of login information from the clinical facility.
- Students who do not complete clinical onboarding requirements by the due date will not be allowed to attend any assigned clinical experience until all requirements have been completed. Students may be pulled from class to complete open requirements.
- Clinical partners may revoke a student's placement if onboarding due dates are not met. This means the student would fail that course and would not be allowed to progress in the program until the course is successfully completed.

Clinical Orientation

Each clinical facility has a specific orientation for students and CIs. This information is communicated from the CPO or the clinical facility. Students are required to review and understand the specific orientation information for their assigned clinical experiences throughout the program.

Clinical facility orientation sessions are mandatory for all students. Failure to attend 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.

Students should attend all on- and off-campus orientation sessions and trainings in their CON uniform unless otherwise instructed. 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 should not:
 - criticize practices, observations, or feedback of agency or hospital personnel
 - offer unsolicited advice or criticism to agency or hospital personnel
- Students should:
 - consult with their CI about concerns with agency care delivery or nursing practice at their clinical site

Transportation

Clinical experiences may be up to 60 miles from the Newberg campus. Students are responsible for providing their own transportation to off-campus clinical experiences, including parking fees and cost of fuel. Students must follow the guidelines for vehicle registration and parking for the clinical facility.

Students are expected to have a valid driver's license, and are 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 Closings

Students are responsible for checking the George Fox School Closure Policies & Procedures website to obtain information regarding emergency weather closing: <http://www.georgefox.edu/news/closures/index.html>.

Classes may be delayed, delivered online, or canceled due to inclement weather and hazardous road conditions. If face-to-face classes are canceled, classes may occur in a virtual format, whether synchronous or asynchronous.

Classes that begin at 0800 or 0900 have the greatest risk for being canceled due to inclement weather delays. Faculty will alter the class schedule to make up for weather-related 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 may 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 CCC and the CI 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 CI arrives at a clinical site (both on campus and off campus), the CI 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 CI 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 CI 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 CI and CCC will jointly decide based on safety factors if students should remain and continue their work or leave to return home.

Many 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 CI present or working on their own in precepted clinical experiences. 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 CI. The CI will consult with the CCC and decide if the student will or will not attend clinical that day. The CI 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.

Procedure for Illness or Injury Occurring During Clinical Experiences

If a student becomes ill or injured during clinical, the student should immediately notify the CI. The student must not leave the clinical agency without notifying the CI 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 CI, the student should also notify the supervisor/nurse manager of the unit or agency. The CI 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.

Protocol for Critical Incidents and Accidents Related to Clinical Practice

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

1. Immediately report the occurrence to the staff nurse, CI, or preceptor.
2. Inform the CI 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.

Errors & Near Miss Documentation

Student reporting of errors and near miss events in the clinical setting aid in the identification of gaps in curriculum, types of errors/near misses, and why they are occurring to improve safety and to create a practice of just culture. In this just culture environment, students will take accountability for any errors and near misses by self-reporting instances that occur during clinical experiences within 24 hours of the event.

Students will access the reporting system through all canvas pages and syllabi of each course with clinical experiences. The report will be created by filling out the Google Survey: [Errors and Near Miss Reporting Tool](#).

This is not part of the formal student record and will not be used for disciplinary action. However, it will be reviewed by faculty members who serve on the CON Clinical Committee.

Authorization to Release Information

Clinical agencies may require copies of various clearance forms including background check results, drug test results, immunization records, and personal identifiable information. Students are required to sign the Student Authorization to Release Information to Clinical Agencies form ([Appendix I](#)), annually.

Latex Allergy

Latex allergies are not uncommon among healthcare professionals due to frequent exposure to latex products. The products that are used in the CON nursing labs are not guaranteed latex-free products. Students with a latex allergy, should adhere to the following procedure:

1. Upon admission to the nursing program, provide physician documentation of latex sensitivity testing and the extent of the allergy to the CPO. If indicated by the severity of the allergy, contact the Disability & Accessibility Services Office (DAS) so learning needs may be met.
2. Notify CCC and CIs of the allergy at the beginning of each semester.
3. CIs will be responsible for notifying the clinical units.
4. Students with latex sensitivity/allergy are responsible for bringing their emergency and allergy medications to all clinical experiences, 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 in any clinical experience identifying their 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 all clinical experiences.

Students must be easily identified as a GFU nursing student, which facilitates transparency and safety when 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 CON program. Consequences for not following the dress code policy may include the student being sent home from any clinical experience, and may result in the student receiving a SIP. If a student is sent home, they may not be able to make up missed clinical hours.

Clothing

Students must only wear scrubs from the CON-approved vendor. Students will receive an email link from the vendor to order a CON logoed scrub top and scrub bottom. The first top and bottom are paid for by the CON. Students may purchase additional scrubs, including a scrub jacket, if desired.

The complete uniform is to be worn for all clinical experiences. The CON uniform consists of scrub top, scrub bottoms, socks, shoes, and student nurse identification. A uniform skirt may be worn if desired.

The student uniform must:

- be neat, clean, and wrinkle-free
- be laundered after each day of client contact to reduce the spread of infection
- completely cover the torso. Students must be able to sit at a desk, bend down, and reach up without exposing skin or undergarments. Pants must not touch the floor
- fit well; not too tight or too loose



- consist of white, black, or navy socks. Compression socks with muted colors (i.e. all black, all white, all navy) may be worn. If wearing a skirt, hosiery must be skin-toned or navy-blue
- consist of solid white, black, or navy shoes
 - must be closed toe and closed heel
 - must have discreet trim and/or logo
 - must be non-porous shoes
 - must have non-skid soles

Other approved clothing includes:

- Plain white, navy, or black undershirt. This may be a long sleeve or a tank top.
- Scrub jackets ordered from the GFU CON-approved vendor.

Non-approved clothing includes:

- Hats, scarves, or headwear, except those required by religious mandates. Religious headwear must be white, black, or navy and approved by the Program Director
- Hoodies, sweaters, etc.

The CON student nurse ID badge must be worn in all clinical experiences. Student nurse badges are distributed to students in the first semester of the nursing program.

The student nurse badge must:

- be worn with the name and photo visible
- be affixed to a collar, pocket, or lapel on the front upper torso
- contain the student's emergency contact information on the back
 - Emergency contact information must be different from the student's phone number

Lost badges must be reported to the CPO. A replacement badge will be issued for a \$10 fee. Emergency contact information must be added to the replacement badge.

Students who lose their site-specific badge must notify their CI and clinical site security office. Lost badge fees will be charged to the student's GFU account.

Dress Code Accommodations

Students may request exceptions to the CON dress code through the Program Director, for the following reasons:

- documented disability
- verified medical condition
- association with a religious group that requires certain dress styles that are exceptions to this policy

Requests will be accommodated provided that safety, infection management, and hygiene requirements are satisfied. Approved dress code accommodations will be communicated by the Program Director to the CCC(s).

Grooming/Hygiene

Students are expected to follow the grooming and hygiene standards listed below. These standards will be enforced during all clinical experiences.

Students must:

- wear the CON approved uniform in all clinical experiences
- be meticulous regarding personal hygiene
 - The skin is to be clean and free of communicable diseases
 - Use deodorant and mouthwash
- maintain clean, natural fingernails only
 - Nails should not extend beyond the fingertips
 - Any type of artificial nail is not allowed
 - No nail polish of any kind may be worn
- keep hair clean and neatly groomed
 - Must be natural color only. No other colors are allowed
 - Long hair, including dreadlocks, braids and long bangs must be secured in a ponytail or barrette
 - Headbands should be a solid color of white, blue, or black; one inch in width
- neatly trim beards, mustaches, and sideburns to 1" or shorter.
- wear conservative makeup
 - Dramatic makeup including eye shadow, mascara, and lipstick is not allowed

Students must not:

- wear scented perfume, cologne, lotion, aftershave, or other fragrances
- chew gum or tobacco products in the clinical setting

Jewelry/Tattoos/Body Art

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. See below for details.

Allowed:

- watch with a second hand. This may be a smartwatch or an analog watch
- post earrings only. All others must be removed
- ear gauges with solid, skin-tone colored plugs
- medical alert bracelet. All others must be removed
- one single plain, flat band. All others must be removed

Not allowed:

- nose piercings. All must be removed for all clinical experiences
- facial piercings, including tongue
- necklaces
- visible tattoos/body art. Must be concealed
- permanent jewelry

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.

Additional Considerations

In some clinical settings, the dress requirements may vary. Students are expected to comply with dress requirements for each clinical experience.

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 Learning

Simulated learning is a critical component of nursing education, allowing students to become confident dealing with high-pressure situations, learn from mistakes in a safe, supportive environment and gain experience with conditions not encountered during off campus clinicals.

Teamwork, communication and collegiality are fundamental aspects of any learning experience. 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. The simulation learning environment is considered a “real” healthcare environment, fostering an immersive and authentic learning experience for all participants.

Professional Behavior

Professional behavior is expected at all times in the simulation center. Faculty and students will review and sign the Simulation Center Confidentiality and Consent Form ([Appendix H](#)).

All simulation center users must be punctual for each simulated learning session.

- All students must wear their GFU CON uniform and student nurse identification in the simulation center.
- The simulation center is not responsible for personal items left unattended in any simulation space.
- All users should act in a manner that does not disturb academic activities occurring in other areas.
- Food and drink are not permitted in the simulation center, except for debriefing rooms.
- Unauthorized photography or video capture is not permitted in the simulation center. Anyone requiring photographs or video capture must request permission from the Simulation Manager.
- Computers and other electronic devices in the simulation center are not for personal use.
- Those caught intentionally damaging simulation center property or removing supplies or equipment without permission will be reported to Campus Safety, the CCC, and the Dean.

Confidentiality

Simulation-based experiences immerses students in a realistic clinical situation and health care environment. This training can involve nursing assessment skills, administration of simulated medications, therapies, and/or nursing treatments. All students' confidentiality and emotional safety will be maintained through the following:

- CIs will discuss student confidentiality prior to the start of the simulation, noting the simulation center is a safe learning environment.
- Students must feel free to make mistakes without the risk of liability or repercussions.
- Individual feedback provided to each student in the debriefing process must remain confidential.
- HIPAA rules of confidentiality that apply to all clinical areas within healthcare institutions also apply to activities taking place in the simulation center.

Psychological Safety

Psychological safety impacts the ability of students to engage in SBEs and critical reflection. Engagement in these activities is essential in attaining learning outcomes and critical thinking behaviors. To ensure psychological safety in the simulation center, the CI will:

- Explain that the simulation center is a safe space. If a student has emotional distress because of an event that occurred during the simulation, support will be provided.
- Instruct students to maintain confidentiality throughout the simulation experience and to not discuss the simulation outside of the event.
- Assure students that mistakes are expected and that SBEs are designed to practice skills, apply clinical judgment, and enhance critical thinking.

Simulation Safety

Simulation center users should follow standard precautions while in the simulation center and apply general safety guidelines:

- Hand hygiene shall be normal practice in the simulation center.
- Standard precautions must be applied in all patient settings.
- Sharps must be disposed of in a sharp's container in each simulation area and should not be removed from the simulation center.
- Equipment, medications, and supplies should only be used for SBE activities.
- Equipment issues shall be reported to the CI for evaluation. The CI will escalate the issue to the Simulation Manager as needed.
- If an injury occurs during an SBE, the Simulation Manager will be notified immediately.

Simulation Session Evaluation

Student evaluations of SBEs are an important part of the overall simulation experience. All high-fidelity sessions will include a student evaluation which is completed immediately following their simulation session.

Illness & Attendance

If ill and/or unable to participate in simulation, the student shall notify the CCC. The CCC will determine if this illness or missed clinical experience will be excused or if an alternate clinical assignment will need to be completed. The CCC is responsible for ensuring students meet clinical learning outcomes.

Electronic Devices

The use of cell phones and smart watches are prohibited during simulation unless otherwise determined by the CI or simulation center staff member. All public use of such devices should be conducted outside of the Simulation Center.



The use of cell phones and cameras for video recording or taking pictures is prohibited. No images or simulation content related to GFU or their clinical partners should be placed on any social media platform.

Technology in the learning environment should be used for learning and not for social or work-related purposes. Electronic devices may be used for simulation-specific learning while in an active simulation experience. Examples of proper use include note-taking, communication with simulation personnel, pharmacology research, and the use of a patient charting system (SimEMR). Electronic devices are prohibited in the simulation center for any other purpose and must be set to silent or vibrate mode when in the simulation center.

General Information

Student Life Policies

TITLE IX

George Fox University 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 is free of the following:

- Sexual Harassment
- Sexual Assault
- Domestic Violence
- Dating 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 George Fox community.

The sexual misconduct and sexual violence policies, information, avenues for reporting, resources, and support can be found on the [George Fox University Title IX website](#).

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 type of threatening or verbal remarks. These behaviors include hazing (please see hazing policy), 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, including 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, which include microaggressions. 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 with potentially limited consequences. Bias-related incidents need to be addressed because they harm individuals, undermine civility and the understanding of our community, 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 a violation of a university policy, there is a process for investigation and resolution.

Appropriate assistance is available to students who are targeted. University personnel strive to ensure that the affected student feels safe in their educational environment and may, if appropriate, adjust or change course schedules or take other appropriate measures to assist the student. The university administrator(s) may also offer help documenting the event (i.e. taking photos of the offending material); helping 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

personnel 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 may implement appropriate educational and programming opportunities in response to an incident.

The BIRT is chaired by the Associate Vice President of Inclusive Excellence and Chief Diversity Officer and is composed of select faculty, staff, and administrators. 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. 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 Discrimination, Harassment, Bias-Related Incidents and Hate Crimes

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

Appropriate, corrective action may be implemented based on the findings of the investigation. Although demeaning, discriminating, or harassing messages on such things as flyers, posters, emails, social media, 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 they have witnessed, or have been subjected to, harassment, discrimination, bias-related incidents, or hate crimes, the person is encouraged to immediately report the incident to student life personnel or the Associate Vice President of Inclusive Excellence and Chief Diversity Officer. Reports can also be submitted by filling out this [form](#).

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/adult degree program student. Both the complainant and respondent are notified of the findings and outcomes, as well as have the right to appeal, in cases involving discrimination, harassment, bias-related incidents, or hate crimes.

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 up to and including dismissal from the program.

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

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.

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.

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.

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 change in a person's behavior
- Bloodshot eyes
- Emaciated or unusual weight loss
- Tremor, especially early morning
- Dilated or constricted pupils
- Slurred speech
- Inappropriate or bizarre emotional responses
- Altered/impaired gait
- Breath odors
- Repeated tardiness or absence
- Diminished work performance, including mental functioning

- Accidents or near-misses involving patients or equipment

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.

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.

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

- Continuation on probation has the following conditions before the student is permitted to continue in the nursing program:
 - Students must undergo, at their expense, evaluation by a qualified drug and alcohol abuse counselor.
 - 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.
 - 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.

- 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.
- 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:
 - Students must demonstrate safe, responsible, and effective care of patients at all times.
 - Students must comply with the conditions of probation or be dismissed from the program.
- Clinical or class time missed while the requirements and procedures of this policy are implemented will be regarded as follows:
 - 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.
 - 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.
 - 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.
- 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.
- 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.
- 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 controlled substance drug screen results. 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

[GFU General Student Complaint Procedures](#)

Informal 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 further defined in the Student Handbook, Catalog, Graduate/Adult Degree Programs Policies, or elsewhere.

It is the commitment 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.

Similarly, it does not supersede our financial policies which include “[Removal of Institutional Charges and Removal of Financial Aid Policies](#)” and the financial appeals process. For more information see the procedures for submitting a “[Medical Hardship Appeal](#).”

Submitting 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 at studentlife@georgefox.edu or call 503-554-2316

Administrative Complaint Acknowledgment

Formal student complaints will be forwarded to the administrator most immediately responsible for the area to which the complaint pertains. Generally, the administrator will send a written acknowledgment to the student within seven days of receiving the complaint indicating that:

- The formal complaint has been received
- The nature of the complaint
- The student will receive a written response after deliberation within fifteen days

**Please note that the response time may take longer over the summer or holidays or when there are extenuating circumstances such as 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 Director, Dean, Chair, 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 of the problem. A copy of the deliberation 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.

Formal Complaint 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 days of receiving the Administrative response.

In each case, the student will generally receive acknowledgment of the appeal within seven days, upon receipt of the complaint and a deliberation response within fifteen days from the date of the acknowledgment letter.

Note that the response time may take longer over the summer or holidays or when there are extenuating circumstances such as 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:



College of Nursing

- 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 for Enrollment & Marketing, Program Directors - admissions, registrar, marketing & communications, publications, financial aid
- Vice President for Student Life, Student Life Deans, Program Directors - residence life, housing, commuter life, spiritual life, intercultural life, student government, 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 at jwitherspoon@georgefox.edu.

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.

DAS Process

A member of Disability & Accessibility Services meets with a student who requests services and reviews relevant documentation of a disability. The Disability & Accessibility Services office generates an email to the student's instructors, including accommodations that have been approved based on documentation and the individual student history. Until faculty receive such an email, no accommodations should be implemented for the student. If a student indicates that they have a disability but haven't received Disability & Accessibility Services approval, the student must immediately contact the DAS office. No accommodations will be provided until DAS documentation and approval has been completed.

Students who have DAS accommodations should meet with their professor to discuss the accommodation requests. The student's request for accommodations is initiated by them. The conversation should center around the accommodations, not the diagnosis that leads to accommodations. Professors should not inquire about the diagnosis, though the student might voluntarily disclose their diagnoses.

Accommodations are not retroactive. For example, if an exam was given before a student received the notification email from the DAS office, faculty have no obligation to give the exam again with the requested accommodations.

Students requesting accommodations or adjustments based on a disability should work through Disability & Accessibility Services. Faculty will not provide accommodations to a student who has not followed the formal registration process.

Quizzes and exams must be scheduled through DAS on the same day that the quiz or exam was originally scheduled. Tests will not be administered before or after the scheduled test date.

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 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 sharp’s 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 eight weeks 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 four weeks 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 CON File

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 student 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).

The ARC, located on the first floor of the Murdock Library. **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, please visit our website page.

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

Health and counseling services are available to students at the university. Information about services is available on the [Health and Counseling](#) webpage.

As a college student, you may sometimes experience concerns with your mental health that interfere with academic experiences and negatively impact your daily life. If you or someone you know experiences mental health concerns at GFU, there are several resources that offer confidential assistance.

Counseling services are available for GFU students Monday through Friday by appointment. Please call 503-554-2340 to schedule an appointment. Services are strictly confidential. Appointments are generally face-to-face with telehealth appointments available on an as-needed basis. On-campus students experiencing a mental health crisis may also contact the student's Resident Assistant or Area Coordinator. If the Resident Assistant or Area Coordinator is not available, call an AC from another living area. If no AC is available, call the Student Emergency Paging System at 503-554-2090 or dial 911.

Additional resources are listed on the GFU Health and Counseling webpage (https://www.georgefox.edu/offices/hea_cou/counsvcs.html#emergency-info).

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 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 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 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's name, phone number, and email address 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. A history of specific criminal behaviors will preclude the individual from licensure in Oregon. Students with questions regarding their potential eligibility for licensure should contact the OSBN directly (971-673-0685) 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 \$450.00 - \$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.boardsfnursing.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 (this includes commuters as well as on campus residents). 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 will select one or two class representatives. Class representatives will be voted upon by their cohort peers. Class representatives are a liaison between their respective cohorts and the nursing program administrators and community practice partners. Class representatives may also represent the CON at community events.

Responsibilities of class representatives include:

1. Representing the CON at events such as Friday @ Fox, Bruin Preview, Scholarship Summit, and Pinning. Recruiting and selecting additional classmates to represent the CON at events. When representing the CON, please wear business casual attire or the GFU-approved clinical uniform.
2. Serve as a liaison between the class and the CON administrative team
3. Provide program suggestions
4. Convey pertinent information to classmates
5. Attend one department meeting per semester and provide a report on behalf of the class (TBD - schedule permitting)
6. Meet once a semester or PRN with the Program Director
7. A single representative will attend the Advisory Committee meeting (schedule permitting) which is comprised of Nurse Managers from local clinical practice partners such as Providence, Legacy, Salem Health, etc. One representative will attend representing all cohorts. If unable to attend, the representatives will send a summary to the Program Director to share at the meeting. The summary should include the following:
 - a. What students are learning in class and clinical (lab, simulation, off-campus)
 - b. Projects or major assignments and how these are contributing to professional practice.

Class representatives are not an intermediary for a student or students who have a complaint or concern about a faculty member, an exam, a grade, a course, or a clinical learning experience. Any student who has a personal concern about a faculty member, an exam, a grade, a course, or clinical experience must first speak with the faculty member, the lead faculty of the course, and/or the CI. See the College of Nursing Student Handbook for information about the Chain of Command that outlines professional communication expectations.

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 Summit

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 to our community as well as build 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.

Pinning Ceremony

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.

Students will receive ten (10) invitations and ten (10) tickets for their guests to attend their Pinning Ceremony. These will be distributed in the Capstone class at the beginning of Semester 4 in the nursing program. Guests must present their ticket to enter the auditorium. If additional tickets are needed, students must seek these tickets from other students in their cohort. Specific details regarding this event will be communicated via email, Canvas announcements, and a Google Calendar invitation. Students are expected to wear professional attire; slacks and a collared shirt for men; slacks and a blouse or skirt with a blouse or a dress for women. Skirts or dresses must be knee length or longer and women's heel height should be no higher than three inches.

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 schedules) to specific people (i.e., spouses, 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



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 _____

Appendix B: Student Improvement Plan

 GEORGE FOX UNIVERSITY College of Nursing	STUDENT IMPROVEMENT PLAN
COURSE NUMBER/TITLE: <input style="width: 90%;" type="text"/>	
Student Name: <input style="width: 45%;" type="text"/> Faculty Name: <input style="width: 45%;" type="text"/>	
Conference Date: <input style="width: 30%;" type="text"/> Clinical Site (if related): <input style="width: 40%;" type="text"/>	
<p>Identify the primary area(s) for improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Test, quiz, or assignment grade(s) <input type="checkbox"/> Tardiness, untimely behaviors, time management <input type="checkbox"/> Attendance concerns (class and/or clinical) <input type="checkbox"/> Professional identity (communication, appearance, ethical action, leadership) <input type="checkbox"/> Clinical Judgment, prioritization, decision-making <input type="checkbox"/> Unsafe patient care, unprepared for clinical, technical proficiency/skills <input type="checkbox"/> Other (specify): 	
<input style="width: 100%; height: 100%;" type="text"/>	
<p>Describe the situation or incident. Identify specific program, course, and clinical learning outcomes related to the situation, concern, or incident.</p>	
<input style="width: 100%; height: 100%;" type="text"/>	
<p>Write a SMART goal for each area of concern: (Specific, Measurable, Attainable, Relevant, Time-based).</p>	
<input style="width: 100%; height: 100%;" type="text"/>	
<p>J:/Nursing/Templates/Student Improvement Plan Revised 05/03/2024 Pg. 1</p>	



STUDENT IMPROVEMENT PLAN

Student Comments:

PLAN FOR IMPROVEMENT: Identify strategies to be implemented to achieve the SMART goal(s)

- Attend TA sessions / Attend open lab sessions (specify time frame):
- Schedule office hours / meet with faculty / Clinical Instructor (specify time frame). Prepare at least two or three specific questions before meeting with faculty.
- Meet with ARC staff. Discuss specific strategies: reading, studying, test taking, scheduling, and time management.
- Complete required pre-class reading and viewing assignments.
- Complete Nurse Tim Student Success Six Pack modules (Link on *Current Nursing Student Canvas* page. Indicate the specific module(s) student should complete)
 - Memory
 - Reading
 - Learning
 - Clinical Judgment
 - Test Success
- Prepare weekly self-directed study goals
- Watch specific lecture capture (LC) segments related to your personal self-directed study goals. Take notes specific to study goals. Do not watch LC while distracted.
- Schedule an appointment with Disability and Accessibility Services (DAS)
- Adequate nutrition, hydration, and sleep/rest.
- Other: (specify)

Planned Review Date:

Nursing Course Failure: A student will fail a nursing course if they do not maintain a 73.00% average in the exam 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 exam 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 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 or Program Director within one week of the last day of the course.

STUDENT IMPROVEMENT PLAN

A student who fails the clinical component of the course, before 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 grade book. 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.

This Student Improvement Plan (SIP) was 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

Faculty – Make a copy of the signed SIP and forward to the Program Director immediately after completing the SIP meeting. If the SIP is ongoing in your class for the semester, retain the SIP in a secure place for follow-up. After the SIP is resolved, submit the completed SIP with documentation to the Program Director.

Follow-Up Review Date: Outcome/Goal: Met Partially Met Not Met

If the goal is partially met or not met, describe the next steps, additional resources, and strategies.

Student Signature _____

Date

Faculty Signature _____

Date

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: _____			
<p>Probation was reviewed with the student, faculty member, and Program Director listed below. If the probation outcome(s) is not successfully achieved by the agreed upon review date, it may affect the student's progression in the Nursing Program, including dismissal.</p>			
Student Signature: _____ <small>SEE NAME</small>		Date: _____	
Faculty Signature: _____ <small>SEE NAME</small>		Date: _____	
Program Director Signature: _____ <small>SEE NAME</small>		Date: _____	
1 Page			
J Drive:/Nursing/Templates Revised 05/03/2024			



Probation Record

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

Probation status was reviewed with the student, faculty member, and Program Director listed below. If the probation evaluation(s) has not been successfully 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: _____

Program Director Signature: _____ Date: _____

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	<p>Introduce Yourself</p> <p>Your Name: _____</p> <p>Your Title: _____</p> <p>Reasons for being there: _____</p>
S	<p>SITUATION</p> <p>I am calling about _____</p> <p>The patient's Code status is: _____</p> <p>The problem I am calling about is: _____</p> <p style="text-align: center; font-size: 8pt;">(e.g. I AM CONCERNED THE PATIENT IS GOING TO ARREST)</p>
B	<p>BACKGROUND</p> <p>The patient's mental status is:</p> <p>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.</p> <p>The skin is:</p> <p>Warm and dry Pale Mottled Diaphoretic Extremities are cold Extremities are warm</p> <p>The patient is not or _____ is on oxygen.</p> <p>The patient has been on _____ (l/min) or (%) oxygen for _____ minutes (hours)</p> <p>The oximeter is reading _____ %</p> <p>The oximeter does not detect a good pulse and is giving erratic readings.</p>
A	<p>ASSESSMENT</p> <p>This is what I think the problem is: _____</p> <p style="text-align: center; font-size: 8pt;">** SAY WHAT YOU THINK IS THE PROBLEM **</p> <p>The problem seems to be _____ cardiac infection neurologic respiratory</p> <p>I am not sure what the problem is but the patient is deteriorating.</p> <p>The patient seems to be unstable and may get worse, we need to do something.</p>
R	<p>RECOMMENDATION</p> <p>To Provider/Physician _____</p> <p>_____</p> <p>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.</p> <p>Are any tests needed:</p> <p>Do you need any tests like _____ CXR ABG EKG CBC BMP</p> <p>Others: _____</p> <p>If a change in treatment is ordered then ask:</p> <p>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?</p>

Form 861-157 Issued: October 2005

Appendix F: Nursing Handbook Acknowledgement



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 _____

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: Simulation Center Confidentiality & Consent Form

Simulation Center Confidentiality and Consent Form

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 participants, 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 participant 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 and/or educational purposes.



Recorded simulations may be used to in situations when alternate clinical experiences are needed. The recordings are viewed within George Fox University College of Nursing only. 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 audio/visual equipment for debriefing and educational purposes.
- I understand the use of the simulation-based experience recording outside debriefing and educational purposes will need additional written permission.

By signing this form, I acknowledge that I have read, fully understand, and will adhere to the requirements listed in this 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



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 valid while in the nursing program.

Signature:

Date:

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? | • Or pleaded guilty, "no contest"? |
| • Been charged with a crime? | • Or been convicted of a crime? |
| • Or had a charge dismissed? | • Or violated parole? |
| • Or pleaded not guilty? | • 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.

Appendix K: GFU CON Health and Safety Requirements

George Fox University College of Nursing

Health and Safety Requirements

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.

Students will be required to complete a drug test and background check through CastleBranch after accepting an offer of admission into the Nursing Program at George Fox.

Requirement	Description		
Measles, Mumps, and Rubella (MMR)	2 doses MMR vaccination	OR	Positive individual titer for Mumps, Measles, and Rubella.
Varicella (Chickenpox)	2 doses of Varicella vaccination	OR	Positive titer for Varicella.
Tetanus-Diphtheria with Pertussis	A one-time dose of Tdap	AND	Current Td booster if Tdap is greater than 10 years old.
Hepatitis B	3 doses of Hepatitis B vaccination	OR	Positive surface antibody (HBsAb) titer for Hepatitis B
	<i>Note: If Hepatitis B titer is negative, provide evidence of initial vaccines or of a repeat Hepatitis B vaccine series</i>		
Annual Influenza	Proof of annual Flu vaccine	OR	GFU Nursing Flu Declination Form
	<i>Note: Flu vaccine must be received between September 15 and October 15 annually</i>		
COVID-19	COVID-19 Vaccine(s)	OR	GFU Nursing COVID-19 Declination Form
Tuberculosis (TB) Screening	Initial Risk Assessment AND QuantIFERON-TB Gold (Q-Gold) or TSpot blood test	OR	Initial Risk Assessment AND TB Skin Tests: 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.
	<i>Note: 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</i>		
BLS Certification	Basic Life Support (BLS) for Healthcare Provider Certification through the American Heart Association (AHA). Renewed every 2 years.		
	Note: Only AHA BLS certification will be accepted.		
State-issued Identification	Driver's License	OR	State-issued ID card

Appendix L: Deadline Extension Request Form



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: _____

Appendix M: GFU Nursing Community Pledge

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 the 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 the 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, 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. If I fail to do so, I acknowledge the right of George Fox University to take necessary professional development and student improvement plan actions.

Appendix N: Six Semester Curriculum Plan

Nursing Curriculum – Graduating Class of 2023						
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 Leadership & Management (3D)	NURS 490 (5) Nursing Capstone (1D/4C)	Elective (if needed) (1-2) General Education or Nursing Elective		13-15 credits
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #ADD8E6;">NURSING COURSE</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFFF00;">GEN ED REQUIRED COURSES</div> <div style="border: 1px solid black; padding: 5px; background-color: #90EE90;">SCIENCE & MATH PROGRAM REQUIRED COURSES</div> <div style="border: 1px solid black; padding: 5px; background-color: #FFDAB9;">PROGRAM REQUIRED COURSES</div> <div style="margin-left: 20px;">D = Didactic C = Clinical</div> </div>						

Appendix O: Four Semester Curriculum Plan

Nursing Curriculum - 2 Year Plan							
Freshman Fall	MATH 180 (3D) College Algebra	COMM 111 (3D) Communication in Society	PSYC 100 (3D) Personhood	THEO 101 (3D) The Bible	MUSI/THEA/ARTS 120 (3D) Arts & Global Culture	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	NURS 105 (1D) Success Strategies for Pre-Nursing	16-17 credits
Sophomore Fall	BIOL 221 (4D) Human Anatomy & Physiology	PSYC 240/MTH 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) Health Alterations I	NURS 350 (3D/2C) Mental Health	NURS 360 (3D) Evidence Based Practice	Elective (3D) Cross-Cultural Experience- International			14-17 credits
Semester #3	NURS 400 (3D/2C) Care of Childbearing Family	NURS 410 (3D) Trends & Issues	NURS 440 (4D/3C) Health Alterations II	Elective (1D) General Education for Nursing			15-16 credits
Semester #4	NURS 430 (3D/3C) Population Health	NURS 442 (3D) Leadership Principles in Nursing	NURS 451 (1D) NCLEX Test Taking Strategies	NURS 490 (1D/4C) Nursing Capstone			15 credits
	NURSING COURSE	GEN ED REQUIRED COURSES	SCIENCE REQUIRED COURSES	PROGRAM REQUIRED COURSES	ELECTIVE COURSES	D = Didactic C = Clinical	120-125 total credits

Appendix P: Four Semester HONORS Curriculum

Nursing Curriculum Honors - 2 Year Plan								
Freshman Fall	MATH 180 (3D) College Algebra	PSYC 100 (3D) Personhood	SSCI 100 (3D) Justice	HONORS 150 (6D)		15 credits		
Freshman Spring	CHEM 150 (4D) General, Organic, and Biological Chemistry	PSYC 150 (3D) General Psychology	HONORS 190 (6D)	NURS 105 (1D) Success Strategies for Pre-Nursing		13-14 credits		
Sophomore Fall	BIOL 221 (4D) Human Anatomy & Physiology	PSYC 240/MTH 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		
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) Health Alterations I	NURS 350 (3D/2C) Mental Health	NURS 360 (3D) Evidence Based Practice	Elective (3D) Cross-Cultural Experience- International		14-17 credits		
Semester #3	NURS 400 (3D/2C) Care of Childbearing Family	NURS 410 (3D) Trends & Issues	NURS 440 (4D/3C) Health Alterations II	Elective (1D) General Education for Nursing		15-16 credits		
Semester #4	NURS 430 (3D/3C) Population Health	NURS 442 (3D) Leadership Principles in Nursing	NURS 451 (1D) NCLEX Test Taking Strategies	NURS 490 (1D/4C) Nursing Capstone		15 credits		
	NURSING COURSES	GEN ED REQUIRED COURSES	SCIENCE REQUIRED COURSES	PROGRAM REQUIRED COURSES	ELECTIVE COURSES	HONORS	D = Didactic C = Clinical	120-125 total credits



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