

DEPARTMENT OF NURSING

Bachelor of Science in Nursing Program

Nursing Student Handbook

2020-2021

(This handbook applies only to students admitted into Nursing Program)

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SECTION I: WELCOME & INTRODUCTION

Welcome to Warner Pacific University's Department of Nursing! The university, faculty, and community are pleased you have selected our school to achieve your dream of becoming a registered nurse (RN) with a bachelor's degree. This handbook provides information about important policies, procedures, and general guidelines. This information applies to students in either the pre-licensure Bachelor of Science in Nursing (hereafter referred to as "BSN") degree or the Registered Nurse to Bachelor of Science degree (hereafter referred to as "RN-BSN"). As updates in the handbook occur, students will be notified through their WPU email.

WARNER PACIFIC UNIVERSITY

OVERVIEW

Warner Pacific University is operated under the auspices of the Church of God (Anderson, Indiana) as a place of education and service for people, regardless of their denomination, who desire a quality liberal arts education in a vital Christian community. Founded in 1937 in Spokane, Washington, it moved to Portland in 1940. In 1959, the name of the institution became Warner Pacific College in honor of one of the early founders of the church as well as to reflect its growing liberal arts emphasis. In 2018, the school became Warner Pacific University to reflect more accurately the growth and development it has experienced in the scope of the programs offered and the scale of what its graduates are achieving. It has been continuously accredited by the Northwest Commission on Colleges and Universities since 1961 and is approved by the State of Oregon to offer degree programs and for the training of teachers in identified subject areas.

MISSION

Warner Pacific is a Christ-centered, urban, liberal arts university dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

VISION

Warner Pacific University will be a Christ-centered, innovative, diverse, formational learning community known for fostering collaboration, developing a sense of vocation among students, staff, and faculty, and operating within a position of fiscal responsibility.

VALUES

Warner Pacific University, as a Christ-centered higher education institution, values:

- Learning within the context of community
- Academic and inclusive excellence
- Engaged relationships among students, staff, and faculty
- Service in and beyond our city
- The transformative power of the gospel

CORE THEMES

- Cultivating a Christ-centered learning community
- Collaborating with and for our urban environment
- Fostering a liberal arts education
- Investing in the formation and success of students from diverse backgrounds

DEPARTMENT OF NURSING

PROGRAM MISSION

Warner Pacific University's BSN Degree Programs exist to educate and prepare students with diverse backgrounds to flourish as professional nurses advocating for recipients of care.

PROGRAM VISION

As an offering of a Christ-centered, urban, liberal arts university, the BSN Degree Programs will engage diverse students in an innovative, formational learning community. Faculty and students will co-develop and nurture self-aware and culturally intelligent nurses. Students will demonstrate professional skill, ethical practice, compassionate care, a collaborative spirit, and a commitment to lifelong learning and nursing excellence.

PROGRAM PHILOSOPHY

The BSN Degree Program fosters personal and professional convictions through synergistic integration of context, metaparadigm concepts, education, and practice. The Program provides didactic nursing theory content in all courses and faculty-supervised clinical practice in clinical courses to achieve regulatory standards of the OSBN for the depth and breadth of RN competencies:

- Create and maintain a safe environment of care.
- Demonstrate professional, ethical, and legal behavior in nursing practice.
- Use problem-solving skills, reflection, and clinical judgment in nursing practice.
- Provide, direct, manage, appropriately delegate, and supervise nursing care for diverse recipients of care, whether individuals, families, groups, communities, or populations.
- Provide safe, clinically competent, culturally intelligent, person-centered and evidence-based care to promote, restore, and maintain wellness or for sensitive palliation and dignified end-of-life care.
- Participate within and provide leadership for interprofessional teams.
- Apply leadership skills to identify the need for and to promote judicious change.
- Use communication and information technology effectively and appropriately to improve health outcomes and mitigate error.
- Apply and integrate principles of community health and community-based care into practice.
- Integrate concepts of resource utilization, quality improvement, and systems thinking to enhance care delivery for diverse recipients of care across all settings.

Individual courses in the BSN major address additional knowledge, skills, and attitudes needed to respond to a rapidly changing healthcare delivery environment. Further, clinical courses across the lifespan and common settings of care advance skills for the provision of culturally intelligent and evidence-based teaching, counseling, and advocacy for individuals, families, groups, communities, and populations requiring specialized care.

To achieve mandated competencies through ethical approaches, the Program highlights well-accepted convictions associated with BSN preparation for professional nursing: caring, critical thinking, cultural intelligence, holistic practice, and the incorporation of technology as the basis for interprofessional collaboration. These values promote intentional delivery of high quality, person-centered care across the lifespan, whether for individuals, families, groups, communities, or populations. Elaboration follows below:

- Caring: The art of caring is a hallmark of professional nursing practice, characterized by enactment of agape love, genuineness, warmth, sensitivity, and curiosity. Nurses exhibit empathy to promote rapport with diverse recipients of care, engage in therapeutic communication, and effectively

perform the six elements of the cyclical nursing process: assessment, diagnosis, outcomes identification, planning, implementation, and evaluation.

- Critical Thinking: The science of metacognition supports this signature thread of BSN preparation. Elements of critical thinking include clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness, all of which are required in the dynamic arena of healthcare. Nurses make clinical decisions based on reasoning and reflection in such a way that the decisions remain within the scope of nursing practice as mandated by the American Nurses Association and state regulatory bodies (e.g., the OSBN).
- Cultural Intelligence: Nurses demonstrate cultural competence and humility in the provision of care across the lifespan and as lifelong learners. Cultural diversity, including spirituality, must be accepted and respected as communities become increasingly diverse and vulnerable populations become more marginalized.
- Holistic Practice: Nursing practice is concerned with many dimensions of human beings. Care attends to biophysical, psychosocial, emotional, cultural, and spiritual dimensions of each recipient to promote an outcome of well-being as recipients respond to their unique manifestations of health and illness across the lifespan, including at the end of life.
- Incorporation of Technology: The professional nurse uses technology across the healthcare delivery continuum, including when systems may be specific to individual practice settings. Nurses locate and interpret data housed in information databases to optimize outcomes and improve patient safety.
- Interprofessional Collaboration: The professional nurse contributes to the healing trinity of caring, safety, and systems leadership through effective collaboration on interprofessional teams.

The overall purpose of the BSN program is to: (a) assist students in meeting the Program outcomes, (b) incorporate AACN's nine "Essentials" and QSEN Institute's six competencies in the curriculum, (c) advance student's ability to be advocates for recipients of care through ANA's standards for ethical practice and social policy covenant, and (d) promote professional nursing's service mandate for stewardship of holistic human health and healing. Graduates will also be prepared to sit for the NCLEX-RN licensure examination, increase diversity in the regional nursing workforce, and participate in process and outcome initiatives in their places of employment (e.g., for interprofessional collaboration, evidence-based practice, high quality caring, patient safety and satisfaction, and leadership succession).

BSN and RN-BSN PROGRAM OUTCOMES

Graduates of the Warner Pacific University BSN Degree Programs will:

1. Provide professional nursing care informed by a deep and broad exposure to the liberal arts, sound critical thought, and a synthesis of ethical, legal, and moral standards.
2. Exhibit a person-centered approach to managing care that is balanced with attention to the needs of all, with compassion for those who are underserved, a commitment to justice and mercy, and respect for difference that flows from a grounded self-awareness.
3. Demonstrate sound self-management that enables perseverance, adaptability, successful functioning in the midst of ambiguity and paradox, and the ability to address priorities appropriately.
4. Communicate effectively with diverse patients, families, healthcare providers, and community members.
5. Work both independently and collaboratively in interdisciplinary teams to provide effective patient-centered care.
6. Understand and apply current evidence to inform population-based care in nursing practice and healthcare leadership roles.

7. Incorporate health promotion and disease and injury prevention, based on current evidence, into nursing practice with individuals, families, groups, communities, and populations.
8. Participate in planning, implementing, and evaluating healthcare technology to facilitate safe, effective, ethical, and cost-effective patient care.
9. Utilize leadership and communication skills to contribute to the ongoing improvement of nursing and healthcare practices and policies affecting patients and communities locally, nationally, and globally.
10. Continuously cultivate leadership skills and systemic thinking to ensure effective navigation of complex systems and rapidly changing regulatory environments.
11. Plan, implement, and evaluate person-centered, goal-directed nursing care based on a holistic assessment of diverse individuals, families, groups, communities, and populations across the lifespan, including compassionate end of life care.

ORGANIZING AND CONCEPTUAL FRAMEWORK

Regulatory standards and process, practice, and performance outcomes guide development of an organizing conceptual framework for the Program (depicted below in Figure 1). The organizing framework consists of concepts identifying a continuously evolving and inter-connected system of institutions, regulatory oversight of principle-centered education and practice, and interprofessional collaboration. The framework features the following concepts, described individually, below:

- **Context**: (a) Oregon State Board of Nursing Chapter 851, Division 21 "Standards for the Approval of Educational Programs in Nursing Preparing Candidates for Licensure as Practice or Registered Nurses," and (b) Warner Pacific University and its Core Themes, which attract diverse students with aspirations for professional nursing practice following acquisition of a BSN Degree
- **Education for Professional Nursing Practice**: American Association of Colleges of Nursing Essentials, QSEN Institute Competencies, and Accreditation Standards of the Commission on Collegiate Nursing Education
- **Standards of Practice and Performance**: American Nurses Association
- **Metaparadigm of Nursing**: Concepts of Person, Health, Environment, and Nursing

OSBN Standards for Approval

Through a three-step initial approval process of the OSBN, the program addresses seven Standards for Approval as specified in Chapter 851, Division 21 Rules.

1. 851-021-0040 Standards for Approval: Organization and Administration
2. 851-021-0045 Standards for Approval: Nursing Faculty
3. 851-021-0050 Standards for Approval: Curriculum
4. 851-021-0055 Standards for Approval: Students
5. 851-021-0060 Standards for Approval: Records
6. 851-021-0065 Standards for Approval: Facilities and Services
7. 851-021-0070 Standards for Approval: Evaluation

Warner Pacific University Core Themes

1. Cultivating a Christ-centered learning community
2. Collaborating with and for our urban environment
3. Fostering a liberal arts education
4. Investing in the formation and success of students from diverse backgrounds

AACN Essentials of Baccalaureate Education (2008)

I. Liberal Education for Baccalaureate Generalist Nursing Practice
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
III. Scholarship for Evidence-Based Practice
IV. Information Management and Application of Patient Care Technology
V. Healthcare Policy, Finance, and Regulatory Environments
VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
VII. Clinical Prevention and Population Health
VIII. Professionalism and Professional Values
IX. Baccalaureate Generalist Nursing Practice

QSEN Institute Competencies (related to Quality and Safety Education for Nurses)

1. *Patient/Person-Centered Care*
2. *Teamwork & Collaboration*
3. *Evidence-Based Practice*
4. *Quality Improvement*
5. *Safety*
6. *Informatics*

CCNE Accreditation Standards (2018 Self-Study Template)

1. Program Quality: Mission and Governance
2. Program Quality: Institutional Commitment and Resources
3. Program Quality: Curriculum and Teaching-Learning Practices
4. Program Effectiveness: Assessment and Achievement of Program Outcomes

ANA Standards of Practice (1-6) and Professional Performance (7-17)

1. *Assessment*
2. *Diagnosis*
3. *Outcomes Identification*
4. *Planning*
5. *Implementation (Coordination of Care, Health Teaching, and Health Promotion)*
6. *Evaluation*
7. *Ethics*
8. *Culturally Congruent Practice*
9. *Communication*
10. *Collaboration*
11. *Leadership*

12. *Education*
13. *Evidence-Based Practice and Research*
14. *Quality of Practice*
15. *Professional Practice Evaluation*
16. *Resource Utilization*
17. *Environmental Health*

ANA Code of Ethics with Interpretive Statements (2015)

1. Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. Provision 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. Provision 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. Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. Provision 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. Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. Provision 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.

ANA Social Policy Statement and Covenant (2004; 2010; 2013)

Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, communities, and populations.

Metaparadigm of Nursing

Person:

Humans are dynamic beings who are sentient, multidimensional, and capable of higher cognitive functioning. When providing care, nurses regard recipients of care as holistic human beings and take into consideration factors that affect health behaviors: biological, spiritual, cognitive, and sociocultural dimensions, as well as stages of development. Persons who are the recipients of nursing care may be individuals, families, groups, communities, or populations.

Health:

Health is a subjective term for a resource of everyday living leading to well-being. Health results from responsive change within a homeostatic range. Feelings of health and well-being may accompany illness states, based on an individual's perception between the possibilities and actualities of the lived experience of illness. A valued other may also promote these feelings.

Environment:

The environment is an expansive concept, encompassing spiritual, internal, and external contexts, as in healthcare delivery systems and the location or geography in which human relationships exist. As such, the Program threads exploration of environments throughout the curriculum to ascertain effects on recipients of care across the lifespan. These effects may be psychosocial, biological, economic, and/or cultural. Effects may also be conscious or unconscious.

Nursing:

A domain definition of nursing is "stewardship of holistic human health and healing" (Campbell, Gilbert, & Laustsen, 2014, p. 15). The nursing profession is a collective group of nurses, whose knowledge depends on a foundation from the liberal arts in higher education, nursing theories, and utilization of evidence-based practice, as applied in the delivery of person-centered care across practice settings and in collaboration with other professionals (interprofessionalism). The proposed Program focuses on the healing trinity of caring, safety, and leadership through compassionate ethical-legal practice, critical thinking, clinical reasoning, and therapeutic communication. Nurses engage in professional role development throughout their career, which accompanies personal growth, lifelong learning, and an increasingly sophisticated view of world health care.

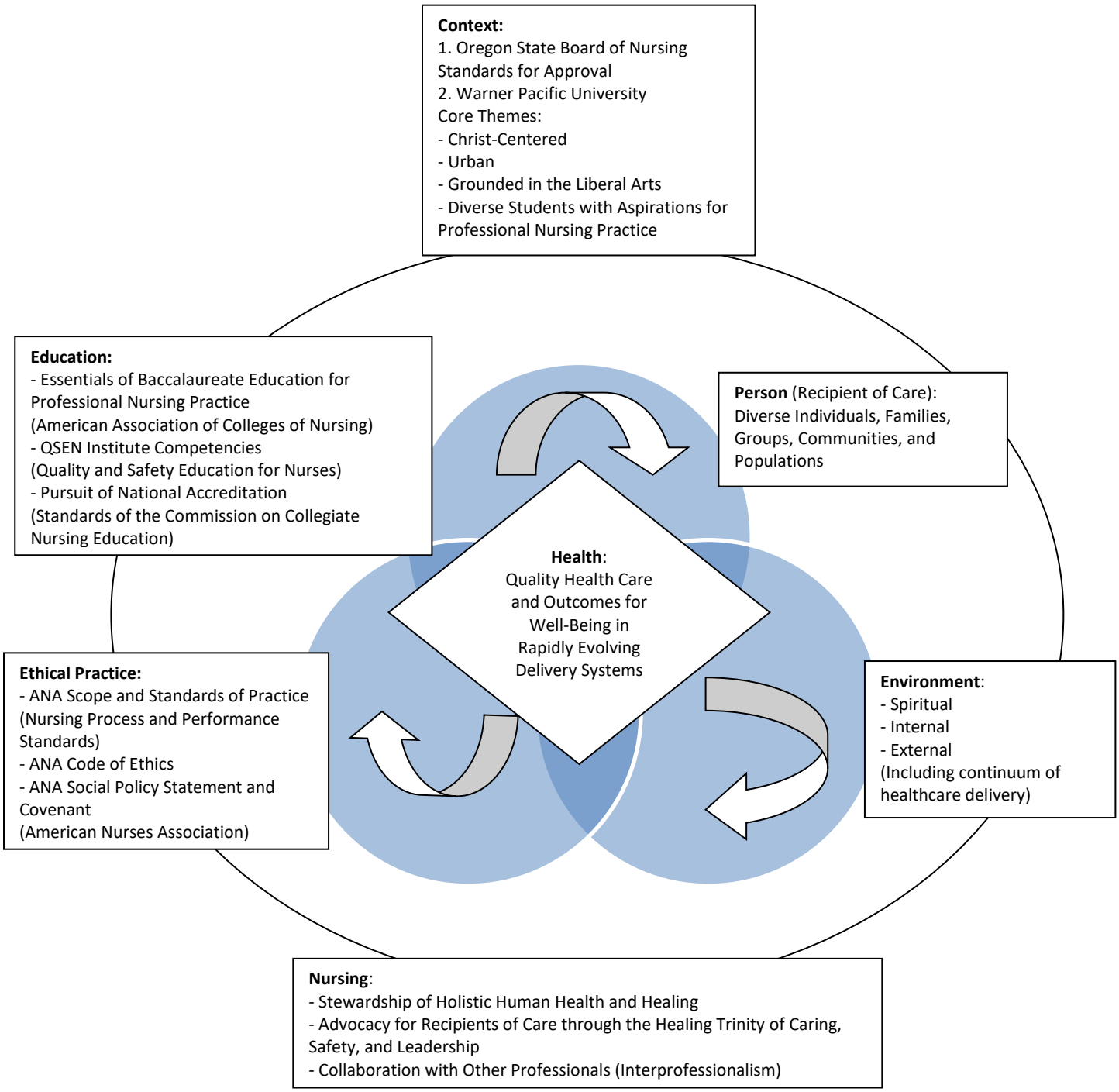


Figure 1: WP BSN Degree Program
Organizing Conceptual Framework

DEPARTMENT OF NURSING UNDERGRADUATE PROGRAMS

PRE-LICENSURE BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)

The BSN program allows students to complete the requirements for becoming a registered nurse while also achieving a bachelor's degree. This academic program advances the mission of WPU by providing students with a degree that equips them to participate in systemic change by increasing the diversity of Portland's healthcare workforce. Because WPU attracts high-opportunity, diverse, first-generation students who are committed to long-term service within their home communities, our ability to produce high competency, diverse nurses to enter into the Portland-area nursing workforce is unparalleled.

Students may be enrolled in the BSN program through two main routes:

- Enter as a new WPU pre-nursing student completing general education core and nursing pre-requisite courses in the first years before transitioning to the final years of nursing-specific coursework.
- Enter as a transfer student. Some or all of the general education core and nursing pre-requisite courses have been completed and credit has been transferred to WPU. The student then completes any remaining general education core courses and starts the nursing-specific coursework in the final years of their program of study.

RN-BSN PROGRAM

The RN-BSN program provides upper division coursework leading to the Bachelor of Science in Nursing degree to students who already hold an RN licensure and an Associate Degree from an accredited institution. The program will prepare nurses for positions of leadership, and will provide education and training in person-centered care beyond a patient's immediate physical needs. Care management, transitions of care, organizational leadership and communication, culturally competent care, and nursing at the levels of family, community, and population are considered through a lens of Christ-centered social justice.

DEPARTMENT OF NURSING ADMINISTRATION, FACULTY, & STAFF

Nurse Administrators/Educators: Full-Time Faculty

Linda Campbell, PhD, RN, CNS, CNE, Dean, and Professor
Nursing experience 1989-present; nurse educator 2003-present; program director 2013-present

Tracy Thompson, DNP, MSN, BSN, ADN, RN, Interim Associate Dean; and Associate Professor
Nursing experience 2000-present; nurse educator 2005-present; program director 2016-present

Jessica Sandstrom, MS, BSN,RN, CEN, Assistant Professor and Lab Manager
Nursing experience 2007-present; nurse educator 2019-present

Adjunct Instructors of Nursing: Part-Time Faculty

Kyra C. Pappas, MS (Nursing), RN
Nursing experience 2010-present, nurse educator 2016-present

Cindy M. Davis, BSN, MBA (Healthcare Administration), RN, NEA-BC
Nursing experience 1990-present; nurse/clinical educator 1995-present

Sorcha Tinch, CMSRN, BSN, RN, MSN (in progress)
Nursing experience 2003-present; nurse/clinical educator 2019-present

Tiffany Slover, DNP, MSNEd, BSN, ADN, RN
Nursing experience 2012-present; nurse/clinical educator 2019-present

Nursing Program Assistant (Roles include Clinical Placement Coordinator and Advisor)

Kathleen Finch, M.S.Ed, December 12, 2019-present

SECTION II: ACADEMIC GUIDELINES

WP CORE STUDIES REQUIREMENTS

A liberal arts education fosters diverse students to engage actively in a constantly changing world. WP requires a minimum of 42 semester credits from the following eight categories of general education:

1. Communications: Three courses, including one year of composition and writing classes.
2. Humanities: Five courses, including coursework in two areas of history, literature, or philosophy in addition to the required humanities ("HUM") track.
3. Religion: BI 151 and two identified courses from the Religion Department. Transfer students take two courses, including at least one at WP.
4. Mathematics: Any course of college algebra and/or numbered 100 or higher.
5. Natural Sciences: Any 100 level or above course requiring a lab component in the biological or physical sciences.
6. Social Science: Two courses from any two of the social science disciplines.
7. Fine Arts: A minimum of four semester credits from art, drama, fine arts, or music.
8. Health and Physical Education: One health/wellness course taken within the past 10 years, plus two PE activity courses.

BSN CURRICULUM

REQUIRED PRE-NURSING and CO-REQUISITE COURSES

BIO 221 Human A & P I (4)
BIO 222 Human A & P II (4)
BIO 370 Microbiology (4)
MA 104 Math for Liberal Arts (3)
PHS 111 Introduction to Chemistry (4)
PSY 140/ PSY 141 General Psychology (3)
SOC 140 Sociology (3)
HD 230 Life Span Human Development (3)
ILR 300 Advanced Information Literacy and Research (3)
REL 320 Spirituality, Character, and Service (3)
HUM 310 Humanities Colloquy: Faith, Living, and Learning (3)
HUM 410 Senior Humanities Seminar (3)

REQUIRED NURSING COURSES

NURS 210 Interprofessionalism in Nursing (3)
NURS 301 Pathophysiology (3)
NURS 302 Pharmacology (3)
NURS 336 Health Assessment and Health Promotion (4)
NURS 340 Medical-Surgical Nursing I: Providing Care for Adults and Older Adults (5)
NURS 350 Diversity, Equity, and Advocacy (3)
NURS 370 Research, Statistics, and Evidence-Based Practice (3)
NURS 380 Maternal and Neonatal Health Nursing (3)
NURS 400 Child and Adolescent Health Nursing (3)
NURS 410 Family and Community Health Nursing (3)

NURS 440 Medical-Surgical Nursing II: Managing Care for Adults and Older Adults (5)
NURS 460 Leadership I: Epidemiology, Clinical Prevention, and Informatics (3)
NURS 470 Mental Health Nursing (3)
NURS 480 Leadership II: Caring, Safety, and Leadership (3)
NURS 490 Leadership III: Leadership and Management Capstone (6)
NURS 390 Externship (2-3): Optional Elective

BSN DEGREE REQUIREMENTS

THE NURSING MAJOR

The nursing curriculum (a) prepares students to achieve the nursing competencies and capabilities necessary for safe practice based on current standards of care, (b) reflects the identified mission, goals, and learning outcomes of WP and the Program, and (c) is consistent with Oregon statutes and standards identified in OSBN Chapter 851, Division 21 Rules.

Resources to inform and guide students in their pursuit of the Nursing Major include the WP Catalog and Nursing Student Handbook, the Registrar, Admissions and Academic Advisors, Faculty Advisors and Mentors, the Associate Dean of Nursing, and the Dean of Nursing.

Requirements for Graduation

WP requires the following achievements for a Baccalaureate Degree:

- A minimum of 124 semester credits
- A cumulative grade point average of at last 2.0 in all courses taken in residence and accepted in transfer
- At least 40 upper division semester credits (courses numbering 300 and above)
- Completion of General Education Core (GEC) requirements as stipulated, including a grade of "C-"or above in EN 101 and EN 200
- Completion of a major, achieving a grade of "C-" or better in all required and prerequisite courses
- At least 15 semester credits for the major in residence at WP
- At least 30 of the last 40 semester credits in residence at WP

The Program meets or exceeds WP requirements for graduation, as follows:

- B.S. in Nursing (BSN) Degree: 125-131 total semester credits
  - GEC and Pre-Nursing Courses (PNC): 63-66 semester credits (depending on selected courses)
  - Nursing Cohort Courses: 62-65 semester credits (depending on addition of optional externship)
- 81 semester credits in the Nursing Major
- 53 semester credits in residence (all NURS prefix courses)
- 50 semester credits in upper division (NOTE: The lower division course is NURS 210 Interprofessionalism in Nursing)

ACADEMIC RESPONSIBILITIES, ACCOUNTABILITY, & PROFESSIONAL BEHAVIORS

ACADEMIC INTEGRITY POLICY

(Note: Refer current to WPU Student Catalog 2020-2021: Dishonesty & Plagiarism)
Students are expected to adhere to the highest standards of honorable conduct in academic matters. If students and faculty are to build a learning community, it is essential that students present their own work in their classes. The following situations constitute a breach in academic integrity:

1. Giving unauthorized information to another student or receiving unauthorized information from another student or source during any type of examination or test.
2. Obtaining or providing without authorization, content (questions or answers) relating to any examination or test prior to the time of the examination or test.
3. Asking or arranging for another person to take an examination or test in one's place; asking or arranging for another person to sign an attendance sheet in one's absence.
4. Plagiarizing is taking ideas, words, or substantive ideas of another and offering them, as one's own, without acknowledging the source. Examples include, but are not limited to: submission of a written work (either in part or in whole) completed by another; failure to give credit in a footnote/citation for ideas, statements, facts or conclusions, which rightfully belong to another; failure to use quotation marks when quoting directly from another; close and lengthy paraphrasing of another's writing.
5. Utilizing electronic resources to complete assignments instead of resources provided, specified, and/or approved by the instructor.

All incidents of willful dishonesty or plagiarism will be reported in writing to the Chief Academic Officer. Possible actions that may be taken by a faculty member who suspects a student of academic dishonesty (after conversation with the student in order to determine the student's awareness of the problem) are listed below. In order to protect both student and faculty involved, either the appropriate Dean, Program Chair, or Chief Academic Officer (CAO) must be present during any action taken beyond the oral reprimand/counseling stage:

1. An oral reprimand: Counseling with the student toward the aim of making the student aware of the gravity of the offense and preventing future occurrences, which may also include a requirement for the student to repeat the work or complete it through a substitute assignment.
2. Assignment of a failing grade or a reduction of the grade earned on the specific work in question.
3. A reduction in the course grade.

If a satisfactory resolution is not reached after these actions have been taken, either the faculty member or student may refer the matter to the Academic Policies Committee for resolution, which will address the issue using the regularly established procedures for academic appeals. If either the faculty member or student is not satisfied with the action of the Academic Policies Committee, an appeal may be made to the WP President.

At the discretion of the CAO, repeat offenses may result in student suspension or administrative dismissal from the university.

All of the above procedures must be carried out in accordance with the Warner Pacific University Education Records Policy in compliance with the Family Education Rights and Privacy Act (Public Law 93-380).

Students will be required to sign the Academic Integrity/Honor Code document.

PROFESSIONAL BEHAVIOR

A breach of confidentiality in the clinical site, the Nursing Lab, or the classroom setting is considered unprofessional and unsafe behavior and may be grounds for immediate dismissal.

During the period of clinical/practicum assignment to any health care agency each student is expected to understand and to follow all policies and procedures of the clinical agency to which they are

assigned. All nursing students are to wear their WPU-DON nametag when in the clinical area preparing for and/or attending clinical or practicum experiences. Patients cared for by nursing students have a right to expect confidentiality. (See HIPAA: Confidentiality and the Health Information Portability and Accountability Act Policy in this Handbook). All students are expected to maintain patient confidentiality and practice according to sound ethical and professional principles. This means:

- Students must guard against the inadvertent or purposeful sharing of information regarding any aspect of a patient's treatment in any setting, except as required by the necessities of professional education, treatment, or management.
- Confidential information includes the patient name or any identifying information, including diagnoses.
- All correspondence or documentation related to a patient must be carefully safeguarded.

As the purpose of clinical experience is to provide authentic learning for students, the following are a few examples of inappropriate clinical behavior that can compromise clinical learning, quality nursing care, and healthy relationships with our clinical partners:

- Making personal phone calls, texting, or using computers for personal use during clinical time.
- Engaging in disruptive behavior during any time in the clinical setting.
- Photographing, photocopying, or printing of any portion of a patient's chart.

ASSIGNMENTS

The syllabus and other guidelines for each course provide specific information about assignments and due dates.

Guide to Formal Papers: Unless stated differently by the faculty, the WPU DON uses the American Psychological Association (APA) guidelines as the format for all formal papers. Because professional writing requires the use of specific paper and reference formatting, it is expected that students learn to use correct APA guidelines for format and style. Copies of the APA manual are available for purchase and there are multiple websites that provide additional assistance in APA formatting (e.g., Purdue Writing Lab).

Plagiarism Detection Software: Course faculty may require the use of plagiarism detection software (e.g., Turnitin) in conjunction with assignment submission.

Late Submissions: All assignments are to be submitted on or before the due date, unless prior arrangements have been made with the course faculty. Faculty will provide information in the syllabus or student guide the penalties for late assignments.

Extensions: In the event of special circumstances, faculty may grant a student an extension of time for completing course assignments. Students requesting an extension are expected to contact faculty as soon as possible before the assignment due date.

GRADES

Refer to the current WPU Student Catalog 2020-2021. Each course faculty member determines the evaluation methods and grade value for each course assignment/activity.

- Grading and Grade Points: WP uses a traditional grade point scale (where A=4 grade points, B=3 grade points, C=2 grade points, D=1 grade point, and F=0 grade points). **Plus or minus grades may be specified on the transcript but will not affect calculation of the grade point average.**

- System for Letter Grades and Numerical Point Range: Because of the rigorous nature of nursing judgment, care of persons, and outcomes for recipients of care, the Department of Nursing uses the following grading scale:

Grade	Numerical Point Range
A	93-100
A-	91-92 or 90-92
B+	89-90 or 87-89
B	85-88 or 83-86
B-	83-84 or 80-82
C+	80-82 or 77-79
C	75-79 or 73-76
C-	73-74 or 70-72
D+	71-72 or 67-69
D	67-70 or 63-66
D-	65-66 or 60-62
F	Below 65 or Below 60

Threshold and Hurdle Requirements: All courses and assignments are graded either on a letter grade (A through F) or a Pass/No Pass basis. See Course Syllabi and Student Guides for details about grading. Final course grades use the system for letter grades and numerical point range noted above.

- Individual exams and/or assignments will be rounded to appropriate hundredths place.
- Students must receive a final cumulative course grade of a "C" (70 %) or better to pass the course. Course grades below a "C (70%) are considered a failing grade.
- Students in courses with a clinical component must pass the clinical component to pass the course.
- Final course grades are subject to mathematical rounding (i.e., decimal fractions of 0.49 or lower are rounded down and 0.50 or greater are rounded up).
- After two course failures (grades below C), students may be dismissed from the program.

Grades of Incomplete: An Incomplete ("I") may be granted only when: 1) completion of remaining requirements is not possible because of factors beyond the control of the student; 2) the student has been in regular contact with instructor regarding course completion; and 3) the student was earning a course grade of at least "C-" at the date of occurrence or request. The "I" may be granted only after a completed and approved Request for Incomplete form has been filed in the Records Office, including a contract for completing the work signed by the student and the instructor. Requests for incompletes must be filed before finals begin. An Incomplete taken in the fall semester must be completed by the end of the following spring semester; an Incomplete taken in the spring or summer semester must be completed by the end of the following fall semester. If the incomplete work is not completed
Note: Because of the sequential nature of many nursing courses, a student receiving an Incomplete grade may be unable to progress to all courses in the next term.

Grade Changes and Appeals: Refer to the current WPU Student Catalog 2020-2021.

ADMISSIONS POLICIES AND PROCEDURES

Refer to the current WPU Student Catalog 2020-2021. These policies cover the following elements and procedures:

- Campus Visit
- When and How to Apply
- Admission Requirements
- International Student Admission
- Student Re-Admission
- Admission Criteria
- Admission Decision – Undergraduate
- Notification

ADMISSIONS POLICIES RELATED TO DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)

According to the Oregon State Board of Nursing, if an applicant can produce the forms verifying they have either a Social Security Number (SSN) or have authorization to be in the United States, they are authorized to apply for an Oregon license and take the NCLEX. Please see OAR 851-001-0030 (5) for the documents needed. Nursing students should be aware that other states may have different regulations regarding DACA and applying for RN licensure. Additionally, regulatory changes at the Federal level may also impact DACA students. **Applicants should investigate and consider current Federal and State regulations regarding DACA when applying to a nursing program and their future licensure as a Registered Nurse.**

PROGRESSION, WITHDRAWAL, & DISMISSAL

Satisfactory Progress (WPU Student Catalog 2020-2021): Students are expected to make satisfactory progress toward their degree by maintaining a minimum GPA of 2.0, by enrolling in courses that meet the requirements for a specific degree program, and by completing the following:

- 24 credits per academic year if classified as a fulltime student
- 18 credits per academic year if classified as a 3/4-time student
- 12 credits per academic year if classified as a 1/2-time student

Students will be placed on Academic Probation at the close of any semester in which their GPA for that semester falls below a 2.0. If the GPA earned the subsequent semester is not a minimum of 2.0, or if a student has more than two course failures (below a "C" grade), a student may be dismissed. Students are required to earn a cumulative career GPA of 2.0 to be eligible for graduation. Students who enter with probationary status must earn at least a 2.0 GPA their first semester or be dismissed at the end of that semester.

Students in the BSN Program placed on Academic Probation at the conclusion of any semester must follow WPU guidelines as found in the current WPU Catalog.

Withdrawals from a Nursing Course: Withdrawal from a course must be initiated by the student. A student may withdraw with no record on the transcript up to the end of the third week (or equivalent one-fifth amount of coursework) of the semester (called a "drop"). A withdrawal after 20% of the

course is completed; a "W" will be entered on the student's transcript. A student withdrawing within the first week is required to have the signature of his/her advisor. If withdrawal occurs after the first week, signatures from the advisor and the course instructor are required. A student who fails to withdraw officially from a course but has not attended class sessions or submitted assignments will be assigned an "X" grade for transcript record.

The student is responsible for completing the paperwork for withdrawals. Add/Drop forms are available in the Records Office.

Each student leaving Warner Pacific is required to file a Withdrawal Form with the Office of Enrollment and have an Exit Interview with the Retention and Student Success Manager. Students who are exiting permanently must be cleared by each office listed on the form. An interview with a representative of the Office of Student Financial Services is required for all exiting students. The completed exit form is then filed in the Records Office

Leave of Absence & Returning after a Leave of Absence: Some students need or want to leave the university for a time. This is referred to as a "Leave of Absence". A leave of absence is defined as an interruption in attendance at Warner Pacific for a period of one semester for acceptable reasons. Re-entry to the university is automatic at the expiration of the leave period provided all other specified deadlines have been met. A student may request a leave of absence by filling out a Request for Leave of Absence form, which is available in the Office of Enrollment.

Because of the need for students to maintain competence in the content and skills from nursing courses, students returning from a Leave of Absence may be required to demonstrate competence at the level at which they left the program. Competence may be assessed through evaluation of nursing knowledge and/or skills as determined by the nursing program. In addition, because of the sequential nature of nursing courses, a student returning to the nursing program after a Leave of Absence is based on "space available" and may be delayed.

ACADEMIC CONCERN: Based on a desire to support and facilitate student success, the Academic Concern process addresses issues surrounding actual and potential student difficulties with course or program expectations. The purpose is to have a consistent and clear process, but recognize that each student's situation will require an individualized approach. An Academic Concern is when a student may be at risk for having a low grade or failing a course. An Academic Concern may be identified due to poor results on exams, written assignments, clinical or skills performance, or improper professional behaviors. The Academic Concern form provides guidance from the faculty for the student to improve his or her performance in the course or program and must be discussed with the student and signed by the faculty member and student. The student's signature indicates that the student has been presented with the Academic Concern form and understands the severity of the situation. A copy of the Academic Concern form is included in the student's advising file.
The Associate Dean, in collaboration with the course faculty, oversees Academic Concerns.

COURSE FAILURE

All students must comply with the current Warner Pacific University Catalog progression policies and processes
In addition, the BSN Program expects the following requirements for passing all nursing courses:

1. Maintaining a 70% cumulative passing grade in all proctored examinations given in a specific course and in the nursing program overall.

2. Submitting all required assignments for both theory and clinical courses in order to pass the course.
3. Successfully passing all clinical and laboratory objectives for the course.
4. Completing all program-testing requirements (e.g., KAPLAN exams) as specified in program documents or in course syllabi.
5. Refer to the "Grading" and "Progression, Withdrawal, & Dismissal sections in this handbook for consequences related to course failure.

Process:

When a student fails a course, the student will meet with the course faculty and Dean or Associate Dean in a counseling session as soon as possible to discuss reasons for the failing grade and anticipated subsequent actions. The grade appeal process shall be discussed during this session. In addition to the student and course faculty, the Director of the Academic Support/Career and Life Planning Center may be involved. A letter specifying the actions to be taken following the course failure will be developed and discussed with the student. The letter must include the following:

- Circumstances related to the student's course failure and the plans or changes the student has made that will facilitate the student's success in future nursing courses.
- If continuation in the BSN program is possible, the letter will include a brief description of the selected plan for progression.

A student needing to retake a failed course will be notified when enrollment in a section of the failed course is available. Such placement is on a space-available basis. If a gap of greater than one academic year occurs, the student may be required to complete relevant skills, remediate other course content, and/or retake prerequisite nursing courses.
The Course Faculty will develop and write specific plans for remediation in consultation with the Dean or Associate Dean. Students may be required to pay additional fees for remediation.

ATTENDANCE AND COURSE PARTICIPATION

Attendance at academic and clinical activities is expected to maximize learning opportunities, to develop professional skills and behaviors, and to connect nursing content with nursing practice. On-time attendance is expected at all academic, laboratory, or clinical experiences. Students are expected to come prepared and actively participate in all required nursing program experiences. Students must contact the course or clinical faculty directly, prior to any expected significant lateness or absence. In an emergency causing student absence, the student should notify their faculty member as soon as possible. The determination of whether an absence is excused rests with the faculty member. See sections on make-up for lab sessions or clinical activities. The faculty may request a written excuse from a health care professional for absences related to health conditions.

Returning after Illness, Surgery, Injury, or Pregnancy: Students who have been ill, injured, or had surgery may be required to provide the Associate Dean with a written release from their health care provider indicating that they may safely return to clinical, lab, and/or classroom activities. Additional safeguards include:

- Students are not to return after an influenza-like illness until they have been afebrile while not taking antipyretics for at least 24 hours.
- Pregnant students are required to obtain a written release to continue in the Program from their health care provider. The medical release for pregnancy should reflect no medical restrictions from classroom, lab, or clinical education. If students take a leave of absence due to pregnancy, they will be required to obtain a written release post-partum from their health care provider before returning to clinical, lab, and/or classroom activities.

Emergencies on campus and weather related closures: Warner Pacific uses the e2Campus messaging system to notify the campus community via text message about emergencies on campus and weather related closures. Faculty, staff, and students must sign up for this service at: https://www.e2campus.net/my/warnerpacific/index.htm

SKILLS LAB OR SIMULATION MAKE-UP PROCESS

Full attendance (100%) of the assigned hours in the Skills Lab or Simulation is an expectation for each pre-licensure nursing student. In the event of an illness or other circumstance leading to a Skills Lab or Simulation absence, the student is responsible for notifying his or her course faculty.

Arrangements for Skills Lab/Simulation make-up are made through a formal process involving the student, the Course Faculty, and/or the Lab Coordinator. The make-up process is as follows:

1. The student who misses any number of assigned Skills Lab or Simulation hours must arrange with the course and/or Lab Coordinator a plan for make-up.
2. The student, Course Faculty, and Lab Coordinator will identify possible dates for the make-up.
3. Prior to submitting the course grade, the Course Faculty will validate that the appropriate lab day make-up has been successfully completed. Students not successfully completing the Skills Lab or Simulation make-up will receive a grade of I/F for the course pending successful completion.
4. Additional fees may be added to the student's account to cover costs associated with lab make-up sessions.

STUDENT INJURY AT AN ON-CAMPUS SITE

If a student receives an injury in the classroom, skills laboratory, simulation laboratory, or anywhere on campus, the faculty (or other students) should do the following:

1. See to the student's safety and provide emergency care if necessary. If the injury is severe or life threatening, call 911.
2. Call or ask someone to call Campus Safety for all injuries. Campus Safety Officers are on duty 24 hours a day, 7 days a week and can be reached at 503.250.1730 (cell); 503.517.2127; or Ext. 2127 from any campus phone. (Campus Safety may also assist with directing emergency assistance to the proper location.)
3. Note that a student's personal health insurance covers the cost associated with any incident.
4. Complete an incident report (faculty only).
5. Beyond emergency care, faculty or other students should not treat the student's injury or offer an opinion or diagnosis.

GRADUATION PROCEDURES

When students are approximately 45 credits from graduation, they begin the application for graduation process with the assistance of their academic advisor. (See current WPU Student Catalog 2020-2021, for application and ceremony information.)

The Pinning Ceremony: The pinning ceremony is a nursing tradition that symbolizes the culmination of the academic preparation required to become a professional nurse. The ceremony is a "rite of passage" into the nursing profession for BSN graduating nursing students and serves as a celebration for graduates, their families and friends, and faculty. During this ceremony, participating students are able to receive the WPU-DON nursing pin. Students and their families are strongly encouraged to participate in this meaningful ceremony. The ceremony is held within the timeframe of commencement.

WPU Graduation and Commencement: Graduation is the receipt of a diploma verifying the student's completion of the requirements for the BSN degree. Details for application for graduation are found in the current WPU Student Catalog 2020-2021. The date students complete all degree requirements determines the date the student may graduate. Students and their families are encouraged to celebrate their graduation by attending the WPU Commencement ceremony.

NCLEX-RN Application: During their final semester, prelicensure students are provided with detailed information about the post-graduation process and procedures for applying for the NCLEX-RN examination for licensure as a Registered Nurse. Students will be directed to create an account and view forms at the Website of the Oregon State Board of Nursing (https://www.oregon.gov/OSBN/Pages/forms.aspx)

SECTION III: CLINICAL GUIDELINES

A. CLINICAL PLACEMENT COMPLIANCE REQUIREMENTS (updated as required by ACEMAPP/StudentMAX and clinical agencies):

1. Evidence of current **BLS certification for healthcare providers** from an American Heart Association-approved program. This requirement must be kept current while in nursing courses.
2. Criminal background check.
3. Documentation from a licensed primary-care provider of a recent physical exam attesting to student's ability to be engaged in clinical activities.
4. Documentation of current immunizations, including tetanus/diphtheria/pertussis (Tdap), measles/mumps/rubella (MMR), Varicella (titer required), Hepatitis B series (titer required), and Polio.
5. Annual tuberculosis (TB) screening: Students with a baseline positive or newly positive TB screening need to follow-up according to specific guidelines before allowed into clinical sites.
6. Drug Test.
7. Verification of completed training in:
   - HIPAA
   - Fire Safety
   - Biohazard

B. CLINICAL/PRACTICUM APPEARANCE & SUPPLIES REQUIREMENTS

Nursing students are ambassadors of WPU and advocates for recipients of care. As such, all nursing students are expected to wear the prescribed WPU DON uniform when present in a clinical agency, conform to personal grooming requirements of the clinical agencies, and have supplies necessary for the expected activities of each clinical experience. Uniforms may also be required while in skills lab or simulation activities.

Nursing Student Uniform: At all times, students representing WPU-DON are to appear professional in attire.

- All students need a complete uniform no later than two weeks preceding their first clinical course. The student should purchase at least one extra pair of scrubs to have available if one set is either damaged or soiled.
- All nursing student uniforms consist of Warner Pacific scrub pants and a matching scrub top. Student uniforms must be clean, wrinkle-free, in good repair, and of appropriate fit to permit freedom of movement and maintain modesty.

- All students must wear appropriate undergarments, which may not be visible when sitting, standing, or reaching. A neutral colored or matching long or short-sleeved crew neck t-shirt may be worn under the scrub top for both women and men.
- Maternity uniforms must be made out of the same fabric and of similar style as the DON student uniform.
- For community-based experiences not involving in-patient care, faculty will recommend appropriate clothing options.
- WPU DON picture-ID nametags must be worn at all times while in clinical activities.
- All shoes worn in the clinical area must be closed-toe, clean, and professional. White tennis or 'sport' shoes may be worn if clean and in good repair (no bright colors). Students should reserve shoes specifically for hospital use and not worn for daily wear. Sandals or flip-flops are not permitted.
- If required, surgical scrub clothes are provided by the clinical facility. On many units where scrubs are required, an outer covering may need to be worn when leaving the unit for any reason. The clinical faculty member should approve appropriateness of dress before the student leaves the clinical unit.
- If on the facility campus and not in the patient care setting, students will wear a white lab coat over business-casual street clothes or their student uniform.

Nursing Student Personal Grooming

- Make-up and other cosmetics are to be natural colors and simple.
- Heavy scents, lotions, perfumes, colognes, and after-shaves are not acceptable.
- Heavy scent of tobacco, food, and other offensive products are also not acceptable.
- Hair should appear clean and well groomed. Shoulder length and longer hair must be worn secured to the back of the head and not obstruct the student's vision. Hair regulations apply to both male and female students. Mustaches, sideburns, and beards must be clean and neatly trimmed.
- Hoop or dangling earrings, bracelets or necklaces are not to be worn in clinical facilities. Plain band rings may be worn. All jewelry must be in accordance with agency policy, or at the discretion of the faculty member, and appropriate for the particular clinical area.
- With the exception of no more than one stud (no gauges) per ear lobe, no visible facial or body piercing, including tongue piercing are allowed. (check with local agencies)
- In consideration for diverse recipients of care, tattoos must be covered to the extent possible and in accordance with clinical agency policy.
- In keeping with mandates from the Centers for Disease Control and agency policies, direct patient caregivers may not wear any form of artificial nails. Natural nails must be kept clean and short, and may not be pierced. It is recommended that nails be left unpolished.

Nursing Student Supplies

- A watch with a second hand, a pair of bandage scissors, and a stethoscope are required for most clinical activities. Faculty may alter need for specific supplies based on expected activities.
- Agency policy regarding cell phone or smartphones must be adhered to at all times. Students are not allowed to use cell phones for personal use in the clinical area.

- Fanny packs may be used only in accordance with agency policy and with faculty approval. Cleanliness and safety must guide their use.
- Additional items/supplies may be required depending on course focus and learning objectives.

C. CLINICAL MAKE-UP

Full attendance of the assigned clinical rotation is an expectation for each nursing student. In the event of an illness or other circumstance leading to a clinical absence, **the student is responsible for notifying his or her Clinical Nursing Faculty before the start of the clinical day rotation**. Unless an alternative activity is determined by the faculty, the student is required to make-up missed clinical hours and may need to pay a corresponding fee. **Students may NOT arrange their own make-up clinical hours with the agency, clinical faculty, or preceptor.**

D. INFECTIOUS OR COMMUNICABLE DISEASES AND PATIENT CARE

Nursing professionals have a fundamental responsibility to provide care to all patients regardless of the patient's health status. Students may not refuse to care for any patient based on the patient's disease status or personal characteristics (e.g., race, gender, religious affiliations, etc.). An exception to this policy is if a student's pregnancy or immuno-compromised status could expose them to a particular disease that would pose serious risk of harm or threaten the student's life/health and/or that of the unborn child.

If a nursing student has a potentially infectious illness, he or she needs to contact their clinical faculty to determine whether to attend clinical that day. Below is a useful guide on illnesses precluding clinical or classroom activities:

- If you have a fever, you are restricted from activities until 24 hours after resolution of fever without the use of antipyretic medications.
- If you have diarrhea, you are restricted from patient contact and contact with the patient's environment until symptoms resolve.
- If you have viral respiratory symptoms (e.g., cough, sneezing, rhinorrhea, sore throat) WITHOUT FEVER, you should limit direct patient contact and use precautions for immune-compromised patients (masking and an emphasis on hand hygiene and respiratory etiquette). You must restrict yourself from patient contact and patients' environment for high-risk patients (stem cell or bone marrow transplant, solid organ transplant, oncology units).

E. TRANSPORTATION AND OFF-CAMPUS LEARNING ACTIVITIES

- Students are responsible for transportation and parking fees at all agencies assigned for student experiences. A car is essential for many of the clinical experiences with a community focus.
- Students are prohibited from transporting patients and/or patients' family members.
- Students are prohibited from riding in land, sea, or air ambulances during any clinical learning experience.

F. INJURY AT AN OFF-CAMPUS LEARNING SITE

Clinical faculty/faculty/preceptors are responsible for overseeing the process for clinical injuries that may occur with students they supervise. If the faculty/preceptor believes the student injury is a medical emergency, the first priority is the student's well-being and the student should be seen by the nearest emergency provider. Students with a non-urgent injury received at a clinical or other off-campus learning site should seek follow-up care with their own provider or through appropriate

services (e.g., Urgent Care) based on their individual health insurance. **To ensure proper treatment, notification, and documentation of student injury or exposure incurred at a clinical facility, the student must report any injury (no matter how minor) to their clinical faculty/faculty/preceptor.**

G. PROFESSIONAL BEHAVIOR

Students are expected to demonstrate professionalism at all times. A student who fails to manifest professionalism and/or honesty may be asked to leave the nursing program. Students are not allowed to be involved socially with any patients at any time. Students must conduct themselves in accordance with the ethos and policies of the university, the clinical agency, and professional standards. Students are expected to adhere to the ANA Code of Ethics for Nurses.

H. CHEMICALLY IMPAIRED STUDENT, DRUG, AND ALCOHOL GUIDELINES

WPU prohibits students from being intoxicated/under the influence of alcohol or drugs. This is especially critical in clinical activities, as an impaired nursing student may have altered judgment and skills. Based on reasonable suspicion of drug or alcohol use:

- Students will be tested for the use of alcohol and drugs upon "reasonable suspicion". Reasonable suspicion is defined to mean that the student's instructor, supervisor, or his/her designee believes that the behavior, speech, body odor, or appearance of a student is indicative of the use of alcohol or drugs. Reasonably suspicious behavior could include conduct which prevents the student from performing the essential functions of his or her role or which poses a direct threat to the safety of others.
- Other behavior which could lead to a reasonable suspicion of drug or alcohol use includes, but is not limited, to odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self- report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats to harm self or others.

If drug use or alcohol abuse is suspected, the faculty member will take the following steps:

1. Remove the student from the clinical activity.
2. Confront the student in a private setting and in the presence of a witness, if possible.
3. Discuss the suspicious behavior with the student and allow the student to explain.
4. Notify the Dean of the Department of Nursing.
5. The Dean will notify the Vice President for Student Life/Dean of students or designee.

In cases where drug or alcohol use is suspected, WPU reserves the right to require students to undergo a urine screen to test for the presence of illegal substances. A positive urine screen will make the student subject to disciplinary consequences, including dismissal from the university. In cases where possession or use of alcohol is suspected, an alcohol breath test may be administered. A positive alcohol breath test will serve as evidence of possession and consumption and will make the student subject to disciplinary consequences, including dismissal from the university.

SECTION IV: MISCELLANEOUS NURSING STUDENT GUIDELINES & RESOURCES

ACADEMIC & PROGRAM ADVISING:

Note: Nursing majors follow the same academic and program advising procedures as other WP students.

All students registered for six or more credits are assigned an academic advisor. The advisor's responsibility is to assist the student to set, plan, and reach his/her own personal educational goals. In order for a good advising relationship to function, each person involved needs to know what is expected. THE FINAL RESPONSIBILITY FOR MEETING ALL ACADEMIC AND GRADUATION REQUIREMENTS RESTS WITH THE INDIVIDUAL STUDENT.

To achieve educational goals the student must take the initial responsibility for setting advising appointments, creating an Educational Plan in MyWP before meeting with the advisor, and undertaking some long-range planning for the completion of studies. Students should track their progress toward completing degree requirements by reviewing their Program Evaluations regularly. A minimum of six months prior to graduation, the student should file an Application for Graduation with the Registrar.

Students who have earned fewer than 45 credits toward their degrees will work with an academic advisor to register for classes. When preparing to register for their junior year classes, the student shifts to a faculty advisor in the major area of study, who assists the student in more intentionally focusing on long-range planning, including reviewing the graduation application and the student's academic major and vocational plans.

Students who change majors after being assigned to a faculty advisor will likely need to request a change of advisor to align with the new major. Students have the right to request such a change for other reasons as well. Major/Minor Update forms are available in the Records Office.

ELECTRONIC COMMUNICATIONS, SOCIAL MEDIA/NETWORKING

Nursing students are advised against posting on social media (including Facebook®, and other public access Internet sites) any personal or professional information that may have negative implications to themselves or to WPU. DON students are specifically not allowed to post anything on any social media site that is in violation of the Health Insurance Portability and Accountability Act (HIPAA). Please read the National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media and the WPU Guidelines on Social Media.

NURSING STUDENT EMPLOYMENT

The BSN Nursing program is academically demanding and requires a significant investment in time for academic and clinical learning. Nursing students are strongly encouraged to limit their work hours and to recognize that academic and clinical schedules take priority over other activities or scheduling needs.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

WPU-DON students and faculty are provided with access to protected health information (PHI) for patients they encounter in clinical settings. All faculty and students are expected to comply with HIPAA and will be required to complete HIPAA training before attending any clinical activities. The goals for maintaining rigorous adherence to HIPAA compliance requirements within all WPU-sponsored programs, projects, and activities are designed to:

- Ensure the security and confidentiality of PHI and ePHI as covered by HIPAA.
- Protect against any anticipated threats or hazards to the security or integrity of such information.
- Protect against unauthorized access, use, or disclosure of such information.

It is the responsibility of each student to adhere to these practices. All violations of the HIPAA privacy and security policies and practices are taken very seriously. All violations will be reported to the Dean and/or Associate Dean for review to determine the extent of the violation and the appropriate sanctions to be applied, where necessary. Sanctions may include notification of the student's advisor, reductions in the grade for the course up to and including failure, and remedial action. **Reporting of HIPAA violations will also need to follow the clinical agency's guidelines.**

STUDENT PARTICIPATION IN DON & WPU GOVERNANCE

Student participation in governance is designed to provide nursing students the opportunity to participate in the operations and evaluation of the DON and WPU. Participation provides a means for students to give feedback and contribute to decision-making regarding the nursing program and the broader WPU institution. Student involvement in DON or WPU governance can facilitate direct communication between faculty and students, provide student input on curriculum, procedures, and general education programs, and promote communication, leadership, and professionalism among nursing students.

STUDENT PARTICIPATION IN WPU INTERCOLLEGIATE ACTIVITIES

The Nursing Program recognizes the value of students who wish to participate in college athletic activities. Because the scheduling of required student clinical activities may coincide with athletic practice or competitions, nursing students involved in intercollegiate athletic activities must coordinate with the nursing faculty, nursing administration, the relevant athletic coaches, and Athletic Director to determine how to manage conflicts between athletic and nursing program activities.

PROFESSIONAL ORGANIZATIONS

National Student Nurses Association (NSNA): Nursing students should consider becoming a member of the National Student Nurses Association (NSNA). This organization's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. Review the benefits of being a member of NSNA.

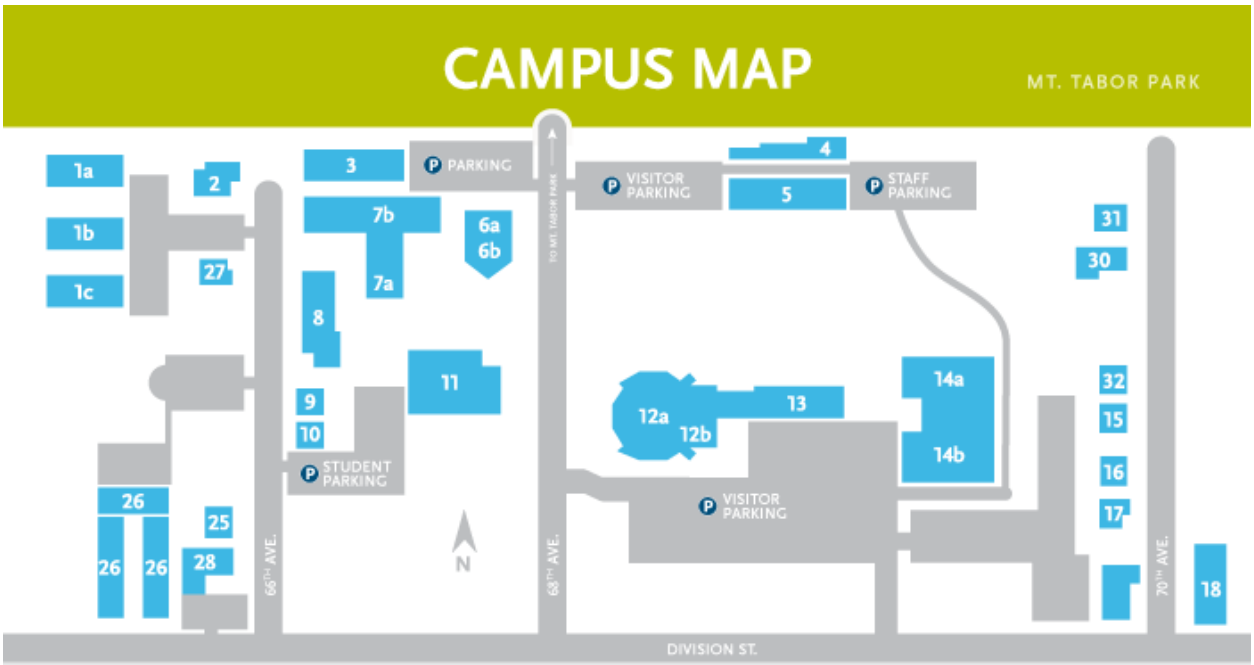
Nurses' Christian Fellowship, an international professional nursing organization, is both a Christian professional organization and a ministry for nurses and nursing students. More information about the organization is located on the following website: http://ncf-jcn.org/about-ncf/ncf-international.

SECTION V: WARNER PACIFIC UNIVERSITY SERVICES & POLICIES

For information not specifically addressed in the DON Student Handbook, please refer to the current WPU Student Catalog or Student Handbook

Policies reviewed annually. Updates may be implemented throughout the year and students will be notified of any revisions to the Student Handbook.

CAMPUS MAPS



18	5-Plex Apartments	26	Division St. Apartments	10	McKinnon House	27	Tabor House
15	Adams House	30	Duplex	7b	Offices of Student Affairs	1	Tabor Terrace Apartments
5	A.F. Gray (Administrative Building)	13	Egtvedt Hall	11	Otto F. Linn Library		a. Pearl Lewis
2	Caldwell House	3	Gotham Hall (Science)	9	Rainier House		b. Mary Husted
25	Center for Teaching and Learning	31	Jefferson House	14b	Recreation and Fitness Center		c. Warner Monroe
16	Clackamas House	6b	Kardatzke Hall	28	Saxon Apartments	12b	Theatre (lower level)
14a	C.C. Perry Gymnasium	4	Maintenance Building	6a	Schlatter Prayer Chapel	8	Warman Hall
32	Deschutes Duplex	12a	McGuire Auditorium	7a	Smith Hall	17	Willamette House

A street map for the PGS Campus, called Centre 205, is available at:

https://www.google.com/maps/@45.5035782,-122.5646287,17z