



WARNER PACIFIC UNIVERSITY
DIVISION OF NURSING
Bachelor of Science in Nursing
Degree Program (BSN Program)
Nursing Student Handbook
2023-2024

(This handbook applies only to students admitted to the Division of Nursing BSN Program.)



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SECTION I: WELCOME & INTRODUCTION

Welcome to Warner Pacific University's Division of Nursing! The university, faculty, staff, and community are pleased you have selected our program to achieve your dream of becoming a registered nurse (RN) who holds a Bachelor of Science Degree in Nursing (BSN). At orientation, students will receive a link to this comprehensive BSN Student Handbook, which provides information about important policies, procedures, and guidelines. As updates to the handbook occur, we will notify students through their Warner Pacific University (WPU) email. This handbook is also posted to the WPU BSN Webpage: <https://www.warnerpacific.edu/academics/degrees-and-majors-minors/bsn-degree-program-application-process/>

WARNER PACIFIC UNIVERSITY

Overview

WPU 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 and/or professional education in a vital Christian community. Founded in 1937 in Spokane, Washington, the college 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 programs offered and the scale of what its graduates are achieving. The Northwest Commission on Colleges and Universities (NWCCU) has continuously accredited WPU since 1961, and the State of Oregon has approved WPU to offer degree programs.

Mission

WPU 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

Mission-driven leaders who change the world.

Values

- We learn in an inclusive community.
- We innovate toward experiential learning and academic relevance.
- We engage our spiritual journey with Christ at the Center.
- We serve and care for our city and world.
- We cultivate curiosity, creativity, and purpose.

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.



DIVISION OF NURSING (DON)

BSN Program Mission

WPU's BSN Program exists to educate and prepare students with diverse backgrounds to flourish as professional nurses advocating for recipients of care.

BSN Program Vision

As an offering of a Christ-centered, urban, liberal arts university, the BSN Program 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.

BSN Program Philosophy

The BSN 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. The program meets regulatory standards of the Oregon State Board of Nursing (OSBN) for the depth and breadth of RN capabilities and competencies:

1. Create and maintain a safe environment of care.
2. Demonstrate professional, ethical, and legal behavior in nursing practice.
3. Use problem-solving skills, reflection, and clinical judgment in nursing practice.
4. Provide, direct, manage, appropriately delegate, and supervise nursing care for diverse recipients of care, whether individuals, families, groups, communities, or populations.
5. 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.
6. Participate within and provide leadership for interprofessional teams.
7. Apply leadership skills to identify the need for and to promote judicious change.
8. Use communication and information technology effectively and appropriately to improve health outcomes and mitigate error.
9. Apply and integrate principles of community health and community-based care into practice.
10. 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 Nursing major address additional knowledge, skills, and attitudes needed to respond to a rapidly changing healthcare delivery environment. Clinical courses across the lifespan and common settings of care further develop and 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 capabilities and competencies through ethical approaches, the BSN 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 convictions 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, nursing 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 health care. 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 (ANA), American Association of Colleges of Nursing (AACN), 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, communicate, 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 purposes of the BSN Program are to:

- Assist students in meeting BSN Program outcomes.
- Incorporate AACN's "Essentials" (Domains, Interrelated Concepts, and Level 1 Competencies and Sub-competencies*) and QSEN Institute's competencies in the curriculum.
- Advance students' ability to be advocates for recipients of care through ANA's standards for ethical practice and social policy covenant.
- 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-to-global 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).

* Note: Our BSN Program will submit a mid-cycle "Continuous Improvement Progress Report" to CCNE on June 1, 2024, which requires use of the "old" (2018) documents associated with AACN's *Essentials of Baccalaureate Education*. AACN's "new" *Essentials [Level 1]*, approved April 6, 2021, will then officially replace the 2018 version in ongoing curriculum revision.



BSN Program Outcomes

Graduates of WP's BSN Program 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 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.

CONCEPTUAL FRAMEWORK

Regulatory standards and process, practice, and performance outcomes guide development of an organizing conceptual framework for the BSN Program (depicted below in Figure 1). The organizing framework consists of concepts identifying a continuously evolving and interconnected 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 Practical 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 (AACN) Essentials (Level 1), QSEN Institute Competencies, and Accreditation Standards of the Commission on Collegiate Nursing Education (CCNE).
- **Standards of Practice and Performance:** American Nurses Association (ANA).
- **Metaparadigm of Nursing:** Concepts of Person, Health, Environment, and Nursing.



OSBN Standards for Approval (“Final” Approval Granted September 16, 2021)

Through a three-step initial approval process of the OSBN, the program addressed 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

WP University Core Themes

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

Domains of AACN Essentials* (2021)

Domain 1: Knowledge for Nursing Practice

Domain 2: Person-Centered Care

Domain 3: Population Health

Domain 4: Scholarship for Nursing Discipline

Domain 5: Quality and Safety

Domain 6: Interprofessional Partnerships

Domain 7: Systems-Based Practice

Domain 8: Informatics and Healthcare Technologies

Domain 9: Professionalism

Domain 10: Personal, Professional, and Leadership Development

* Note: AACN's national membership approved AACN's new *Essentials* on April 6, 2021. WP's Division of Nursing is following guidelines and toolkits to upgrade and align our curriculum; however, AACN's accrediting body, CCNE, is holding our program to AACN's previous *Essentials of Baccalaureate Education* (2018) until after our mid-cycle report, due June 1, 2024. Subsequent BSN Program documents and handbooks will reflect 10 new domains, 8 interrelated concepts, and Level 1 competencies and sub-competencies. AACN's *Essentials* are available at this link:

<https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>.

AACN's Interrelated Concepts

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health



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) (5-Year Initial Accreditation Granted 02-24-2021)

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 (Nursing Process 1-6 and Professional Performance 7-17*) (2015)

- | | |
|----------------------------------|--|
| 1. Assessment | 10. Collaboration |
| 2. Diagnosis | 11. Leadership |
| 3. Outcomes Identification | 12. Education |
| 4. Planning | 13. Evidence-Based Practice and Research |
| 5. Implementation | 14. Quality of Practice |
| 6. Evaluation | 15. Professional Practice Evaluation |
| 7. Ethics | 16. Resource Utilization |
| 8. Culturally Congruent Practice | 17. Environmental Health |
| 9. Communication | |

* Note: ANA will add “Advocacy” to Professional Performance Standards with the next edition.

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 (2015)

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, groups, communities, and populations.

Metaparadigm of Nursing: What Is Nursing About?

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 BSN 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 global health care.

* Campbell, L., Gilbert, M. A., & Laustsen, G. R. (2014). *Capstone coach for nursing excellence* (2nd Edition). Philadelphia: Davis.

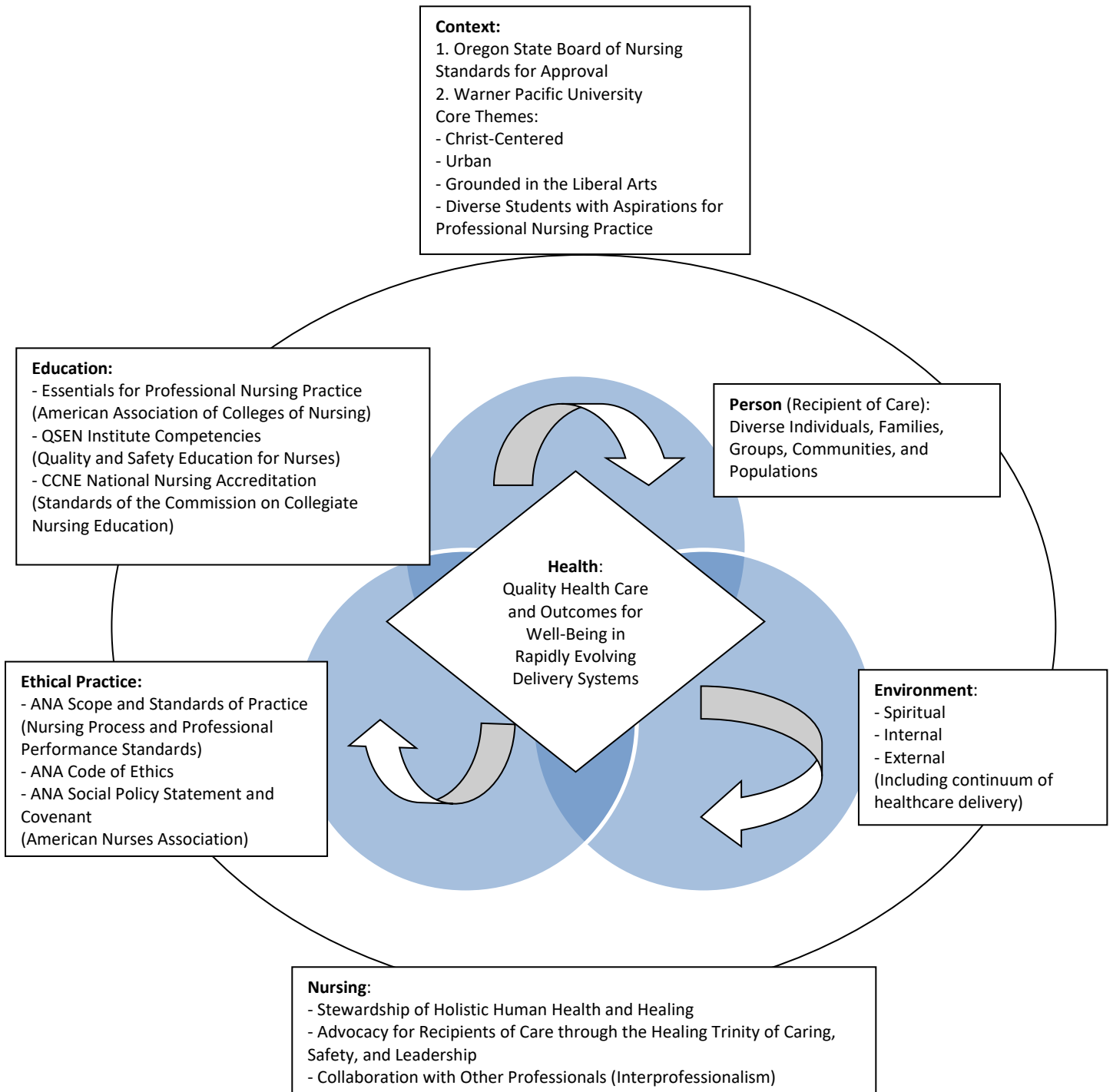


Figure 1: WP BSN Degree Program Conceptual Framework



UNDERGRADUATE PROGRAM

Pre-Licensure Bachelor of Science in Nursing Program (Traditional BSN Program): The BSN Program allows students to complete the requirements for becoming a Registered Nurse (RN) 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 diversity of the greater Portland nursing workforce and beyond. Because WPU attracts high-opportunity, diverse, first-generation students who are committed to long-term service within their home communities, our ability to produce capable, diverse nurses is unparalleled.

Prospective pre-licensure students apply to the BSN Program through two main routes:

- As a WPU pre-nursing student in the second semester of the sophomore year: Students interested in the Nursing major complete general education core and nursing prerequisite courses in the first two years (APPENDIX A: Nursing 4-Year Planner). Upon acceptance, students complete nursing-specific coursework, following a cohort model, in four upper division semesters (APPENDIX B: Upper Division Nursing Cohort Courses).
- 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. Students then complete any remaining general education core courses and nursing-specific coursework in the upper division of their program of study.

Note: Upon graduating with a BSN Degree, the OSBN requires a background check, to be paid by the graduate, along with fees for licensing (OSBN) and testing (Pearson VUE). The OSBN decides who gets an RN license. For students with a criminal background, they are to be aware that while they may be able to graduate with a BSN degree, this academic milestone does not guarantee a Registered Nurse license from the OSBN, which is determined on a case-by-case basis.

Please also note: Up to 1500 new graduates from across Oregon apply for licensure in November/December and May/June. OSBN publishes a [New Graduate Guide](#) with the following elements for consideration:

1. The Board exists for the safety of the public, not to get you licensed in time to meet a deadline placed upon you by a potential employer. [Therefore, ask your potential employer – NOT OSBN – about implications and any extensions. If you have been studying according to the schedule provided in your senior year, you ought to be well prepared to take the NCLEX-RN in a timely way once approved. Do NOT take the NCLEX-RN because you have a job offer. Take it when you are very close to the “guaranteed pass rate” on practice tests.]
2. The Board does not expedite processing applications for any reason, such as a pending job offer.
3. Please do not contact Board staff to ask for a timeline or status of application processing.
4. Do not ask for a timeline regarding approval of your application.
5. Do not use your school's email address on your application. Use your personal email.

Not included in the [New Graduate Guide](#) but vitally important: The most common reason our new graduates do not show up in OSBN's Affidavit of Graduation (AOG) portal is due to omitting Warner Pacific University as their school or selecting an incorrect program! When submitting the OSBN application, print out or download the completed application for reference, particularly because it includes another key component, the fingerprint requirement.



Students complete the required multicultural component during their BSN Program. Here are other steps, which are spelled out in detail in OSBN's [New Graduate Guide](#):

- Submit the application.
- Answer disclosure questions truthfully. They must align with your background check.
- Use the “Application Status Wizard” to check on the status of your application processing.
- Meet all parameters for OSBN to send Pearson VUE the Release to Test, which is a manual, labor-intensive task.
- Receive via email an ATT code (Authorization to Test) from Pearson VUE.
- Schedule your licensing exam.
- Obtain exam results (read this section carefully regarding implications of passing or failing).

ADMINISTRATION, FACULTY & STAFF

Nurse Administrators/Educators: Full-Time Faculty

- Linda Campbell, PhD, RN, CNS, CNE, Dean and Professor
Nursing experience 1989-present; nurse/clinical educator 2003-present; accelerated nursing program director (Regis University) 2013-2016; WP founding dean of nursing 2017-present
- Jessica Sandstrom, MSOL, BSN, RN, CEN, Associate Dean of Nursing (currently enrolled in MSN Degree Program at University of Providence, 2022-present), Assistant Professor, and Clinical Simulation Coordinator
Nursing experience 2007-present; nurse/clinical educator associate 2019-2022; nurse/clinical educator 2022-present
- Kyle VanderSchick, MSN (Education), RN, CEN, Assistant Professor and Advisor for Nursing Students in the Major
Nursing experience 2009-present; nurse/clinical educator associate 2017-2022; nurse/clinical educator 2022-present

Nursing Program Staff

- Kathleen Finch, MEd, Program Manager
Manager of Weekly Calendars; Clinical Placement Coordinator and Onboarding for ACEMAPP and StudentMAX; Manager of School Affiliation Agreements; Onboarding for Clinical Supervisors and Liaison for Contracts; and Liaison for Textbooks and Resources, Kaplan NCLEX-RN Prep, and Other Vendors (Hire Date: 12-09-2019)

Adjunct Instructors of Nursing

- Sarah Dyal, BSN, RNC-MNM, International board-certified lactation consultant (IBCLC)
Nursing experience 2001-present; nurse/clinical educator associate 2023-present
- Fernanda Fortuna, BSN, RN
Nursing experience 2019-present; nurse/clinical educator associate 2019-present
- Kelsey Funkhouser, MSN, BSN, RN, OCN
Nursing experience 2014-present; nurse educator 2021-present
- Jamelia Johnson, MSN, BSN, RN
Nursing experience 2013-present; nurse educator/clinical educator 2018-present
- Tiffany Slover, DNP, MSN (Education), RN
Nursing experience 2012-present; nurse/clinical educator 2019-present



SECTION II: ACADEMIC GUIDELINES

WPU CORE STUDIES REQUIREMENTS

A liberal arts education fosters diverse students to engage actively in a constantly changing world. WPU requires a minimum of 30 semester credits from the following 13 categories of general education:

1. Written Communication: Two-course sequence in English composition.
2. Information Technology: One course in information technology.
3. Scientific Reasoning: One course (100 level or above) in the natural sciences.
4. Quantitative Reasoning: One course (100 level or above) in mathematics.
5. Historical and Cultural Knowledge and Practice: One course from art and/or history.
6. Critical Thinking and Strategic Action: One course that focuses on techniques in dialogue, problem-solving, strategic planning, or critical thinking.
7. Holistic World View: One course in Biblical studies or one course in health theory accompanied by a course in physical activity.
8. Ethics: One course in ethics.
9. Diversity: One course that articulates the value of diverse voices and perspectives.
10. Urban Life: One course that explores human behavior, social organizations, and/or urban life.
11. Information Literacy and Research: One upper-division course (ILR 300 or equivalent) in advanced information literacy and research skills.
12. Spiritual Journey: One course at WPU (REL 320) that helps students articulate their own spiritual journey.
13. Interdisciplinary Thinking: One upper-division course at WPU (HUM 310) that helps students articulate connections among multiple academic disciplines.

Please Note: Students with a previous baccalaureate or higher degree have satisfied the above-listed general education core courses. Students who earned the AAOT (Associate of Arts Oregon Transfer) degree from an Oregon community college take three remaining general education courses within the Nursing Major: ILR 300, REL 320, and HUM 310. (See Upper Division Nursing Cohort Courses for sequencing.) Non-degreed students follow WPU's transfer guides for general education core courses.

BSN CURRICULUM

Required Pre-Nursing and Co-Requisite Courses

- BIO 221 Human A & P I, with lab (4)
- BIO 222 Human A & P II, with lab (4)
- BIO 370 Microbiology, with lab (4)
- CHEM 111 Introduction to Chemistry, with lab (4)
- MA 104 Math for Liberal Arts (3)
- PSY 140 General Psychology (3)
- SOC 140 Sociology (3)
- HD/SW 330 Life Span Human Development (3)
- ILR 300 Advanced Information Literacy & Research (3)
- REL 320 Spirituality, Character & Service (3)
- HUM 310 Humanities Colloquy: Exploring the Human Condition (3)



Required Nursing Courses

- NURS 210 Interprofessionalism (2)
- NURS 301 Pathophysiology (3)
- NURS 302 Pharmacology (3)
- NURS 336 Health Assessment & Health Promotion (4)
- NURS 340 Medical-Surgical Nursing I: Providing Care (5)
- NURS 350 Diversity, Equity & Advocacy (3)
- NURS 370 Research, Statistics & Evidence-Based Practice (3)
- NURS 380 Maternal & Neonatal Health Nursing (3)
- NURS 400 Child & Adolescent Health Nursing (3)
- NURS 410 Family & Community Health Nursing (3)
- NURS 440 Medical-Surgical Nursing II: Managing Care (6)
- NURS 460 Leadership I: Epidemiology, Prevention & Informatics (3)
- NURS 470 Mental Health Nursing (3)
- NURS 480 Leadership II: Caring, Safety & Leadership (3)
- NURS 490 Leadership III: Leadership & Management Capstone (6)
- NURS 390 Externship (2-3): Optional Elective (Requires Available Clinical Rotation)

BSN DEGREE REQUIREMENTS

The Nursing Major: The nursing curriculum (a) prepares students to achieve nursing competencies and capabilities necessary for safe practice based on current standards of care, (b) reflects the identified mission, goals, and learning outcomes of WPU and the BSN Program, and (c) is consistent with Oregon statutes and standards identified in OSBN Chapter 851, Division 21 Rules as revised 08-01-2022.

Resources to inform and guide students in their pursuit of the Nursing major include the [WP Catalog](#); this BSN Student Handbook; Nursing 4-Year Planner (APPENDIX A); Upper Division Nursing Cohort Courses (APPENDIX B); Current Course Syllabi (located in WPU's Learning Management System: Canvas); the Registrar; Admissions and Academic Advisors; Faculty Advisors and Mentors; the Associate Dean of Nursing; and the Dean of Nursing. (See also: Commitments Section).

Requirements for Graduation: WPU requires the following achievements for a Baccalaureate Degree:

- A minimum of 120 semester credits
- A cumulative grade point average of at least 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, achieving a grade of C- or above in all required courses
- 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 WPU
- At least 30 of the last 40 semester credits in residence at WPU

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

- Bachelor of Science in Nursing (BSN) Degree: 122-128 total semester credits



- GEC and Pre-Nursing Courses (PNC): 60-63 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)
- 51 semester credits in upper division (NOTE: The lower division course is the 2-credit course NURS 210 Interprofessionalism.)
- Completion of the Nursing Major, achieving a grade of C- or better in all required and prerequisite courses

ACADEMIC RESPONSIBILITIES, ACCOUNTABILITY & EXPECTATIONS FOR PROFESSIONAL BEHAVIORS

Academic Integrity Policy

(Note: Refer current students to [WP Catalog: 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, which is taking work, 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 or other citation for ideas, statements, facts, or conclusions that rightfully belong to another; failure to use quotation marks when quoting directly from another; and 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. (Note: Resources that generate non-student work, such as Course Hero and ChatGPT, are explicitly disallowed.)

All incidents of willful dishonesty or plagiarism will be reported in writing to the Chief Academic Officer using the WPU Academic Integrity Violation Report Form (APPENDIX C). In order to protect both student and faculty involved, the Dean or Chief Academic Officer (CAO) must be present during any action taken beyond the oral reprimand or counseling stage. 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:

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 WPU President (or designee). 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 Educational Rights and Privacy Act (Public Law 93-380, known as FERPA). As an additional step toward accountability, students will be required to sign the Academic Integrity/Honor Code Form (APPENDIX D).

Academic Pathway to Success

Based on a desire to support and facilitate students' accountability and success, the Academic Pathway to Success (APS) process addresses issues surrounding actual and potential student difficulties with course or BSN Program expectations. The purpose is to have a consistent and clear process and recognize that each student's situation will require an individualized approach. Course and/or clinical faculty generate an APS Form (APPENDIX E) when a student is at risk for having a low grade or failing a course.

The need for an APS process may be identified due to substandard results on exams, written assignments, and/or clinical/skills performance, or for unprofessional behaviors. An APS process may also be identified due to lack of timely communication about missing class/meeting times and/or assignment deadlines. The APS Form provides guidance from the faculty and/or advisor for the student to improve his or her performance in the course or program overall and must be discussed with the student and signed by the faculty member and/or advisor and student. The student's signature indicates that the student has been presented with the APS Form and understands the nature of the situation. A copy of the completed APS Form is placed in the student's advising file.

Expectations for Professional Behavior

During the period of clinical/practicum assignment to any healthcare agency, each student is expected to understand and to follow all policies and procedures of that agency. All nursing students are to wear their WPU DON nametag and badge reel 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 Section in this Handbook: Confidentiality and the Health Information Portability & Accountability Act Policy.) All students are expected to maintain patient confidentiality and practice according to sound ethical and professional principles, which 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 and interprofessional education, treatment, or management.
- Confidential information includes the patient's name or any other identifiers, such as 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 behaviors that can compromise clinical learning, quality nursing care, and positive relationships with our clinical partners:

- Making personal phone calls, texting, or using computers for personal reasons during clinicals.



- Engaging in disruptive behavior at any time in the clinical setting.
- Photographing, photocopying, or printing any portion of a patient's chart.
- Socializing in the clinical setting, including around the nursing station, instead of being proactive about clinical learning.
- Acting beyond the scope of a nursing student, such as attending emergency situations, examinations, or case meetings without an explicit invitation and the preceptor being present.

A breach of confidentiality in the clinical site, nursing labs, or the classroom setting is considered unprofessional. Unsafe and/or unprofessional behavior may be grounds for immediate dismissal. Egregious examples of such behavior include workplace bullying, violence, aggression, abuse, hostility, sabotage, and incivility. Frequency of behavior and related intentionality are also considered.

ASSIGNMENTS

Essential documents for each course, including the syllabus, course activities calendar, and student guides provide specific information about assignments and due dates. Students are advised to review this information at the beginning of each course and carefully track assignments and their due dates throughout each course.

Guide to Formal Papers: Unless stated differently by course faculty, the WPU DON uses guidelines of the American Psychological Association (APA) as the format for all course/formal papers. Because professional writing requires the use of specific paper and reference formatting, it is expected that students learn to apply APA guidelines. 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](#)). WPU also provides APA resources through the Otto F. Linn Library and the Office of Student Success & Engagement: <https://vimeo.com/537007343/a413514&c1>

Plagiarism Detection Software: Course faculty may require the use of plagiarism detection software (e.g., Turnitin) in conjunction with assignment submission. Students must allow for additional time required to benefit from use of this software.

Late Submissions: All assignments are to be submitted on or shortly before the due date, unless prior arrangements have been made with the course faculty. Faculty will provide information in the syllabus or student guide regarding 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 [WP Catalog](#). Each course faculty determines the evaluation methods and grade value for each course assignment/activity.

- **Grading and Grade Points:** WPU 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 are also specified on the transcript and calculated into the grade point average.



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

Grade	Numerical Point Range	Grade Point Value
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0.0

Threshold and Hurdle Requirements: Because of actual and potential life-or-death scenarios for recipients of care, students in the Nursing Major must meet rigorous requirements. They are supported to do so through written OSBN-approved outcomes, learning activities, evaluations of their performance across the curriculum, and posted faculty office hours. In addition, the Division of Nursing has tutors and other resources available to students at posted times.

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. The highest letter grade a student can earn on a transcript if these requirements are not met is a D+ and depends on the final numerical point range.

- Individual exams and/or assignments will be rounded to the appropriate hundredths place.
- There are up to **three elements** to passing a course:
 - Receiving 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.
 - Maintaining a 70 percent cumulative passing grade in all proctored examinations given in a specific course. Students in courses with a clinical component must pass the clinical component to pass the course.
 - Submitting all required assignments for both theory and clinical courses to pass the course.
- Students not adhering to expectations stated above receive a failing grade (“F”) regardless of grades received on individual assignments or evaluations.
- 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). “Close” to a requirement is not considered grounds for appeal unless a mathematical error has occurred.
- Pending the outcome of an appeal, a student is expected to reflect, remediate, and re-commit before returning in a second attempt to be successful in a course.
- After two course failures (grades below C-), students will be dismissed from the program. Failure is concentrated information to do something different, including to be proactive for commitments.



- This policy protects students from further emotional and financial consequences.

Grades of Incomplete: An Incomplete (“I”) may be granted only when: (a) completion of remaining requirements is not possible because of factors beyond the control of the student; (b) the student has been in regular contact with the instructor regarding course completion; and (c) 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 student has obtained and completed an approved Request for Incomplete Form, to be filed in WPU’s Records Office and accompanied by a contract for completing the work, signed by the student and the instructor. Requests for incompletes must be filed before finals week begins. 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. Refer to the [WP Catalog](#) for additional steps and consequences.

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.

Course Failure: All students must comply with the current [WP Catalog](#) progression policies and processes. In addition, the BSN Program expects students to attend to the following requirements for passing all nursing courses:

1. Maintain a 70 percent cumulative passing grade in all proctored examinations given in a specific course and in the nursing program overall.
2. Successfully pass all clinical and laboratory objectives for the course.
3. Complete all program-testing requirements (e.g., Kaplan exams) as specified in program documents or in course syllabi.
4. 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. If needed, the student will be referred to the advisor for 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. The advisor will provide a completed APS Form (APPENDIX E), including the actions to be taken. The APS Form 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.
- The selected plan for progression if continuation in the BSN Program is possible.

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 and typically requires dropping back a cohort. 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 relevant prerequisite nursing courses.

Students are limited to one nursing course repeat in the BSN Program, including withdrawals for failing performance. A second nursing course failure or withdrawal for failing performance results in the student being permanently dismissed from the program. Students will be notified in writing of their dismissal status by the dean of nursing along with the process to appeal, according to the section immediately below. Please note that WPU’s Registrar carries out the logistics of dismissal whenever that point is the conclusion.



Dismissal Appeal

Two Failure Policy – As outlined in this BSN Program Handbook, the following policy is in force: After two course failures (grades below C-), a student will be dismissed from the program. A student who has been dismissed from the BSN Program is no longer eligible to enroll in BSN courses. The student may appeal the dismissal status in writing using the Petition to the NDRP Form (APPENDIX F).

- In the petition, the student must address the results of any prior APS plans that are on file with the DON. The dismissal appeal depends on extenuating circumstances.
- Dismissal Communication Procedures: After grades have been submitted for the term, the dean of nursing will make the dismissal determination, and the impacted student will be notified of his or her program dismissal via a standardized letter attached to an email from the dean of nursing. When the dismissal letter is sent to the student, a copy will be emailed to WPU's registrar.
- Dismissal Appeal Procedures: This handbook has been updated to clarify the student's appeal procedures upon dismissal. Up to two steps a student may take are outlined below:
 - 1) Appeal, Step 1: Petition to the Nursing Division Review Panel (NDRP)

Because of broad and distressing implications associated with being dismissed from a nursing program, this recently created panel will have a rotating composition of three faculty who meet in person or via synchronous online meeting like Zoom to review the student's petition.

 - A. A student must submit the NDRP Form (APPENDIX F) as documentation each time the panel is convened. The completed Petition to the NDRP should be submitted to the program manager, who will forward it confidentially to the NDRP for review and decision.
 - B. The dean of nursing advises the student in writing of the NDRP's decision (a) to support the student's petition, (b) to support the student's petition with reservations, or (c) not to support the student's petition. If the panel supports the student's petition, the panel will provide the dean of nursing with the completed NDRP Form. The dean will review any reservations and return the form to the student's advisor to reinstate the student on a space available basis.
 - C. If the panel does not support the student's petition and the student accepts this determination, the student will then meet with WPU's Registrar to complete all steps of the dismissal process.
 - 2) Appeal, Step 2: Petition to the APC Using WPU's Standard Institutional Procedures

If the student is dissatisfied with the results of his or her appeal to the NDRP, then he or she may submit a petition to the institutional APC. The APC will review documentation from the student and from the Division of Nursing to inform the committee's decision. The committee's decision will be communicated to the student in writing. The decision of the APC is final.

Summary of Appeals

- The NDRP does not consider Academic Integrity Appeals or Grade Appeals, only Program Dismissal Appeals.
- Integrity Situations: Integrity reports and integrity appeals follow the process outlined in the WP Catalog (p. 33 of the [WP Catalog](#)).
- Grade Appeals: Grade appeals follow the grade appeal process outlined in the WP Catalog (p. 37 of the [WP Catalog](#)).



- If a student wishes to submit a non-failing Grade Appeal, then he or she will follow the process outlined in the current [WP Catalog](#). Once a student has obtained a final ruling on the Grade Appeal, then that student's status with the BSN Program may be reviewed with the student's advisor, relevant course instructor, and program dean, utilizing appeal results.

ADMISSIONS POLICIES & PROCEDURES

Refer to the current [WP Catalog](#). These policies prevent redundancies in this handbook. They 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 he or she has either a Social Security Number (SSN) or has authorization to be in the United States, then he or she is authorized to apply for an Oregon RN license and take the NCLEX-RN. Please see OAR 851-001-0030 (5) for needed documents. 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 RN.

PROGRESSION, WITHDRAWAL & DISMISSAL POLICIES

Satisfactory Progress ([WP Catalog](#)): Nursing students are expected to make satisfactory progress toward their degree by maintaining a minimum GPA of 2.5, 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 2.5. If the GPA earned the subsequent semester is not a minimum of 2.5, or if a student has two or more course failures (below a "C-" grade), that student will be dismissed. Students are required to earn a cumulative career GPA of 2.5 to be eligible for graduation. Nursing students may not enter on probation. Students in the BSN Program placed on Academic Probation at the conclusion of any semester must follow WPU guidelines as found in the current [WP Catalog](#).

Withdrawals from a Nursing Course: Nursing students must initiate any withdrawal from a course. 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”). For a withdrawal after 20 percent 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 on the transcript record. Students who withdraw from two courses with a failing grade will be dismissed from the program. The student is responsible for completing the paperwork or withdrawals. Add/Drop forms are available in the Records Office.

A student who withdraws from WPU is required to file a Withdrawal Form with the Division of Student Success and Engagement and have an Exit Interview with the Retention, Progression, and Completion Coordinator. Students who are exiting permanently must be cleared by each office listed on the form. 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 WPU 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, skills, and attitudes as determined by relevant faculty of the BSN Program. In addition, because of the sequential nature of nursing courses, a student’s return to the BSN Program after a Leave of Absence is based on space available and may be delayed for a semester or more.

ATTENDANCE & 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, and clinical experiences. Students are expected to come prepared and actively participate in all required BSN Program experiences. Students must contact the course or clinical faculty directly and cc the program manager (clinical placement coordinator) and advisor by email prior to any expected significant lateness or absence.

In an emergency causing a student’s absence, the student should notify the faculty (course and clinical instructor), program manager, and advisor as soon as possible. The determination of whether an absence is excused rests with the faculty. See sections on make-up for lab sessions or clinical activities. The faculty may request a written excuse from a healthcare professional for absences related to health conditions.

Students are expected to attend every class. When students will miss a nursing school activity, they are to inform the program manager, advisor, and their course instructor at least 12 hours in advance unless there is an extenuating circumstance (e.g., sick at the last minute). Students are to arrange with peers to get the notes for any missed lecture. Students are not to rely on their peers to let the faculty, program manager, and advisor know of their absence.



Students sometimes misperceive “asynchronous learning” as license to take time off from school, including for vacation or outside work. Nursing school is a two-year (4-semester) commitment, in part because some elements of a course may be added after the first day, including exams and other evaluation methods, Zoom lectures, and office hours. Students typically do not have classes during summers or winter break but are responsible for program communication, noted below.

WPU Email: When courses are in session, students are expected to check their email at least once a day. When courses are not in session, students must check email at least twice per week for updates on clinical placements, regulatory requirements, and the like.

Exam Days: Students who are more than 5 minutes late to exam days will not be allowed to take the exam unless they have notified the course instructor of extenuating circumstances. Students are expected to show up at least 5 minutes early to get situated for an exam. If students do show up late, they will receive a zero on their exam.

Holidays: All seniors must follow their clinical schedules even if an assigned shift falls on a holiday. Capstone seniors are expected to work the clinical shifts of their preceptor(s), which may include and not be limited to: Labor Day, Midterm Study Break, Thanksgiving Day, Dr. Martin Luther King Jr. Day, President’s Day, Spring Break, Good Friday, and Easter.

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

- Students must adhere to rapidly evolving policies and procedures related to communicable diseases such as [COVID-19](#).
- Students are not to return after any other influenza-like illness until they have been afebrile while not taking antipyretics for at least 24 hours and signs and symptoms have improved.
- Pregnant students are required to obtain a written release to continue in the BSN Program from their healthcare 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 healthcare provider before returning to clinical, lab, and classroom activities.

EMERGENCIES/WEATHER RELATED CLOSURES

WPU uses the [Omnilert](#) messaging system to notify the campus community via text message about emergencies on campus and weather related closures:
<https://www.warnerpacific.edu/resources/campus-safety-emergency-management/emergency-preparedness/>.

Faculty, staff, and students must sign up for this service at:
<https://warnerpacific.omnilert.net/subscriber.php>.

BSN students assigned to clinical days outside of capstone will be told whether they are to attend their clinical shifts. WPU’s administration will state who is affected and what the action will be. Students are to attend clinical rotations as there are patients waiting for them. Rarely are there excused absences



during capstone. Capstone students are expected to show up, no matter the weather, unless their preceptor or clinical instructor/supervisor contacts them and calls off the shift.

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, 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 officers 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 first-responder emergency care, refrain from having faculty or other students treat a student's injury or offer an opinion or diagnosis.

GRADUATION PROCEDURES

When students are 15-45 credits from graduation, they begin the application process for graduation with the assistance of their academic advisor. (Refer to the current [WP Catalog](#).)

Paperwork: Students are expected to have all their clinical paperwork and timesheets turned in by stated deadlines. Course and clinical instructors submit their paperwork separately.

The Pinning Ceremony: The Pinning Ceremony is a nursing tradition that symbolizes the culmination of academic preparation required to become a professional nurse. The ceremony is a "rite of passage" into the nursing profession for graduating BSN students and serves as a celebration for graduates and faculty. Families and friends participate as possible, which may only be by Zoom during times of extreme or disruptive conditions, such as the COVID-19 pandemic. Students receive their WPU nursing pin by attending the ceremony. Students (and, when conditions permit, their families and friends) are strongly encouraged to participate in this meaningful ceremony. The ceremony is typically held during the afternoon a day or two before commencement. The program manager publicizes the Pinning Ceremony, which includes a keepsake pamphlet and other celebratory items and traditions.

WPU Graduation and Commencement: Graduation is the receipt of a credential verifying the student's completion of all requirements for the BSN Degree. Details to apply for graduation are found in the current [WP Catalog](#). The date of graduation is the end date of students' final semester, which occurs two days before their Commencement Ceremony. Students and their families are encouraged to celebrate their graduation by attending their WPU Commencement Ceremony.

NCLEX-RN Application: During their final semester, prelicensure BSN students are provided with detailed information about the post-graduation process and procedures to apply for the NCLEX-RN, which is the national standardized examination for licensure as an RN. Students will be directed to create an account and complete forms at the Website of the Oregon State Board of Nursing (OSBN): <https://www.oregon.gov/OSBN/Pages/forms.aspx>. The OSBN publishes an authoritative [New Graduate Guide](#) on its Website, which includes information about Pearson VUE, the company that



administers the NCLEX-RN. Please note: The OSBN is the sole judge of all documents and credentials determining eligibility for licensing. Other eligibility requirements are also found on the OSBN Website. Negative elements of a background check are treated on a case-by-case basis.

SECTION III: CLINICAL GUIDELINES

Clinical shifts align with course and clinical outcomes, which must be met to pass a clinical course. WPU DON’s Clinical Placement Coordinator (CPC) is the liaison between the DON and all clinical partners. Students **MAY NOT PURSUE** clinical placements on their own, no matter how enthusiastic personnel in a clinical setting may be. The CPC communicates regularly about expectations, placements, and clinical rotation processes, such as how to gain computer access. Students are strongly encouraged to check their email 2-3 times per week when courses and clinicals are not in session. Many aspects of courses and clinical rotations PRECEDE the semester in which they occur, including during summer and winter breaks. If students are away from phone and electronic communication during their breaks, they are to notify their advisor and CPC in advance. If students miss clinical shifts for an unexcused absence, there may not be an opportunity for them to make up these hours. (See also CLINICAL ATTENDANCE REQUIREMENTS, below, which include only ONE GRACE DAY during the program.)

Make-Up Clinical Dates: Due to the nature of clinical rotations in various facilities serving multiple nursing programs and hundreds of students per term/semester, there is no opportunity for students to switch days. Nursing students are also **NOT ALLOWED** to arrange their own make-up times. The course instructor will assign make-up times if there is an opportunity to do so. In other cases, students will sign-up for a lab or simulation time to make up portions of any missed clinical day. Students should not necessarily expect to be able to make up a 12-hour shift in one sitting.

Clinical Courses

NURS 340	72 Direct Care Hours	18 Indirect Hours	90 Total Clinical Hours
NURS 380	0 Direct Care Hours	45 Indirect Hours	45 Total Clinical Hours
NURS 400	36 Direct Care Hours	9 Indirect Hours	45 Total Clinical Hours
NURS 410	36 Direct Care Hours	9 Indirect Hours	45 Total Clinical Hours
NURS 440	108 Direct Care Hours	27 Indirect Hours	135 Total Clinical Hours
NURS 470	36 Direct Care Hours	9 Indirect Hours	45 Total Clinical Hours
NURS 490	270 Direct Care Hours	0 Indirect Hours	270 Total Clinical Hours
Total Hours Overall for the BSN Degree Program: 675 Hours			

It is students’ responsibility to track their own clinical hours on provided timesheets and submit their completed timesheets to the CPC every semester for each course with a clinical component. Hours earned in skills labs and work roles (such as CNA1-2) are not a substitution for clinical hours. Direct care and other clinical hours may be obtained in the following ways, as provided by the CPC or course instructor:

- Clinical hours at a facility assigned by the CPC
- Simulations assigned in Shadow Health or other virtual programs



Fees Associated with Clinical Experiences

Students are responsible for all travel and anticipated associated expenses/fees (e.g., fuel, auto insurance, parking, vehicle maintenance, food, and lodging) that are incurred to obtain clinical hours. Students may need to arrange or use overnight housing based on where they have been placed for their clinical experiences. The CPC participates only in arrangements offered/required by clinical sites.

Transportation Expectations

WPU is fortunate to have its location within the metropolitan area of Portland, OR, which typically facilitates ease of clinical placements. The COVID-19 Pandemic, however, taught us to be proactive and explicit about the possibility of “out-of-the-box” placements to maximize opportunities for on-site clinical experiences. Therefore, students are expected to have a vehicle in their second through fourth semesters of the program, as students may need to travel up to 250 miles one way for a clinical placement. Students who commute more than 50 miles one way from WPU’s East Campus will receive a corresponding hour of indirect time applied toward total clinical hours.

CLINICAL PLACEMENT COMPLIANCE REQUIREMENTS

(Updated as required by ACEMAPP/StudentMAX and Clinical Partners)

1. Evidence of current BLS certification for healthcare providers from an approved American Heart Association program: This requirement must be kept current while in nursing courses. The expiration date on record in the student’s ACEMAPP account is tracked and monitored for currency. If students do not complete this update in a timely manner, they may be denied planned clinical rotations.
2. Criminal background check: To be completed through the recommended vendor **whenever** required by clinical partners.
3. Documentation from a licensed primary-care provider of a recent health screening attesting to a student’s ability to be engaged in clinical activities: To be completed every 12 months.
4. Documentation of **currently mandated** immunizations: Tetanus/diphtheria/pertussis (Tdap), measles/mumps/rubella (MMR), Varicella (titer required if dates cannot be found), Hepatitis B series (titer required if dates cannot be found), Polio, annual Influenza, and COVID-19. Although students may qualify for medical or religious exemptions from certain vaccines, clinical partners may still mandate full vaccination to protect vulnerable populations. In addition, the OSBN, OHA, and other regulatory institutions with purview over patient safety universally hold all personnel and visitors (including nursing students) to higher vaccination standards as they deem warranted.
5. Annual tuberculosis (TB) screening: Students are required to obtain an initial TB screening including IGRA when they first complete clinical onboarding and every 12 months thereafter. Students with a baseline positive or newly positive TB screening must follow-up according to specific clinical partners’ guidelines published on ACEMAPP before being allowed into clinical sites.
6. Drug Test: To be completed through a recommended vendor **whenever** required by clinical partners. If a student fails a drug screening for clinical onboarding requirements, that student will be asked to take a leave of absence for an entire academic year. His or her return to nursing school depends on a determination by the clinical partner and the school’s space availability, meaning the student may have to wait an additional semester or more, as well as pass another drug screen. Beyond that, the student may have to update knowledge, skills, and attitudes and will drop cohorts according to required cohort progression. Be aware that clinical sites typically do not accept a diluted sample nor allow students to leave the premises during the testing process.



7. Verification of completed learning modules and trainings in all areas required by clinical partners and/or posted to StudentMAX, e.g.:
 - HIPAA
 - OSHA (e.g., Fire Safety and Biohazards)
 - EPIC
 - Glucose Monitoring

Students must maintain current documentation of clinical compliance requirements. Once on file, ACEMAPP notifies students (repeatedly) of upcoming expirations. Please allow sufficient time to attend to requirements considering all other obligations of concurrent courses and clinical rotations. Students who have not completed clinical requirements may prevent the upload of their roster, which can affect their entire clinical group. Therefore, students who do not meet deadlines will be removed from clinical rotations so others in their group are not prevented from moving forward. As a courtesy to all who depend on your cooperation, please do not wait until the last possible day to submit required documentation. If your documentation becomes out of compliance during a clinical rotation, you may be removed from your shifts until you have completed and uploaded the necessary documentation to comply with ACEMAPP requirements. Note: This kind of compliance is in force for RNs across their career, so be prepared to remain vigilant and adherent to regulatory and employment requirements.

NURS 490 Leadership III Capstone Placements: The CPC assigns students to their capstone placement according to an ACEMAPP process, often just ahead of their final semester. Placements differ every semester for a variety of reasons, including preceptors' availability and competing demands. As with any clinical placement, students **MAY NOT** obtain a capstone placement on their own. Because students will follow their preceptors' schedules, they must adjust any work role outside of the BSN Program.

Whenever possible, capstone placements are also assigned according to students' top three preferences. A preferred capstone placement may depend on having been an employee for a given amount of time at a facility with which the WPU DON already has a clinical affiliation before the capstone semester. Capstone placements may be determined by the dean, associate dean, advisor, and/or CPC. Other placements are typically chosen at random or to fulfill a mission-driven opportunity. Students **MAY NOT** adjust placements for their convenience.

CLINICAL/PRACTICUM APPEARANCE REQUIREMENTS

Nursing students are ambassadors of WPU, advocates for recipients of care, and champions of the healing trinity of caring, safety, and leadership. It is imperative that actual and potential triggering aspects of appearance are minimized because students and BSN-RNs serve as generalists across the lifespan. As such, all nursing students are expected to wear the prescribed WPU DON scrubs or agency-required uniform when present in a clinical agency. They must also conform to personal grooming requirements of clinical agencies and have supplies necessary for expected activities of each clinical experience. WPU scrubs are also typically required while in skills lab or simulation activities.

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



- Our nursing student uniforms consist of scrub pants and a matching scrub top in the WPU-identifying teal blue color, available from our webpage on the Medline site. (See orientation materials for specifics related to prices and ordering.) Student uniforms must be clean, wrinkle-free, in good repair, and of appropriate fit to permit freedom of movement and maintain modesty.
- All students need a complete scrub uniform, including a white lab coat, no later than two weeks after school starts, for skills labs that occur in their first semester. (Occasionally, particular sizes are on back-order, in which case students will wear substitute scrubs in a similar color or follow their instructor's guidance.) In addition, no later than two weeks preceding the first clinical course in their second semester, students should purchase an extra pair of scrubs to have available if one set is either damaged or soiled. WPU DON scrubs do not have patches in order to extend their usefulness as wearable garments. After all, you are a nursing student for a relatively short time.
- All students must wear appropriate undergarments, which ought not to 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 by both women and men.
- Maternity uniforms must be made out of the same fabric and of similar style and color as the WPU DON student uniform. Maternity uniforms can be purchased from SuiteStyles.
- For community-based experiences not involving in-patient care, faculty will recommend appropriate clothing options, which may include conservative, business-casual street clothes.
- WPU DON picture-ID nametags with WPU badge reel must be worn at all times while in clinical activities.
- All shoes worn in the clinical area must be closed-toe, clean, and professional. We endorse Bala High Performance Footwear because their shoes were designed by nurses for nurses, and they offer a discount. (Email ella@wearebala.com.) 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 instructor or supervisor should approve appropriateness of dress before the student leaves the clinical unit.
- If on the facility's campus and not in the patient care setting, unless otherwise directed by their clinical instructor or supervisor, students must wear their 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. A heavy scent of tobacco, food, or other products is also not acceptable.
- Hair should appear clean and well groomed. For both men and women, shoulder length and longer hair must be worn secured to the back of the head. Any length should not obstruct a student's vision. Mustaches, sideburns, and beards must be clean and neatly trimmed. False eyelashes or extensions may be stylish but are discouraged in clinical areas. Wear eye shields to minimize any risks to patients from lashes falling off or shedding, particularly into a sterile field.
- 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 piercings, are allowed. (Check with local agencies for stricter policies.)
- 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. The WPU DON provides each student with a clinical bag, which may already include some required items.
- Agency policy regarding cell phone or smartphones must be adhered to at all times. Students are not allowed cell phones for personal use in a 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. A pair of hemostats and a roll of non-allergenic tape are typically considered indispensable.

CLINICAL ATTENDANCE REQUIREMENTS

Clinical Make-up Days: 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 instructor or supervisor and WP's CPC before the start of the clinical day. The student who misses any number of assigned skills lab or simulation hours must submit the completed Clinical-Lab Makeup Form (APPENDIX G) to the associated course instructor. Make-up hours are not guaranteed. Unless an alternative activity is determined by the faculty, the student is required to make-up missed clinical hours as arranged by the CPC 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. Students also **MAY NOT** switch with fellow cohort students, as days are preassigned.

Clinical Rotations - ONE grace day: There will be only ONE grace day for a missed clinical shift throughout the entire BSN Program, and there will be NO unfulfilled hours during capstone unless determined by an agency or faculty decision. When students must miss a clinical shift, they will notify the CPC, their course instructor, and their clinical instructor/supervisor at least 12 hours in advance unless there is an extenuating circumstance (e.g., sick at the last minute). Students are most often required to make up these hours in an available simulation, as make-up times in the clinical setting are not guaranteed. If students show up to their clinical shift and do not stay for more than half their shift (6 hours), this absence will be viewed as a missed shift.

If students miss more than one clinical shift during their time in the BSN Program, an Academic Pathway to Success Form (APPENDIX E) will be issued. Students will participate with their advisor to create a plan to prevent foreseeable absences, including those related to outside work and any kind of elective appointment.



Skills Lab and Simulation Lab Make-up Process: Full attendance (100%) of the assigned hours in skills or simulation labs is also an expectation for pre-licensure nursing students. In the event of an illness or other circumstance leading to an unforeseeable lab absence, students are responsible for notifying their course faculty and submitting a Clinical-Lab Makeup Form (APPENDIX G). Case studies with essential simulation components count in a 1:1 ratio, as they are teaching tools using prebrief-simulation-debrief. Simulations and virtual simulations count in a 2:1 ratio because of prebrief-simulation-debrief and no down time.

Arrangements for skills and/or simulation lab make-ups are made through a formal process involving the student and associated course faculty. The make-up process is as follows:

1. The student who misses any number of assigned skills lab or simulation hours must submit the Clinical-Lab Makeup Form (APPENDIX G) to arrange a make-up with the course faculty.
2. The student and course faculty 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 a skills or simulation lab 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.

Clinical paperwork must be submitted to the CPC at the end of every semester. Review expectations of Clinical Documentation (APPENDIX H).

INFECTIOUS OR COMMUNICABLE DISEASES & PATIENT CARE

Nursing professionals have a fundamental responsibility to provide care to any and all patients regardless of a 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, ethnicity, creed, gender, sexual orientation, or specific religious affiliation). An exception to this policy is if students' pregnancy or immuno-compromised status could expose them to a particular disease capable of posing serious risk of harm or threatening students' life/health and/or that of an unborn child.

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

- [COVID-19](#)
- If a student has a fever, he or she is restricted from activities until 24 hours after resolution of fever without the use of antipyretic medications.
- If a student has diarrhea, he or she is restricted from patient contact and contact with the patient's environment until symptoms resolve.
- If a student has viral respiratory signs or symptoms (e.g., cough, sneezing, rhinorrhea, or sore throat) WITHOUT FEVER, he or she should limit direct patient contact and use precautions for immuno-compromised patients (e.g., masking and an emphasis on hand hygiene and respiratory etiquette). He or she must prevent contact with high-risk patients and their environments (e.g., stem cell or bone marrow transplant, solid organ transplant, and oncology units).



TRANSPORTATION & 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 clinical experiences with a community focus and to promote on-time arrival to a shift. Students are responsible for all travel and anticipated associated expenses/fees (e.g., fuel, auto insurance, parking, vehicle maintenance, food, and lodging) that are incurred to obtain clinical hours. Students may need to arrange overnight housing based on where they have been placed for their clinical experiences.

Transportation Expectations (See also Section III: CLINICAL GUIDELINES)

- Students are expected to have a vehicle in their second through fourth semesters of the program, as students may need to travel up to 250 miles one way for a clinical placement. Note: Up to 50 miles one way is common, and students who commute more than 50 miles one way from WPU's East Campus will receive a corresponding hour of indirect time toward total clinical hours. We do not consider the time it takes to reach a clinical site because of the numerous factors involved.
- 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.

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, students must report any injury (no matter how minor) to their clinical faculty/faculty/preceptor.

PROFESSIONALISM, ETHICAL BEHAVIOR, THERAPEUTIC COMMUNICATION & APPROPRIATE BOUNDARIES

Students are expected to demonstrate professionalism, ethical behavior, therapeutic communication, and appropriate boundaries at all times. To facilitate meeting these expectations, students ought to consider their interactions through the dual lens of "desired behavior" **and** "conduct unbecoming," whether a nursing student, WPU ambassador, or BSN-prepared nurse. Students would do well to pause and breathe when inclined to pursue any negative communication. Irreparable damage may occur through unacceptable displays of verbal and nonverbal actions with faculty, staff, classmates, clinical partners, and/or recipients of care. All such instances in clinical settings will be documented and tracked through the clinical course ECCO form, which will show "fail" in clinical expectations, and an Academic Pathway to Success form, which will identify remedial actions. Students who fail to manifest broadly desired behaviors and/or honesty may be asked to leave the BSN Program.

In particular, students are not allowed to be involved socially with any patients at any time. This kind of interaction is untenable exploitation because recipients of care need the protection of safe and secure boundaries to achieve optimal outcomes and well-being. Students must conduct themselves in



accordance with the ethos and policies of the university, the clinical agency, and professional standards. Overall, students are expected to adhere to the Provisions of the ANA Code of Ethics for Nurses.

CHEMICALLY IMPAIRED STUDENT DRUG & 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. 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 preventing 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 Division of Nursing.

The Dean of Nursing will notify the Vice President for Student Success & Engagement/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 BSN Program and WPU. 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

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 an advising relationship to function well, 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 WPU's Records Office.

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, students shift to a faculty advisor in the major area of study, who assists students in more intentionally focusing on long-range planning, including reviewing individual graduation applications and each 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. Note: Nursing majors follow the same academic and program advising procedures as other WPU students.

ELECTRONIC COMMUNICATIONS & SOCIAL MEDIA/NETWORKING

Nursing students are advised against posting on social media (including Facebook/Meta® 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). Students are expected to read the [WP Guidelines on Social Media](#).

COMMITMENTS FOR THE WPU BSN PROGRAM: GUIDANCE AND ENCOURAGEMENT TO BE SUCCESSFUL

Time Commitments

Prospective students who have been invited for admission to the WPU DON BSN Program have a new priority in their life that typically lasts 4 semesters, with summer and winter breaks off from school but not from communication about their program. The reward for this commitment is tried-and-true preparation to become a BSN-prepared RN, the most trusted profession for decades, except for the year following the tragedy of 9-11, for which firefighters topped the list and nurses were second. BSN-RNs are generalists who provide and manage care for recipients across the lifespan. The role is satisfying, makes a difference in the lives of recipients of care, and typically leads to self-actualization.

This BSN Student Handbook includes requirements not only of WPU but also of its communities of interest, which include ACEMAPP/StudentMAX (regional clinical platform) and clinical partners (a variety of institutions inviting students to their setting for real-world experience to add to the knowledge, skills, and attitudes embedded in the BSN Program). Students must hold open Monday-Friday for courses, labs, clinical rotations, and other experiences. Students who work outside of their BSN Program must adjust work schedules accordingly to fulfill expectations for class and lab sessions, clinical rotations, evaluation methods and deadlines, and other aspects. (Refer to the semester schedule and weekly calendar.) When the BSN Program has a short-notice change for weather, mandatory meetings, and the like, students are expected to keep the BSN Program as their priority.



For every credit of any course, anticipate 3-4 times in hours for class/assignment/exam preparation. For example, in a 3-credit course, expect to spend 9-12 hours/week in reading, studying, reviewing, fulfilling assignments, and remediating. Adjust for your needs.

Unexcused class absences generally require triple the time to make up missed content and do not automatically extend an assignment deadline. No professor has time to reteach a class period, and students must turn to classmates for their notes. Listen up when a professor guides efforts for exams and other assignments. Often, the majority of content will be drawn from PowerPoint lectures, which will focus students' efforts but will not replace the experience of attendance. Notify course faculty, the CPC, and advisor for all absences.

Clinical courses, which occur in semesters 2-4, have prep work, which is commonly critical thinking combined with written work representing a student's understanding of a patient's care plan. There is ONE clinical grace day in the BSN Program. Other absences require make-up work to meet course and clinical outcomes. This work might be a simulation, a homework packet, or additional shift(s).

Special note to parents of young children: Secure a child-care pyramid of relatives, neighbors, friends, and high-school students in a home economics internship. Unexcused absences to attend to competing demands can result in time and financial consequences known to derail a program.

Hi-Tech and Hi-Touch Commitments

Review the technology needs of your WPU BSN Degree Program. They may change depending on satisfaction ratings and available resources. What programs are supported through WPU's IT Services? PC only? Apple products? Attempting to use a smart phone exclusively for email correspondence and assignments is known to cause gaps in a program. Chromebooks also have limitations. Apple and Windows products are recommended.

Review requirements identified in the BSN Student Handbook. Be proactive about automobile transportation to clinical sites because they may not be accessible via public transportation.

Be proactive, too, about understanding professional nursing. Nursing is both art and science grounded in the healing trinity of caring, safety, and leadership. Some students are shocked to discover the amount of sacred hands-on or emotionally laden cares and immediately decide that nursing is not for them. Discard stereotypical and false notions of nursing seen in television, film, and social media. Schedule a meeting with a career counselor, practicing RN, or faculty member for advice when unfamiliar with or questioning nursing as a major. WPU's BSN Degree Program is capped, and those who drop out in the first semester disrupt many processes. WPU has other majors that may be more suitable for a particular student's dreams and aspirations, including social work, business administration, healthcare administration, education, and natural sciences like biology.

Use God-given mental faculties (super powers) to figure out the "what" of your life, not the how. (These mental faculties are described in a separate handout: Imagination, Intuition, Will, Memory, Reason, and Perception.) Ask some questions: What is the life I would love to live? What step(s) could I take? Do not think from the conditions of past or current life events. Look from a desire to become a professional nurse. Work with specific mental faculties to put oneself in harmony with a deep desire. Honor those who are supporting the path to becoming a BSN-RN. Regularly thank them and do something special for them during breaks. Enjoy the journey!



NURSING STUDENT EMPLOYMENT

The WPU BSN Program is academically demanding and requires a significant investment in time for classroom, lab, 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. If employment affects learning, an Academic Pathway to Success Form (APPENDIX E) will be issued with requirements for remediation. Learning difficulties typically include not turning assignments in on time, not meeting the C- or above standard, and not meeting the expectations of essential course and clinical documents: syllabi, student guides, course activities calendars, clinical guidelines, Performance and Evaluation Fillable forms (PEFs), and Evaluation of Clinical Course Outcome forms (ECCOs).

HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT (HIPAA)

Students and faculty of the WPU DON have access to protected health information (PHI) for patients they encounter in clinical settings. All faculty and students are expected to comply with HIPAA requirements and must complete HIPAA training before attending any clinical activities. Maintaining rigorous adherence to HIPAA compliance requirements within all WPU-sponsored programs, projects, and activities is 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 also follows a clinical agency's guidelines.

STUDENT PARTICIPATION IN GOVERNANCE

Student participation in governance is designed to provide nursing students the opportunity to participate in the operations and evaluation of the DON. Participation provides a means for students to give feedback and contribute to decision-making regarding the BSN Program and WPU. Student involvement in DON or WPU governance facilitates direct communication between faculty and students; provides student input on curriculum, procedures, and general education programs; and promotes communication, leadership, and professionalism among nursing students. The DON convenes the Student Governance Committee for an hour approximately once each month, typically via Zoom, during an academic year and maintains related agendas and meeting minutes.

STUDENT PARTICIPATION IN WPU INTERCOLLEGIATE ACTIVITIES

The BSN Program recognizes value for students who wish to participate in collegiate athletics. Because the scheduling of students' clinical activities may coincide with athletic practice or competitions, nursing students involved in intercollegiate athletic activities must coordinate with their nursing faculty, nursing administration, academic advisor, relevant athletic coaches, and WPU's



athletic director to determine how to manage conflicts between athletic and nursing program activities. The usual approach follows this hierarchy: (a) athletic competitions take precedence, followed by (b) nursing courses, exams, and clinical shifts, followed by (c) athletic practices, unless when traveling with the team.

PROFESSIONAL ORGANIZATIONS

National Student Nurses Association (NSNA): Nursing students are encouraged to consider becoming members 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 (NCF): An international professional nursing organization, NCF 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>.

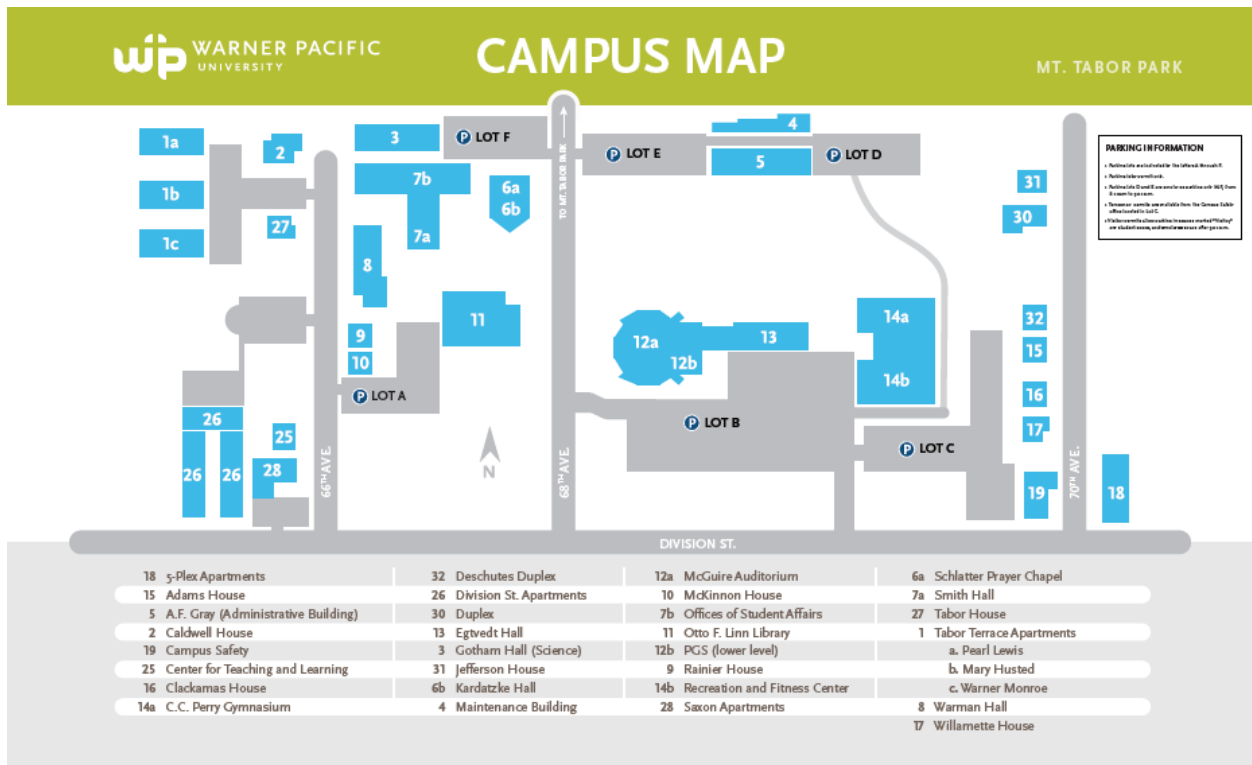
SECTION V: WARNER PACIFIC UNIVERSITY SERVICES & POLICIES

For information not specifically addressed in the BSN Student Handbook, please refer to the current [WP Catalog](#) or [The Squire Student Handbook](#). For example, WPU outlines its grievance and complaint policies for any student on pages 25-26 of the WP Catalog. Related procedures provide an opportunity for students to work out their differences in a safe and structured manner. The Division of Nursing strongly encourages students to follow the "chain of command," which is not only a judicious process but also a professional expectation across all nursing careers.

Policies are reviewed annually. Updates may be implemented throughout the year, and students will be notified of any revisions to the BSN Student Handbook via WPU email accounts.



CAMPUS MAPS



A street map for WPU's East Campus (Suite 200 of Centre 205, which also houses a US Fish & Wildlife station) is available at:

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

Traveling east on Division Street from the main Mt. Tabor campus, turn right on SE 98th Avenue, just past the interchange for I-205. Then turn left just past the southeast corner gas station into the parking lot. Drive around to the main entrance on the east side of the building.

The physical address of WPU's Division of Nursing is:
 Warner Pacific University East Campus
 2600 SE 98th Avenue, Suite 200
 Portland, OR 97266

Should you find the parking lot gate or main building entrance locked, please call 503-517-1041 (office phone of Kathleen Finch, Program Manager). Restrooms are on the 2nd floor hall. Knock on the suite door, and Kathleen will let you into our suite if you do not have a WPU ID badge.



APPENDIX A
NURSING 4-YEAR PLANNER

Four-Year Curriculum Plan for Nursing Majors			
First (Freshman) Year			
Fall Semester		Spring Semester	
*BIO 221	4	*PSY 140	3
FYLC	3	*CHEM 111	4
EN 111	4	*BIO 222	4
HE 150	3	EN 112	4
PE Activity Course	1	Semester Total:	15
Semester Total:	15		
Sophomore Year			
Fall Semester		Spring Semester	
*SOC 140	3	*HD/SW 330	3
Diversity Course	3	*MA 104	3
Info Tech Course	3	*BIO 370	4
History/Culture Course	3	Ethics Course	3
Critical Thinking Course	3	Elective Course	2
Semester Total:	15	Semester Total:	15
Junior Year			
Fall Semester		Spring Semester	
ILR 300 (if needed)	3	REL 320 (if needed)	3
NURS 210	2	NURS 340	5
NURS 301	3	NURS 350	3
NURS 302	3	NURS 370	3
NURS 336	4	NURS 380	3
Semester Total:	12-15	Semester Total:	14-17
Senior Year			
Fall Semester		Spring Semester	
HUM 310 (if needed)	3	NURS 470	3
NURS 400	3	NURS 480	3
NURS 410	3	NURS 490	6
NURS 440	6	Semester Total:	12
NURS 460	3		
Semester Total:	15-18		
Sample First (Freshman) and Sophomore Years: 60 credits. Junior and Senior Years: 53-62 credits.			
Optional Summer Externship: 2-3 credits. SAMPLE TOTAL CREDITS: 122 credits. *Prerequisites			



**APPENDIX B
UPPER DIVISION NURSING COHORT COURSES**

<i>NURSING COHORT COURSES:</i>				Co- or Prerequisites
Junior year, first semester	12-15 credits	D	C/L	PNC = Prerequisite Nursing Courses
NURS 210 Interprofessionalism	2	2	0	Completion of GEC***-PNC
NURS 301 Pathophysiology	3	3	0	Completion of GEC***-PNC
NURS 302 Pharmacology	3	3	0	Completion of GEC***-PNC
NURS 336 Health Assessment & Health Promotion (Didactic, Labs)	4	4	0	Co-Requisite (Co-R) NURS 210
ILR 300 Advanced Information Literacy and Research (if needed)	3	3	0	EN 111 + EN 112
Junior year, second semester	14-17 credits			
NURS 340 Medical-Surgical Nursing I: Providing Care (Didactic, Skills, Clinical)	5	3	2	NURS 210 NURS 301 NURS 302 NURS 336
NURS 350 Diversity, Equity & Advocacy	3	3	0	NURS 210
NURS 370 Research, Statistics & Evidence-Based Practice	3	3	0	Co-R: NURS 340 Co-R: NURS 350
NURS 380 Maternal & Neonatal Health Nursing (Didactic, Skills, Clinical Substitution/Simulation)	3	2	1	Co-R: NURS 340 Co-R: NURS 350
NURS 390 Elective Externship (Seminar, Skills, Clinical Practicum, if available and desired, typically during a summer semester)	(2-3 credits)			NURS 340 NURS 350
REL 320 Spirituality, Character, and Service (if needed)	3	3	0	Completion of GEC***-PNC



Senior year, first semester	15-18 credits			
NURS 400 Child & Adolescent Health Nursing (Didactic, Clinical)	3	2	1	NURS 340 NURS 350
NURS 410 Family & Community Health Nursing (Didactic, Clinical)	3	2	1	NURS 340 NURS 350
NURS 440 Medical-Surgical Nursing II: Managing Care (Didactic, Skills, Clinical)	6	3	3	NURS 340 NURS 350
NURS 460 Leadership I: Epidemiology, Prevention & Informatics	3	3	0	NURS 370 Co-R: NURS 410
HUM 310 Humanities Colloquy: Exploring the Human Condition (if needed)	3	3	0	ILR 300
Senior year, second semester	12 credits			
NURS 470 Mental Health Nursing (Didactic, Clinical)	3	2	1	NURS 340 NURS 350
NURS 480 Leadership II: Caring, Safety & Leadership (Didactic, NCLEX-RN Study Schedule)	3	3	0	NURS 460
NURS 490 Leadership III: Leadership & Management Capstone (Clinical Practicum, Leadership Practicum)	6	0	6	All Prior Nursing Curriculum
Total Nursing Credits	53	39	14	
Total Credits Junior & Senior (9 credits General Education)	62	48	14	
Total BSN Degree Credits	122			Optional +2-3: NURS 390



NURSING COURSE DESCRIPTIONS

BSN Degree Program: Course Descriptions for the [WPU 2022-2023 Catalog](#)

NURS 210 Interprofessionalism (2) (Didactic)

Description: This didactic course socializes BSN students from the cornerstone of a liberal arts education to interprofessionalism within professional nursing practice according to an organizing framework. The framework features WPU core themes, nursing metaparadigm concepts, essentials of nursing education, and standards of professional nursing practice. The course explores nursing as a theory-driven discipline and values-based profession whose members collaborate with other professionals to improve health outcomes for diverse recipients of care across the lifespan, including at end of life.

Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

NURS 301 Pathophysiology (3) (Didactic)

Description: This didactic course focuses on concepts of pathophysiology essential to understanding diseases and disabling conditions that can affect body systems across the lifespan. Provision of holistic, patient-centered care depends on an understanding of pathophysiology.

Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

NURS 302 Pharmacology (3) (Didactic)

Description: This didactic course examines pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance, and restoration of wellness in diverse individuals across the lifespan, including at end of life. Content emphasizes principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics in the treatment of prevalent illnesses and pain management. The course includes concepts of safe drug administration and monitoring of the effects of selected pharmacotherapeutic agents. Content also addresses clinical prevention through principles of “farmacology” (organic and whole food approaches).

Prerequisites: Completion of General Education Core and Pre-Nursing Courses with a GPA of > 2.5.

NURS 336 Health Assessment & Health Promotion (4) (Didactic, Labs)

Description: This didactic and skills development course provides students with further application of the nursing process and critical thinking skills integral to nursing interventions for primary, secondary, and tertiary prevention. In a laboratory setting and building on knowledge from the liberal arts, students will expand and refine the observational and psychomotor skills required for assessing the health status and needs of patients across the lifespan, with a focus on the health of adult men and women and older adults.

Pre- or Co-requisites: Completion of GenEd Core and Pre-Nursing Courses with a GPA of > 2.5 and NURS 210.

ILR 300 Advanced Information Literacy and Research (3 credits) (Didactic) (If needed)

Description: Students learn critical skills related to finding, organizing, analyzing, and making meaning from information from a variety of sources, including social media, news sources, search engines, books/articles, and academic databases. They learn about the ways information is curated for them as well as how the personal data they create and share are used. They apply this knowledge to a research project in a major discipline.

Prerequisites: EN 111+112 or equivalent.

NURS 340 Medical-Surgical Nursing I: Providing Care (5) (Didactic, Clinical Experiences)

Description: This didactic, skills development, and clinical course introduces medical-surgical nursing practices in the provision of care for diverse adults and older adults, including at end of life. The course examines and applies convictions, knowledge, skills, and attitudes arising from a liberal arts foundation, professional standards, evidence-based practice guidelines, and interprofessionalism to patient care. A key topic is pain management.

Prerequisites: NURS 210, NURS 301, NURS 302, and NURS 336.



NURS 350 Diversity, Equity & Advocacy (3) (Didactic)

Description: This didactic course examines the importance of cultural intelligence and advocacy in the processes of increasing quality of care, decreasing cost of care, increasing access to care, and improving interprofessional communication and collaboration on behalf of diverse recipients of care. Concepts of various socio-cultural, economic, educational, and cultural communication patterns, as well as geographical location, are examined as influences in healthcare processes for both patient and care provider. Equitable frameworks of health care are examined to develop strategies of patient and provider advocacy, to address access to quality care, and to create healthcare environments where patients and interprofessional providers are valued for their unique cultural backgrounds, empowered to engage in healthcare processes, and supported to achieve their healthcare goals.

Prerequisite: NURS 210.

NURS 370 Research, Statistics & Evidence-Based Practice (3) (Didactic)

Description: This didactic course serves as an introduction to the research process and its integration into professional nursing practice. Students learn how to discern between quantitative and qualitative research, how to locate and critically analyze nursing research, and how to identify their role in the research process as professional nurses. Statistical methods used in nursing research are introduced and applied in the context of reading current nursing research. Students apply the steps of the research process to address a patient care problem identified in clinical practice. Students also analyze and evaluate nursing research literature and various evidence-based practice models for their effect on healthcare equity and accessibility.

Prerequisites: NURS 340 and NURS 350.

NURS 380 Maternal & Neonatal Health Nursing (3) (Didactic, Simulation, and Clinical Substitution)

Description: This didactic, skills development, and clinical course extends the art and science of nursing and the various roles of the nurse as they apply to diverse and self-identified childbearing families. Students use the nursing process and QSEN competencies to relate to biophysical, psychosocial, cultural, and spiritual principles that have an impact on the childbearing family. Best evidence forms the basis for nursing care and management. The course also addresses family theories and dynamics and emphasizes a family-centered approach during antepartum, intrapartum, postpartum, and neonatal clinical experiences.

Prerequisites: NURS 340 and NURS 350.

REL 320 Spirituality, Character & Service (3) (Didactic) (If needed)

Description: This course invites and facilitates personal discernment about vocation within a framework of spirituality, character, and care for one's neighbor – and the interconnectedness of each. It offers students opportunities and experiences that invite critical self-reflection in the context of writings, beliefs, and practices of diverse views and contexts and participation in service learning in the City.

Prerequisite: None.

NURS 400 Child & Adolescent Health Nursing (3) (Didactic, Clinical Experiences)

Description: This didactic and clinical course focuses on the art and science of providing ethical, evidence-based nursing care to diverse children and adolescents within ANA standards, National Patient Safety Goals, and the QSEN Institute's quality and safety framework. Utilizing current patient care technologies and practice guidelines, the course emphasizes the understanding of pathophysiology unique to pediatric and adolescent populations in the provision of quality nursing care. For each developmental level, course content holistically addresses relevant anticipatory guidance, health promotion, and developmentally appropriate communication strategies. In addition, the course examines health care policy, finance, and regulatory environments affecting diverse children and adolescents.

Prerequisites: NURS 340 and NURS 350.

NURS 410 Family & Community Health Nursing (3) (Didactic, Clinical Experiences)

Description: This didactic and clinical course introduces students to the extension of nursing to a patient's family, to health of diverse families in a larger geographic community, and to community-based health care



and prevention topics, with an emphasis on social justice and equity. Students develop an understanding of the history of community health nursing, along with the various roles, delivery systems and models, and stratification of services that form the foundation of community health nursing. Students practice the role of a community health nurse with public and home health care systems, with an emphasis on reflecting increased cultural intelligence (competence and humility). Building on existing skills, students assess health needs, plan, and implement appropriate primary, secondary, and tertiary prevention interventions for diverse and vulnerable population groups in a variety of community settings, emphasizing safe and ethical practice. Evaluation of political processes related to emergency preparedness, local community health funding, and equitable patient/family/community access to healthcare is included.

Prerequisites: NURS 340 and NURS 350.

NURS 440 Medical-Surgical Nursing II: Managing Care (6) (Didactic, Clinical Experiences)

Description: This didactic, skills refresher, and clinical course presents the nurse's advanced roles of designer, manager, and coordinator of care in relation to human responses to alterations in health. The course provides students with skills to balance the maintenance of optimal health for adult and older adult recipients of care, equitable access to care, and resource management with a focus on persons' autonomy in care decisions. Content focuses on pathophysiology, corresponding medical-surgical nursing management, and the application of nursing process in the provision of holistic care for diverse adults and older adults. Content is organized around improved health outcomes and evidence based practice models. The focus of clinical practice is continuing development of organizational skills, priority setting, critical thinking, clinical reasoning, and problem solving as the student continues to assimilate the roles of the professional nurse in complex clinical settings.

Prerequisites: NURS 340 and NURS 350.

NURS 460 Leadership I: Epidemiology, Prevention & Informatics (3) (Didactic)

Description: This didactic course extends a foundation in the liberal arts to application of a systems-based ecological model as a framework for understanding determinants of health in diverse populations. Senior students embrace responsibility and accountability for clinical leadership related to clinical prevention and population health. The course expands the nurse's role in stewardship of holistic human health and healing through principles of epidemiology and biostatistics, clinical prevention and harm reduction, and use of informatics to mitigate error and improve interprofessional communication and collaboration.

Pre- or co-requisites: NURS 370 and NURS 410.

HUM 310 Exploring the Human Condition (3) (Didactic) (If needed)

Description: An interdisciplinary consideration of the relationship of the Christian faith to aspects of the human condition. Students will be challenged to infuse a personal theological perspective into their thinking about self, society and world, the cosmos, and the like.

Prerequisites: EN 111 and EN 112.

NURS 470 Mental Health Nursing (3) (Didactic, Clinical Experiences)

Description: This didactic and clinical course addresses the principles and techniques of therapeutic communication and interprofessional collaboration as applied to working with patients who present with symptoms of mental health disorders in acute care and community-based settings. Contemporary issues in the field of mental health nursing are explored from a liberal arts foundation to attend to psychosocial, spiritual, cultural, emotional, and biophysical alterations as well as economic, legal, and ethical environments of recipients of care. Based on ANA standards of practice, the role of the nurse focuses on health promotion, disease prevention, and management for patients with mental health conditions across the life span. Students apply theoretical concepts of compassionate care and emotional support in clinical areas while working with diverse individuals, families, groups, communities, and vulnerable populations with varying levels of complexity.

Prerequisites: NURS 340 and NURS 350.



NURS 480 Leadership II: Caring, Safety & Leadership (3) (Didactic)

Description: This didactic leadership course focuses on the nurse as a change agent and coordinator of human, fiscal, and material resources in the health care delivery system. Clinical judgment and beginning application of management knowledge will support the establishment of priorities for nursing care and improved health outcomes. Strategies and skills of clinical reasoning necessary for the “Healing Trinity” of caring, safety, and leadership are explored and analyzed in relation to the nursing process, performance standards, and QSEN Competencies. Content emphasizes analysis and use of outcome measures to promote quality care, patient safety, and systems leadership in healthcare delivery systems. Leadership of nursing and interprofessional teams utilizing both formal and informal power to promote quality, person-focused care is explored, with a focus on the influence of cultural and spiritual factors on decision-making for diverse recipients of care.

Prerequisite: NURS 460.

NURS 490 Leadership III: Leadership & Management Capstone (6) (Clinical Practicum of 270 hours)

Description: This pass/fail capstone seminar and clinical course builds on existing knowledge and skills, focusing on the application of leadership strategies and skills necessary for the role of the nurse as a manager of care, including reflective practice, conflict management, and cultural intelligence (competence and humility). Emphasis is on development and refinement of leadership skills, collaborative care, conflict resolution, effective interprofessional communication techniques, and resource utilization and management. Students’ clinical logs will emphasize their nursing actions to establish a nurse-patient relationship, improve health outcomes, promote patient safety, and demonstrate leadership as they fulfill a capstone clinical experience as an “RN Proxy.”

Prerequisites: NURS 440 and NURS 480.

NURS 390 Elective Externship (2-3) (Seminar, Clinical Practicum)

Description: This pass/fail elective externship is a clinical immersion for nursing students who have completed their junior year. Participating students, under the preceptorship of a registered nurse, provide direct patient care in selected health care settings. The clinical practicum of 24-36 hours per week focuses on the nursing process, critical thinking, organizational skills, clinical competency, and decision-making in the practice setting. A clinical agency may offer a paid practicum, which is negotiated with individual students at the time of application. Supporting seminars, held every other week during the externship, bring students together with course faculty to discuss ethical, legal, and professional practice issues through the lens of the program’s organizing framework. All students and preceptors are in communication with the course faculty or clinical instructor through site visits and weekly conferences.

Prerequisites: NURS 340 and NURS 350.



**APPENDIX C
ACADEMIC INTEGRITY VIOLATION REPORT**



WARNER PACIFIC UNIVERSITY
Academic Integrity Violation Report

Student Name: _____ Student ID: _____
 Faculty Name: _____ Division/Department: _____
 Course: _____ Date of Incident: _____
 Location of Incident: _____ Program: TRA PGS sourceU
 Anticipated Grad Date: _____

Type of Academic Dishonesty:

- Cheating (*the use or attempted use of unauthorized materials, information, or study aids*)
- Fabrication/falsification (*intentional falsification or invention of information, including false sign-in*)
- Plagiarism (*the use of another's ideas, words, data, or product, including tables and figures, without proper acknowledgment*)
- Identical work (*submitting work for multiple purposes without permission, or work that closely parallels another student's submission when collaboration is not allowed*)
- Assisting in dishonesty (*helping or attempting to help another commit an act of academic dishonesty, tampering with evaluation materials, distributing unauthorized questions or answers related to an examination/test*)
- Misuse of electronic resources (*the use of unauthorized electronic resources to complete an assignment*)
- Other: _____

Description of Incident (attach evidence):

Student's Explanation (admission of guilt, denial, comments):

Students must be given the opportunity to explain before any penalty is issued beyond oral reprimand/counseling.

Action(s) Taken (mark all that apply):

- Oral reprimand [by faculty member]
- Requirement to resubmit work or retake an examination/test [by faculty member]
- Reduction of grade or failing grade on assignment/exam [by faculty member with Division Chair/Dean or CAO]
- Reduction of grade for the course [by faculty member with Division Chair/Dean or CAO]
- Failing grade for the course [by faculty member with Division Chair/Dean or CAO]
- Suspension from the university [by CAO], *for repeated offenses*
- Administrative dismissal from the university [by CAO], *for repeated offenses*



Other: _____

Faculty Signature: _____

Date: _____

Chair/Dean Signature: _____

Date: _____

Student Signature: _____

Date: _____

Student's signature is acknowledgement that this report has been reviewed and student has been apprised of penalties. If student is unavailable or unwilling to sign, faculty member should note how this report was communicated to student: _____

The student has the right to appeal, in accordance with [Warner Pacific University 2022-2023 Catalog](#) guidelines. Order of Appeal: 1) Division Chair/Dean; 2) Chief Academic Officer; 3) Academic Policies Committee; 4) President.

Please submit completed form to the VPAA/CAO (copy to Division Chair/Dean and VP Student Life).

IMPORTANT: This report may only be shared with the individual to whom it pertains and with those within the university who have a legitimate educational need for the information on the report. Should the report name additional students, their privacy must be protected by blocking out their names on any copy of the report shared with the student about whom the report is filed.



Outcome of Student Appeals

1. Appeal to the Division Chair/Dean

Result of Appeal: _____

Chair/Dean Signature: _____ **Date:** _____

2. Appeal to the Chief Academic Officer

Result of Appeal: _____

CAO Signature: _____ **Date:** _____

3. Appeal to the Academic Policies Committee

Result of Appeal: _____

APC Chair Signature: _____ **Date:** _____

4. Appeal to the President

Result of Appeal: _____

President Signature: _____ **Date:** _____

Notes:



**APPENDIX D
ACADEMIC INTEGRITY/ HONOR CODE FORM**

**WARNER PACIFIC UNIVERSITY
Division of Nursing
Honor Code Pledge**

I pledge to support this Honor Code of the Division of Nursing, Warner Pacific University.

1. I will refrain from any form of academic and professional dishonesty or deception in the classroom, clinical, and other learning settings. The behaviors I will not participate in include cheating, plagiarism, violation of client confidentiality, falsification of data, falsification of records, and/or aiding and abetting dishonesty.
2. In accordance with WPU's Campus Preparedness Plan, OSBN's standards for Registered Nurses, OHA's mandates for all healthcare workers, and all clinical partners' guidelines, COVID-19 vaccination and masking are required for admitted Nursing students. By signing the Honor Code, you agree to be fully vaccinated (having received all required immunizations and boosters at least two weeks before you begin your first semester in the BSN Degree Program).

Student's Name: _____

Signature: _____

Date: _____

Failure to sign this form does not exempt the student from compliance with the Honor Code of the Division of Nursing, Warner Pacific University.

The signed document will be placed in the student's advising file and/or ACEMAPP repository.



Appendix E

Division of Nursing

Academic Pathway to Success Form

This form is used to address success pathways with students who are not meeting, or who are at risk for not meeting, course or program expectations and/or outcomes. This form may be used at any point during the semester as a means of communication and may be used in combination with all other forms of communication to foster student success. When possible, it is preferred to meet and discuss with the student recommended pathways to success. If scheduling does not allow for in-person interaction in a timely way, faculty should communicate their concerns via this form through email with the student. This form is not to be used for violations of Academic Integrity. If a faculty member needs to report an Academic Integrity violation, please use the *Academic Integrity Violation Report Form*.

Date:

Student Name:

Course Prefix/Number:

Course Title:

Course Faculty Name:

Evidence to warrant concern related to course or program outcomes, using SBAR format:

Situation:

Background:

Assessment:

Recommendation(s) (See check boxes on next page to summarize referrals and options):

Plan to address areas of concern, using SMART goal format:

S-Specific (What will be accomplished? What actions will the student need to take?):

M-Measurable (What data will measure the goal? How much? How well?):

A-Achievable (Is the goal doable? Does the student have the necessary skills/resources?):

R-Relevant (How does the goal align with outcomes? Why is the result important?):

T-Time-Bound (What is the time frame for accomplishing the goal?):



Division of Nursing
Academic Pathway to Success Form, Page Two

Faculty Role (i.e., what the faculty will do to facilitate achievement of the plan):

Consequences (if no improvement):

Any Additional Comments:

Referrals & Options Discussed:

- Referred student to Academic Advisor.
- Referred student to Dean/Associate Dean.
- Referred student to the WP Catalog/DON Student handbook and/or clinical guidelines.
- Student will address areas of concern and continue in course.
- Student may withdraw from the course. (Faculty to contact Registrar for appropriate procedure.)
- Student may go on Leave of Absence or withdraw from DON. (Student completes WP LOA/Withdrawal form.)

Faculty Signature & Date:

(Type name if communication is via email)

Student Signature & Date:

(Type name if communication is via email)

Copies to: Student Advisor, Faculty of Record, Student & DON Student File, Associate Dean or Dean



APPENDIX F
PETITION TO THE
NURSING DIVISION REVIEW PANEL (NDRP)

Name _____ ID No. _____

STUDENT NOTICE

It is your responsibility to read all instructions and complete all student portions of this form.

Your letter and this completed form must be submitted to the Program Manager of the Division of Nursing at least two days prior to the NDRP meeting (dates available in the Program Manager's office). Within two days of the meeting, the Division of Nursing Dean will notify you of the results in an official letter sent via email.

Policy exception:

- Academic Dismissal from the BSN Degree Program
- Other _____

In addition to this form, address a TYPED letter to the Panel in which you specifically explain 1) the policy exception you are requesting and 2) the reason(s) for the request. The inclusion of additional documentation and/or letters of support is encouraged.

In petitions dealing with academic dismissal, you should describe any extenuating circumstances that impacted your academic performance in the past, and specifically identify the actions/steps you will take in the future to assist you in your efforts to reach academic success.

Relevant Course or Clinical Instructor: I have reviewed this request with the student.

- I support this petition.
- I support with reservations.
- I do not support.

Comments: _____

Instructor Name: _____ Signature: _____

FOR OFFICE USE

Submission Date _____

Panel Review Date _____ Approved Denied



**APPENDIX G
CLINICAL-LAB MAKE-UP FORM**

PLEASE TYPE OR PRINT CLEARLY

Student Name: Cohort #:		WP ID #:	
Check all that apply: <input type="checkbox"/> Skills Lab <input type="checkbox"/> Simulation Lab <input type="checkbox"/> Clinical Shift	Semester/Year: <input type="checkbox"/> Fall _____ <input type="checkbox"/> Spring _____ <input type="checkbox"/> Summer _____	Skills or Clinical Course: <input type="checkbox"/> NURS 336 <input type="checkbox"/> NURS 410 <input type="checkbox"/> NURS 340 <input type="checkbox"/> NURS 440 <input type="checkbox"/> NURS 380 <input type="checkbox"/> NURS 470 <input type="checkbox"/> NURS 400 <input type="checkbox"/> NURS 490 <input type="checkbox"/> Other (specify): _____ _____ Agency Name: _____	
Date(s) of Absence: _____ <input type="checkbox"/> 8 hour shift <input type="checkbox"/> 12 hour shift <input type="checkbox"/> Other (specify): _____ _____			
Reason for absence: _____ _____			
Faculty Name: _____ Advisor/ Clinical Placement Coordinator Name: _____ Date: _____	Faculty Signature: _____ Advisor/ Clinical Placement Coordinator Signature: _____ Student Signature: _____		
Office Use Only: <input type="checkbox"/> Student Copy <input type="checkbox"/> Clinical File Copy			



APPENDIX H CLINICAL DOCUMENTATION

Clinical Guidelines

- The **student** will submit a signed clinical guideline document to the course instructor through MyWP (then click on the link for Canvas) before the clinical rotation starts.

Planning and Evaluation Form (PEF)

The **student** will submit the PEF (in progress, according to reflection on at least half of clinical outcomes) to their clinical instructor a week before the midterm ECCO is completed.

- The **clinical instructor** will return the PEF with comments to the student ahead of the completion of the midterm ECCO.
- The **student** will submit their PEF (according to reflection on remaining clinical outcomes) to their clinical instructor a week before the final ECCO is completed.
- The **clinical instructor** will return the PEF with comments to the student ahead of the completion of the final ECCO.
- **The student** will submit their completed PEF through MyWP (then click on the link for Canvas) no more than 48 hours after completing their final shift.

Evaluation of Clinical Course Outcomes (ECCO)

- The **clinical instructor (or supervisor)** fills out the ECCO at midterm and final via DocuSign.
- The **clinical instructor** will obtain information from the PEF submitted from the student a week before the midterm evaluation and fill out the ECCO accordingly, along with feedback from any unit RNs working with the student.
- The **clinical instructor** will submit the completed midterm ECCO to the course instructor via DocuSign within 48 hours.
- The **course instructor** will review and return the midterm ECCO form via DocuSign to the clinical instructor so the final evaluation may be entered on the same form.
- The **clinical instructor** will obtain information from the completed PEF submitted from the student a week before the final evaluation and fill out the ECCO accordingly, along with feedback from any unit RNs working with the student.
- The **clinical instructor** will submit the completed ECCO via DocuSign no more than 48 hours after the final shift.
- The **course instructor** will review for grading purposes and sign the final ECCO in DocuSign.
- The **clinical placement coordinator** will forward all executed ECCO forms electronically to the student and the student will print accordingly for filling.

It is the student's responsibility to verify submission of all clinical documents by these due dates.



APPENDIX I FAQs

What does “Zoom” etiquette look, feel, and sound like? Participants will:

- Attend meetings with the camera **on**. Adjust the background as needed to keep the camera on.
- Mute when another speaker is talking.
- Be mindful of what is placed in the chat. Consider appropriateness and professionalism: Could a particular comment be said out loud during an in-person meeting?
- Ask questions.
- Let others ask questions.
- Be respectful of other people’s opinions, questions, and comments.
- Be attentive and engaged as you would at a face-to-face meeting.
- If Internet signal strength is poor at your place of residence, come to Centre 205 and use a classroom.
- Practice showing up for your patients as a nurse by showing up for your classmates and course instructor in Zoom meetings.
- Show up on time.

What if I am confused about how to do an assignment or need further clarification about a Program expectation?

If it is a matter of clarification on an assignment within a specific course, go to your course instructor. If it is a matter of obtaining further clarification regarding the Program, review this BSN Student Handbook or go to the Program Manager, who has a number of roles, including Clinical Placement Coordinator (CPC). Do not make a generic request of your entire cohort as if it is someone else’s responsibility to seek clarification.

What if I need help communicating with my course instructor?

Take the time to have a one-on-one meeting with your course instructor. Because of our usual cohort size of 32 students, make an appointment to meet during scheduled office hours. Begin with the end in mind in a brief statement: “I would like to understand why this answer was right on Quiz 2 but wrong on Quiz 3.” Then, as needed, explain and show where the difficulty begins and ends to gain a better understanding of rationales, facilitate a correction, or communicate lingering concerns. Do not involve other students. You may then meet with your advisor if you need additional help or guidance.

For which assignments do I have to cite sources?

Students must appropriately cite sources for **ALL** assignments, whether exams, written papers, group presentations, or other projects requiring use of knowledge beyond their current scope of thinking.

Can I use previous students’ course work?

No, you cannot use previous students’ course work as a guide. Even though this may be tempting to use their work, if you have questions about an assignment, you are to go to the course faculty, not to other students.



Can I find my own clinical placements?

No! And yet, someone tries to violate our placement process every semester! You are not to speak with or even hint to unit managers about any preference for any clinical rotation. WPU's BSN Program follows a protocol provided by our ACEMAPP/StudentMAX Consortium, and the CPC handles ALL requests and negotiations. If these rules are not followed, we could lose specific clinical partners or even our membership in the consortium. In addition, we must have a fully executed affiliation agreement with each clinical partner before a student may be placed there for a rotation.

Please note: All clinical placement personnel FORBID going behind the scenes to get a rotation, which means a student could be **dismissed on the spot** from our Program! Consider for one moment that our most supportive clinical partner accepts more than 400 students a semester from about 10 nursing schools. What if each student committed this offense?!

Can I pick and choose my clinical placement within an assigned agency?

No, you cannot. The CPC assigns and tracks all individual student's rotations. Clinical placements are historical and thus in short supply. We take what we receive from our clinical partners and pursue sites others have not considered. Our BSN Program began in 2019SP, and the CPC has developed affiliation agreements with 30+ partners, including previously denied sites, including Randall Children's, the Portland VA Medical Center, and a couple of programs affiliated with OHSU.

Can I communicate to the unit manager ahead of my assignment?

Only when told to do so because of some necessity (e.g., for a Capstone interview). Communication in nearly all cases and for nearly all reasons occurs between the CPC and clinical partner.

Clinical Documentation: Do I really have to put my name on all pages?

Yes! Do not expect anyone else to "know" who you are. You are one person; however, we place up to 96 students each semester across 7 clinical rotations. Double-check before submitting any assignment or other documentation for accuracy and completion of required information.

I have questions about clinical hours, such as how many hours are required for each clinical rotation. Where do I look?

Refer to this BSN Handbook: Section III, "Clinical Guidelines." Note: OSBN has recently made adjustments to required hours. We have greater flexibility as long as students meet course and clinical outcomes as documented on relevant PEFs and ECCOs. Check this BSN Handbook annually for updates. As occurred during the COVID-19 pandemic, when emergencies arise and bring about new rules, BSN Program personnel will attend to alternative ways to meet clinical requirements. Students are not asked to attend to clinical substitution beyond following new directions (e.g., to complete a Shadow Health module or to submit hours from a live simulation).

What if I am assigned to a clinical placement that I have been to before?

Re-assignments happen from time to time due to limited availability of certain units. Consider the powerful benefit of expanding knowledge from a previous rotation as students meet different course and clinical outcomes in a familiar setting. Memorize this quotation: "Someone who is in a position to bless you is always watching you!"



How do you choose where students go for clinical placements?

- When there are no particular factors to consider, students are randomly chosen, once the request per clinical rotation has been made and approved with ACEMAPP/StudentMAX.
- Clinical partners sometimes request particular students, such as their employees.
- We determine best fit if a partner has made a mission-related request (e.g., for a near-peer at an eating disorders unit or for someone fluent in another language to improve rapport with a particular population being served).
- We look at schedules to allow affected students to take non-nursing courses within our curriculum in the designated semester. Note: We do not take requests based on an individual's work or other personal schedule.
- To the extent possible, we consider geographic location, but it is not the highest priority.

What if I have a conflict with a clinical day? Can I change the day?

No. We have asked students to be available M-F to facilitate becoming a well-prepared Warner Pacific University Nurse. We expect students to attend every clinical shift, just as when required for a paid position. We are unable to change days as there are multiple metro-area nursing programs assigned to specific units, days, and times with our clinical partners. Please rearrange your personal schedule to attend every assigned clinical shift. If the conflict must be accommodated, contact the CPC.

Am I allowed to work during nursing school?

Yes; however, we do not recommend more than 10 hours/week of outside work during the four semesters of courses and clinical rotations. For students who cannot set aside outside employment, we encourage them to limit work to summer and winter breaks, on Saturdays and/or Sundays, and/or per diem. Students who do not make nursing school their priority risk course and/or clinical failure. When failures occur, students drop a cohort, which creates additional time and financial resources for progression and is on a space-available basis.

How do I obtain CNA employment?

After grades are posted for the second junior semester, students are eligible to pursue CNA₁ employment per the OSBN through a certification exam and a letter of endorsement from the dean. CNA₁, CNA₂, and CMA employees must stay within their scope of practice; however, we encourage students to view the work of a nursing or medical assistant simultaneously through the lens of the Nursing Process (Assessment, Nursing Diagnosis, Outcomes Identification, Planning, Implementation or Intervention, and Evaluation). Time spent as an "assistant" will be relatively brief. Consider the implications of role confusion and adjustment, limited scope of contribution, and necessarily stunted skills.