

UNIVERSITY OF PORTLAND

School of Nursing & Health Innovations

BSN Student Handbook

2024-2025

UNIVERSITY OF PORTLAND
SCHOOL OF NURSING & HEALTH INNOVATIONS

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PREFACE

The *School of Nursing & Health Innovations BSN Student Handbook* provides nursing students with information specific to the curriculum, student rights and responsibilities, campus facilities, and resources related to nursing students. It is meant to complement, not supersede, information provided in the [University Bulletin](#) and the University of Portland [Life on the Bluff](#) student handbook. Every effort has been made to ensure its accuracy. Its contents do not constitute a contract between the School of Nursing & Health Innovations (SONHI) and its students. If regulations, program requirements, or services described herein conflict with more current practice, the latter will prevail. Students should regularly refer to the information provided in the most current student handbook and/or the University website as they progress through the program.

VERIFICATION

All students in the nursing major are responsible for acquainting themselves with the most current *School of Nursing & Health Innovations BSN Student Handbook* contents and are held accountable for all statements within. At the beginning of the program, students must complete an online form verifying they will abide by the contents of the most current student handbook. Students will be notified of substantive changes that occur within an academic year.

The *School of Nursing & Health Innovations BSN Student Handbook* is available on the [BSN Student Resources](#) page in Moodle.

This handbook is reviewed and updated as needed and on an annual basis by SONHI leadership and the SONHI BSN program director.

ACCREDITATION

The baccalaureate degree program in nursing at the University of Portland is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

UNIVERSITY OF PORTLAND MISSION

The University of Portland, an independently governed Catholic university guided by the Congregation of Holy Cross, addresses significant questions of human concern through disciplinary and interdisciplinary studies of the arts, sciences, and humanities and through studies in majors and professional programs at the undergraduate and graduate levels. As a diverse community of scholars dedicated to excellence and innovation, we pursue teaching and learning, faith and formation, service and leadership in the classroom, residence halls, and the world. Because we value the development of the whole person, the University honors faith and reason as ways of knowing, promotes ethical reflection, and prepares people who respond to the needs of the world and its human family.

SCHOOL OF NURSING & HEALTH INNOVATIONS MISSION

Mission

The School of Nursing & Health Innovations is a community that transforms the education of health professionals, empowering students to cultivate an equitable, inclusive, sustainable, and just health care system.

Vision

As a Community, the School of Nursing & Health Innovations will actively engage in creating a future where:

- Today's students are prepared to solve tomorrow's problems
- Community members overcome adversity through adaptability and endurance
- Students are empowered to develop and nurture relationships based on mutual respect that honors differences
- Community members advocate for and model wellness and vitality
- Innovative health care education programs are informed by the diverse populations we serve
- Community members cultivate an environment full of hope, vibrant joy, and beauty
- Community members foster imagination, curiosity, and innovation

Values

As a Community, the School of Nursing & Health Innovations values:

- Academic Excellence & Integrity
- Empathy & Compassion
- Innovative Transformation
- Holistic Wellness & Vitality
- Professional Advocacy & Social Responsibility
- Human Differences & Diversity

PROGRAM OUTCOMES

The Bachelor of Science in Nursing (BSN) degree program provides students with a liberal arts and science foundation along with concentrated study in the professional nursing major. Students develop competency in the assessment of health needs and in health promotion, maintenance, and restoration using a holistic framework. A rich variety of settings that reflect an array of actual and potential health problems experienced by individuals, families, and communities throughout the life cycle are used to support the development of clinical judgement, clinical reasoning, critical thinking, and the role of a professional nurse.

The BSN program of study prepares graduates to:

1. Provide safe, high-quality nursing care to individuals.
2. Deliver holistic nursing care to populations across a health care continuum.
3. Contribute to the nursing profession.
4. Improve health care delivery across the continuum of care.
5. Create and support healthy work environments.

GENERAL GUIDELINES AND POLICIES

(Subjects are arranged alphabetically in this section)

ACADEMIC INTEGRITY

Nursing students sign a “BSN Student Commitment to Academic Integrity” in the beginning of their program (see Appendix A). Students must also follow the academic integrity policy set forth in the [University Bulletin](#).

ACADEMIC PROFESSIONAL PLAN GUIDELINES

Whether in the classroom or clinical setting, professionalism is a critical component of learning in the SONHI to help ensure the safety of students and their clients. Students who demonstrate a need for professional coaching will receive an Academic Professional Plan (APP) about how to improve behaviors and/or practice in the classroom and/or clinical settings. Together, the faculty/staff and student will develop a plan to assess academic performance, professional practice skills, and professional practice performance to ensure the appropriate resources (advising, coaching, counseling, tutors, or practice, etc.) can be implemented to promote the student’s academic and professional success (see “Professional Performance Requirements” in Appendix B).

We recognize that nursing school is challenging. The APP is a tool utilized for identifying resources or coaching to support student success and growth in the nursing profession. The APP will be formally documented and remain a part of the student’s record throughout the nursing program.

Behaviors Warranting an Academic Professional Plan

1. Trend of lateness or absence (excused and unexcused) in class or clinical
2. Unprofessional communication behaviors, including non-response
3. Inadequate preparation about treatment, medications, or plan of care
4. Dismissal from the academic and/or clinical site
5. Failure to meet program outcome(s)
6. Any actual or potentially life-threatening error or action by the student to client, staff, faculty, or others (Review Panel required)
7. Implementing any action that is in violation of the course, school, or agency HIPAA policy (Review Panel required)
8. Violation of the University and/or SONHI drug, alcohol, and controlled substance policies (Review Panel required)
9. Violation of academic integrity - levels 2, 3, or 4 (Review Panel required)
10. Other (please describe).

Students may be required to leave the classroom or clinical agency for any of the above behaviors, based on the judgment of the faculty.

Review Panel

An accumulation of three APP occurrences or any single APP occurrence for any of the following behaviors may require an immediate review panel and may result in dismissal from the SONHI:

1. Any actual or potentially life-threatening error or action by the student to client, staff, faculty, or others.
2. Implementing any action that is in violation of the course, school, or agency HIPAA policy.
3. Violation of the University drug, alcohol and controlled substance policies (see the University's [Life on the Bluff Student Handbook](#)) and/or the School of Nursing & Health Innovations' Substance Abuse and Substance Abuse Testing Guidelines (see the *School of Nursing & Health Innovations BSN Student Handbook*).
4. Violation of academic integrity - levels 2, 3, or 4. (see the [University Bulletin](#))
5. A single unsafe and/or unsatisfactory occurrence that the faculty/staff member believes is significant enough to warrant a review.

The student will be present during the review. At a minimum, the review panel will consist of the BSN program director, the director of student services, and at least one faculty or staff member who is unfamiliar with the student or situation. If the student was dismissed from class or clinical, the lead faculty of the course will be a member of the review panel. The student's faculty advisor and/or additional faculty/staff members may also be members of the review panel, as appropriate.

The BSN program director oversees and directs the review panel process. The panel will discuss action steps for the student using SMART goals and ensure this experience provides students with coaching and support. The BSN program director will draw up a letter describing the action steps using a template. The BSN program director will obtain the signature of the associate dean for academic affairs and then send the letter to the student for signature.

The student may not be able to participate in further activities until the review panel has made a recommendation and the associate dean has made a final decision.

A report of the panel's review will be distributed to the following people:

- Associate dean for academic affairs
- Director of student services
- Administrative assistant to the associate deans (for filing and tracking)
- Student's faculty advisor
- Providence scholar liaison (as appropriate)
- VANAP co-director (as appropriate)
- ROTC representative (as appropriate)

The BSN program director will follow-up on the plan to make sure it is met by the assigned date. Any violation of the review panel's formal recommendation or failure to complete recommended actions may result in dismissal from the SONHI.

See "Support for School of Nursing & Health Innovations Students" flow chart in Appendix C.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

In keeping with the central tenets of its mission – teaching and learning, faith and formation, and service and leadership – the University of Portland is committed to the full access and inclusion of all qualified students in its programs. It is the policy of the University to ensure that students with disabilities have equal opportunity for participation in the University’s academic programs and activities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Amendments Act.

This SONHI statement incorporates the University policy and is more specific to the technical standards of nursing in preparing students to fulfill the professional role of practicing nurses. These technical standards, which are outlined in the table entitled “*Essential Performance Functions (technical standards) for Admission to, Progression in, and Completion of the University of Portland BSN Program*” at the end of this section, are designed to provide full access to learning opportunities for all students while respecting the first professional nursing duty to ensure patient safety and well-being while facilitating healing.

Essential Functions

Students must be able to perform or develop the essential functions with or without reasonable accommodation in order to fully participate in the SONHI BSN program (see the “*Essential Performance Functions*” table at the end of this section). Additionally, nursing students must be able to perform the essential functions in the classroom, in on-campus and off-campus professional practice experiences. These essential functions provide guidance for:

- potential students to decide whether to enter the SONHI BSN program;
- faculty to assess the student’s ability to progress in the program; and
- UP’s Accessible Education Services (AES) office to work with students to determine the nature/extent of accommodation that might be necessary for equal participation in the program.

Students are responsible for requesting accommodations for a disability. Accommodations begin after the student’s plan is established in the AES office.

Accommodation Plan

Students may need an accommodation plan for physical or mental disabilities to participate fully in the BSN program. If you experience barriers related to a disabling condition, the Accessible Education Services (AES) office is a safe place to discuss disclosing your disability and, when appropriate, determine reasonable accommodations. Enrolled students should start the Interactive Process as soon as there is an anticipated need for a disability-related accommodation plan. Accommodations plans are applied proactively when all parties approve and accept the student’s Accommodation Plan. Approved accommodations are not retroactive.

Students with an approved AES accommodation plan need to discuss the accommodations with their professors and advisor at the start of each semester to optimize their learning opportunities. Advance notice is required to allow sufficient time to arrange exam accommodations. Requests to use approved AES accommodations related to alternate locations for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam and must be made

at least one week in advance of an exam. The exam must be scheduled with the proctor more than 24 hours in advance of taking the exam. Failure to schedule the exam before the 24-hour deadline will result in taking the exam in the classroom at its regularly scheduled time without extended time or alternate setting. Accommodation settings within the exam software will be revoked if the exam has not been scheduled by the deadline; additional fees may be assessed if scheduling does occur within 24 hours of taking the exam.

The BSN program includes on-campus and off-campus professional practice experiences. Students may need additional or different, accommodation arrangements for these experiences. Accommodations arranged through AES for on-campus learning may not necessarily continue to be used in off-campus learning. It is the student's responsibility to meet with AES and the SONHI dean's designee *at least two months* before the start of any professional practice experience to review the student's accommodation needs. When students enter their professional practice experience, the SONHI will not provide the students' accommodation plan to the student's instructor or preceptor unless a request to AES and/or the dean's designee is made in writing. *EXCEPTION: The SONHI will share AES Safety Plans only with the professional practice instructor to support the student in making comparable arrangements within their professional practice site, as applicable.* Students must adhere to their accommodation plan, and to their professional practice access plan, where applicable when it affects safe patient care. For more information, students should contact AES and/or the SONHI dean's designee.

Essential Performance Functions (technical standards) for Admission to, Progression in, and Completion of the University of Portland BSN Program

<i>Essential Functions</i>	<i>Description</i>	<i>Examples (Not limited to the bullets below)</i>
Cognitive/Intellectual/Observational Ability	<ul style="list-style-type: none"> • Critical thinking ability. • Able to develop problem solving skills and demonstrate the ability to establish care plans and set priorities. • Able to measure, calculate, analyze, and synthesize objective and subjective data to make decisions that reflect consistent and thoughtful deliberation of the appropriate data. • Auditory, visual, and tactile ability sufficient to observe, assess, and monitor patient's health status and health/illness alterations. • Functional use of the senses and sufficient motor capability to carry out necessary assessment activities. • Listen, speak, read, write, reason, and perform mathematical functions at a level which allows the student to process and understand the materials presented (in both a written and a verbal format) throughout the course of study, and to demonstrate competencies (in both a written and a verbal format). 	<ul style="list-style-type: none"> • Analyzes patient condition. • Responds with timely, precise, and appropriate action in an emergency. • Performs effectively under stress or in unusual situations. • Assesses and interprets heart and lung sounds. • Assesses and interprets skin condition.
Communication Ability	<ul style="list-style-type: none"> • Effectively and appropriately deliver and receive communication, both verbally and non-verbally. • Capable of perceiving, articulating, understanding, interpreting, writing, and effectively using the English language. • Able to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. 	<ul style="list-style-type: none"> • Documents nursing actions. • Communicates effectively with patients and other health care providers, one-to-one and in groups. • Demonstrates culturally sensitive verbal and nonverbal communication.

<i>Essential Functions</i>	<i>Description</i>	<i>Examples (Not limited to the bullets below)</i>
	<ul style="list-style-type: none"> • Able to communicate effectively and sensitively with patients and families. • Able to communicate effectively and efficiently through oral, written, and reading forms with all members of the health care team. 	
Motor Ability	<ul style="list-style-type: none"> • Able to move between rooms and maneuver around essential medical equipment. • Gross and fine motor skills sufficient to safely and effectively perform holistic nursing care. • Psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions. • Coordination of gross and fine muscular movements, equilibrium, and functional use of the sense of touch, hearing, and vision. • Able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in professional practice nursing experiences. • Capable of delivering nursing care throughout an entire standard nursing shift and completing full professional practice experience. • Meet the physical requirements of each clinical agency. 	<ul style="list-style-type: none"> • Provide for safe patient mobility including participation on a lift team and/or operating lift equipment in order to safely lift or transfer patients. • Successfully manipulates equipment necessary to provide nursing care. • Perform turning, transferring, transporting, and exercising patients. • Performs cardiopulmonary resuscitation, administer parenteral medication, apply pressure to stop bleeding, and suction of obstructed airways. • Protect patients in emergency situations such as in the event of a fire. • • To prepare students for the demands of the profession, clinical shifts may be up to 12 hours long, providing students with comprehensive, real-world experience in patient care.
Social and Behavioral Attributes	<ul style="list-style-type: none"> • Interpersonal abilities sufficient to interact with individuals, families, and groups from varied social, emotional, cultural, and intellectual backgrounds. • Able to maintain professional demeanor, communication, and respect for others at all times. 	<ul style="list-style-type: none"> • Demonstrates positive conflict resolution skills. • Receives and responds appropriately to constructive criticism. • Demonstrates caring and empathy for others.

<i>Essential Functions</i>	<i>Description</i>	<i>Examples (Not limited to the bullets below)</i>
	<ul style="list-style-type: none"> • Capacity for self-reflection and change. • Emotional stability to fully utilize intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients, families, and others responsible for health care. • Able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the health problems of many patients. • Demonstrate concern for others, integrity, accountability, interest, and motivation. 	

Reviewed by Accessible Education Services Office [Aug 2024]
Buckley Center 163

ADVISING

Faculty Advisors

Each SONHI student is assigned a faculty advisor. The faculty advisor and student work together in support of progress through the program of study and successful entry into the profession. Faculty advisors may be contacted by email, phone, or in person. Faculty advisors are available to help students with academic and professional issues, problem solving, answering questions, and providing appropriate guidance.

Academic Advisors

Academic advisors are available to help students with curriculum advising. Students are encouraged to get acquainted with the academic advisors early in their program and continue to meet as needed. Students who desire to change faculty academic advisors must submit the request to their academic advisor.

See “Support for School of Nursing & Health Innovations Students” flow chart in Appendix C.

Registration

The SONHI academic advisors oversee course registration. Students will receive communication by email regarding advanced registration and important information related to course schedules.

ATTENDANCE

Classes

Students are responsible for knowledge of all material presented in classes, seminars, audio-visual laboratories, assigned readings, and professional practice. Attendance requirements are established by faculty and may vary from course to course. Students should discuss absences with appropriate faculty. Students are ultimately responsible for obtaining information from classes missed.

Exams

Exams are scheduled months in advance and are to be administered throughout all days of University operations, including all of final exam week and the days prior to school breaks. The final or the last exam is given during finals week. Finals dates are determined by the Registrar. All classes must meet during finals week either for finals or for the last class day if no final is given. Exams will only be delivered at the scheduled date and time, including remotely proctored exams. **Exams will not be administered early for student errors in scheduling breaks and/or holiday travel. Student requests for early exam administration will not be granted.**

Students may miss scheduled exams only in extreme circumstances, such as illness of self, a death in the family, or other emergencies. Absence from scheduled exams must be discussed with the course faculty prior to the scheduled exam time.

In the event a student misses a scheduled exam, the following steps must be taken:

- Notify the course faculty member before the scheduled time for the exam or as soon as possible.

- Schedule with the course faculty a date for taking the missed exam (a different version of the exam will be administered).
- Refrain from discussing the missed exam with other students who have already taken the exam (see the “BSN Student Commitment to Academic Integrity” in Appendix A).

Any student missing a scheduled exam without following the steps above will receive an unexcused absence and earn a zero (0) on the exam. For BSN students, an APP will be written for a trend of lateness or absence (excused or unexcused) (see the “Academic Professional Plan” section).

Some courses use a remote proctoring option for the administration of exams. The course syllabus will provide information if the course has this option. According to the course syllabus, the student can take an exam at an on- or off-campus location with an online proctor at the discretion of the instructor. Exams taken remotely, regardless of location, will be proctored by a proctoring service. Course specific instructions for remote exam testing will be provided by the individual instructor. If instructed to use ExamMonitor[®], please refer to the “Exam Procedures” section of this handbook.

On-campus Professional Practice Experiences

On-campus professional practice experiences takes place in the Elsie Franz-Finley Simulated Health Center (SHC). Attendance is required for all on-campus professional practice sessions. On-campus professional practice sessions start and end on time. Students are expected to be on time and remain in the SHC for the entire on-campus session. Students are required to contact their lab/simulation instructor, as well as the lab manager or simulation manager, prior to the scheduled start time in the event of anticipated lateness or absence from on-campus professional practice. On-campus professional practice instructors will notify the course instructor of any student absences. An APP will be written for a trend of lateness or absence (excused or unexcused) (see the “Academic Professional Plan” section). Students are required to contact the SHC lab manager or simulation manager to arrange a make-up experience.

Off-campus Professional Practice Experiences

Off-campus professional practice experiences take place with a variety of organizations. Attendance is required for all off-campus professional practice experiences. Students are required to notify the clinical faculty in the event they will be absent or will arrive late. Notification of absence is required prior to the scheduled start of the clinical. Clinical faculty will advise students of their specific notification policy during orientation. An APP will be written for a trend of lateness or absence (excused or unexcused) (see the “Academic Professional Plan” section). Students are responsible for coordinating with faculty for arrangements to make up missed professional practice experiences.

Guidelines for make-up of professional practice absences

- The professional practice course faculty, clinical faculty, and student will agree upon arrangements for make-up of absences.
- The make-up experience must meet the outcomes of the course and occur in an approved facility.

- Planning for make-up of absences will be determined by considering the following factors:
 - Reason for absence.
 - Length of time absent.
 - Nature of the professional practice experience.
 - Performance in clinical area prior to absence.
 - Availability of a clinical faculty member for supervision in clinical setting.
 - Students who do not meet clinical compliance requirements are not eligible for a make-up session.
- A make-up session may incur a fee of \$300 per day to cover expenses. All make-up sessions must be approved and coordinated by course faculty.
- Make-up sessions are not guaranteed due to limited site and/or faculty availability.

Absence from Off-Campus Professional Practice Experiences for Health Reasons

- Students missing any portion of a professional practice experience for health reasons may be required to submit a release signed by a health care provider to return to professional practice experiences. The necessity for the release will depend on the nature and the severity of the condition and will be determined by the course faculty and clinical agency policy.
- A student who, for health reasons, withdraws from a professional practice course will be required to submit a health care provider's release with other re-entry documents.
- Certain health situations may prevent a student from attending professional practice experiences due to agency policies. The missed clinical hours are subject to the *Guidelines for make-up of professional practice absence*.
- Student absences and make-up experiences will be recorded on the student professional practice evaluations.
 - A summary statement regarding the student's performance and a recommendation for meeting the professional practice course objectives will be developed by the faculty and clinical instructor.
 - Satisfactory completion of any additional professional practice is based on the student's ability to meet objectives within the time frame designated by the course faculty.

BIAS INCIDENT REPORTING

A Bias Reporting System has been designed to provide a process for hearing the needs of SONHI students, offering assistance, taking action, and communicating in a timely manner in the event of a bias incident. Any student in the SONHI who witnesses, becomes aware of, or is subject to bias should immediately report the incident. Once the report has been submitted, it will be received by the SONHI and investigated together with the Office of International Education, Diversity, and Inclusion (OIEDI). The SONHI and OIEDI will collaborate with designated persons and the Bias Response Team to determine the course of action. See the SONHI's [Bias Incident Reporting webpage](#) for more information and the link to submit an anonymous Bias Report.

CIVILITY STATEMENT

The community we create at the SONHI can either facilitate or hinder learning and development. This community is constructed with every interaction, and it is therefore vital that we assume goodwill and know that no one is without fault; human errors are opportunities, not for shame or guilt, but for forgiveness and growth. Rather than complaining about or blaming someone for perceived problems, be committed to finding solutions through collaboration with peers and faculty. Furthermore, recognizing others' contributions to this process will help to establish and maintain healthy interpersonal relationships with every member of the SONHI.

If a problem arises with a specific person, the student should promptly find an appropriate time to speak with this individual using crucial conversation skills. It may be helpful to seek advice from a third party about how best to communicate with the individual. If needed, the student's SONHI faculty advisor can provide guidance on appropriate crucial conversation protocol.

It is important to foster an open and supportive environment by caring for and collaborating with others. Striving for this shared goal will promote a positive learning environment that allows for mutual respect and freedom of expression and inclusion of differing opinions.

COMMUNICATION

Students are required to use their University of Portland email account for all SONHI related electronic communications and are expected to routinely check and respond to emails on the University of Portland account. Students are responsible for all information delivered by all modes of electronic communication. Communication to students occurs regularly from several sources, such as email, Teams, and Moodle, and should be checked at least daily for messages, including during scheduled breaks.

CURRICULUM

The BSN curriculum integrates *The Essentials: Core Competencies for Professional Nursing Education* [American Association of Colleges of Nursing (AACN), 2021], *Division 21* of the [Oregon Nurse Practice Act](#) [Oregon State Board of Nursing (OSBN)], and the *NCLEX-RN Test Plan* (National Council of State Boards of Nursing, 2023).

The B.S.N. curriculum is reviewed and revised as necessary to ensure that it sets forth an educational plan that meets the needs of students, the profession, and society. Thoughtful evaluation of courses and programs is a crucial aspect of the curriculum improvement process and students' comments are genuinely valued and seriously considered. The BSN curriculum is available on the [SONHI BSN program website](#) and the [University Bulletin](#).

Each student receives a copy of the curriculum plan at the beginning of the program. It is the responsibility of the individual student to consult with their academic advisor prior to registering for courses.

Professional Standards that Guide the SONHI BSN Program

- Quality and Safety Education for Nurses Competencies (QSEN, 2007)
- Healthcare Simulation Standards of Best Practice (International Nursing Association for Clinical Simulation and Learning, 2021)
- Competencies and Recommendations for Educating Undergraduate Nursing Students (AACN, 2022)
- Scope and Standards of Practice [American Nurses Association (ANA), 2021]
- Code of Ethics for Nurses (ANA, 2015)

DISTANCE EDUCATION TECHNOLOGY

Students using distance education technology will be informed of specific platform requirements, policies, privacy agreements, and projected charges associated with any required exam-proctoring or identity-verification software on the syllabus.

DIVERSITY, EQUITY, AND INCLUSION

The SONHI commits to upholding antiracist policies, correcting any inequitable application of policies, providing trainings to advance equity, and engaging in radical listening within our School. We acknowledge that we have much work to do to dismantle racism and ignorance within our community, and we remain fully committed to this work.

We encourage any SONHI student who witnesses, becomes aware of, or is subject to bias to immediately report the incident using the SONHI's Bias Incident Reporting system (see "Bias Incident Reporting").

The SONHI created a [Diversity, Equity, and Inclusion \(DEI\) Action Plan for Change](#) and is committed to transparency and accountability in the implementation of this plan. To this end, an [interactive "Progress Report"](#) has been published to provide real-time updates on the goals, strategies, and key action steps of the plan.

We invite all SONHI students to send their thoughts, recommendations, experiences, etc. to EquityInNursing@up.edu. This email account is monitored only by a limited number of BIPOC staff of the SONHI, who will bring student thoughts forward to leadership. We want to amplify student voices because they will be listened to and have power at UP.

ELECTRONIC DEVICE USE IN CLASSROOMS

Cell phones, computers, cameras, or other electronic devices may not be used in the classroom, SHC, or agency settings unless their use is directly related to learning in the course or clinical setting, and only with instructor permission (see "Social Media Policy"). The SONHI "Bring Your Own Technology" (BYOT) for exams is in "UPSONHI Technology Policy" in Appendix D.

EXPOSURE/INCIDENT REPORT

The United States Department of Labor Occupational Safety & Health Administration (OSHA) requires employers to implement exposure and injury control plans for the protection of employees. Although students are not employed by the SONHI or the health care agencies, students are performing nursing care in the workplace alongside nurses in on-campus and off-campus professional practice experiences and are therefore protected under OSHA regulations.

An exposure or incident is any situation in which a student is injured or exposed to potential bloodborne pathogens. Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. If an exposure or incident occurs, the incident should be reported on the [Exposure/Incident Report form](#).

If the incident occurs during a professional practice experience, the agency's policies must be followed in addition to the University of Portland procedures. University of Portland procedures include:

Bloodborne Pathogen Post Exposure Management

A report of the incident using the [Exposure/Incident Report form](#) must be completed within 24 hours. The form shall be completed by the student and clinical instructor on the day of the incident and signed by both parties. The clinical instructor must notify the course faculty immediately.

- If an exposed student is pregnant and in the first or second trimester, the student must be informed by the clinical instructor of the right under state law to request mandatory testing of the source individual.
- The student will be encouraged to arrange for an immediate medical evaluation. The student may decline the medical evaluation by initialing the waiver section of the Exposure/Incident Report.
- Costs of medical evaluation will be the responsibility of the exposed student.

See Appendix E Standard Precautions/Bloodborne Pathogen Guidelines and Appendix F for an exposure management flowchart.

Non-bloodborne Incident Management

A non-bloodborne pathogen health incident is an injury not involving a bloodborne pathogen exposure to a student in on-campus or off-campus clinical settings or the classroom.

- A report of the incident using the [Exposure/Incident Report form](#) must be completed within 24 hours. The form shall be completed by the student and instructor on the day of the incident and signed by both parties. If the incident occurs during professional practice experiences, the instructor must notify the course faculty immediately.
- The student will be encouraged to arrange for an immediate medical evaluation. The student may decline the medical evaluation by initialing the waiver section of the Exposure/Incident Report.
- Costs of medical evaluation and follow-up will be the responsibility of the student.

At the completion of the electronic form, all parties will have a signed copy of the Exposure/Incident Report. The dean's office maintains a copy of the form and sends the original to the environmental health and safety officer in Human Resources. See Appendix G for an incident management flowchart.

FORMAL COMPLAINT POLICY

The SONHI defines a formal complaint as any instance in which a student expresses in writing to an SONHI associate dean that they believe their rights have been violated regarding any issues *other than* a grade appeal, policy appeal, or request for academic exception, within the context of the SONHI.

Line of Communication in Pursuing Formal Complaints

If students believe their rights have been violated regarding any issues other than a grade appeal, policy appeal, or request for academic exception, the student should first approach the individual involved in the complaint. If a resolution cannot be reached, the student may submit a complaint in writing within five business days to the appropriate SONHI associate dean to explore options for resolution. Formal complaints about an SONHI faculty member should be directed to the SONHI associate dean for faculty affairs; all other complaints should be directed to the SONHI associate dean for academic affairs. (*Note: Formal complaints about an SONHI associate dean may be submitted directly to the SONHI dean*). The SONHI administration will acknowledge receipt of the complaint within 10 business days, providing next steps towards a resolution. The time to resolution may be variable, depending on the complexity of the issue. If a resolution is not reached, the student may submit the complaint to the SONHI dean. The decision of the SONHI dean is final.

Students pursuing a formal complaint are expected to follow the lines of communication as described in this section. If students do not follow the lines of communication, students will be instructed to go back to a previous level that may have been skipped in order to foster resolution at the lowest level possible. If the steps are not followed within the specified time period(s), the appeal will be considered closed, and no further action may be taken.

See Appendix H for an overview of the SONHI formal student complaint procedure described above.

Related Information

Different processes are in place to address grade appeals, policy appeals, requests for academic exceptions, unlawful discrimination, and harassment. Please see below for details about the SONHI's grade appeal, policy appeal, and request for academic exception procedure. At the university level, UP has a clear and accessible [discrimination and harrassment policy and complaint procedure](#) for all administrators, faculty, staff, students, and visitors. Student complaints about alleged unlawful discrimination are to be submitted in writing to the Office of Student Affairs. UP has a clear and accessible Title IX policy and Title IX report filing procedure available at www.up.edu/titleix. Any UP faculty member, staff member, or student who experiences sexual or gender-based harassment, misconduct, or violence is encouraged to submit a Title IX complaint. Title IX complaints are managed by UP's Title IX Office.

GRADE APPEALS, POLICY APPEALS, AND REQUESTS FOR EXCEPTION

For any questions, concerns, or issues with a grade, students should first speak with their course faculty before submitting a formal appeal. Faculty are invested in student success and can help if assistance is needed.

SONHI students can: (1) appeal an assignment grade, (2) appeal an exam grade, (3) appeal a final course grade, (4) appeal a SONHI policy, or (5) request an academic exception to a SONHI policy. To submit an appeal, students must use the [SONHI Student Appeal form](#). *This form must be completed fully and submitted within five business days of the grade posting* for the assignment, exam, or final grade being appealed. The student will be prompted via email with updates on the status of the appeal as well as further action steps when necessary.

Process for Course Assignment, Exam, or Final Grade Appeals

Course Faculty → Program Director → Associate Dean for Academic Affairs → Associate Provost

Process for Appeals to Policy or Requests for Academic Exception

Associate Dean for Academic Affairs → Associate Provost

See Appendix I for the Appeal Process Flow Chart.

Line of Communication in Pursuing a Grade Appeal, Policy Appeal, or Request for Academic Exception

Students pursuing a grade appeal, policy appeal, or request for academic exception are expected to follow the lines of communication as described in this section. If students do not follow the lines of communication, students will be instructed to go back to a previous level that may have been skipped in order to foster resolution at the lowest level possible. If the steps are not followed within the specified time period(s), the appeal/request will be considered closed and no further action may be taken.

Depending on the type of appeal/request indicated on the SONHI Student Appeal form, the student's appeal will first go to either their course faculty or to the associate dean for academic affairs. The appeal/request must be filed within five business days of the grade posting to be considered. If a student's appeal/request is denied, they reserve the right to elevate their appeal/request to the next person in the process if they feel the issue is unresolved. In this instance, the student must present further evidence for their appeal/request validity and/or unfair or capricious treatment. The student must demonstrate that the appeal/request procedure was not followed and/or that new and significant evidence is now available which was unknown or could not have been known at the time of the original appeal/request decision.

If the party submitting an appeal/request has gone through the SONHI Student Appeal form process and is not satisfied with the associate dean for academic affairs' decision, the student has the right to submit a formal written appeal to the associate provost of the University within five business days of the decision of the SONHI associate dean for academic affairs. The decision of the associate provost is final.

Students may also refer to the [University Bulletin](#) for additional grade appeal information.

LICENSURE: NCLEX-RN

The SONHI follows Registered Nurse (RN) licensure guidelines required by the Oregon State Board of Nursing (OSBN) per the Oregon Nurse Practice Act - Division 21. BSN students who have completed all program requirements are eligible to sit for NCLEX-RN, which is managed by Pearson Vue. Students will receive information regarding the application process for RN licensure and the NCLEX-RN exam in the last semester of the BSN program.

Completion of the SONHI BSN program does not guarantee eligibility for RN licensure. Oregon law (ORS 678.150 (5)) states, “The board shall determine the qualifications of applicants for a license to practice nursing in this state . . .” In addition, ORS 678.150 (6) (f) states that the board is legislatively required to “examine, license, and renew the license of duly qualified applicants.” As such, the OSBN has limits on eligibility for RN licensure, as defined in [OAR 851-021](#).

Ultimately, the OSBN may deny RN licensure to BSN program graduates convicted of a criminal offense that relates to the practice of nursing and graduates who have a major physical or mental condition that could affect their ability to practice nursing safely. If concerned about the impact of health-related diagnoses or positive findings on a criminal background check, the student is encouraged to contact the OSBN or the board of nursing in the state in which their initial RN licensure application will be submitted.

PHOTO IDENTIFICATION

New students obtain their University student photo ID card in the [Campus Safety](#) office when they begin their program.

Students are given a SONHI professional practice photo ID badge when clinical requirements are complete and verified prior to the start of off-campus clinical experiences. Students are required to wear their SONHI professional practice photo ID badge in a manner that allows individuals to identify themselves easily and clearly at all times in both the on-campus and off-campus professional practice settings.

SIGMA HONOR SOCIETY

The SONHI hosts a chapter of Sigma (formerly known as Sigma Theta Tau International), the Nursing Honor Society. The SONHI’s chapter name is Omicron Upsilon. Membership in Omicron Upsilon is by invitation. Eligibility for membership is based on the following criteria from the Sigma website:

Undergraduate Students

- Have completed 1/2 (one half) of the nursing curriculum
- Have a cumulative grade point average (G.P.A.) of at least 3.0. G.P.A.s should be computed according to the policies of the university.

- Rank in the highest 35 percent of their graduating class in scholarship.
- Meet the expectation of academic integrity.

Interested students can visit the [Omicron Upsilon webpage](#) on the SONHI website or the [Sigma website](#).

SOCIAL MEDIA POLICY

Social media may be understood to include any website or forum allowing open internet communication, e.g., social networking sites (LinkedIn, Facebook, others); micro-blogging sites (Twitter, Snapchat, others); blogs (including company and personal blogs, others); online Encyclopedias (Wikipedia, others); and video and photo-sharing websites (Instagram, YouTube, Flickr, others).

Think Before Posting

Students must think carefully before posting content online because social media platforms are highly visible. Despite social media privacy policies, no one can be sure who will view, share, or archive the information posted. Before posting anything, students must remember that they are responsible for what is posted online, as postings by SONHI students directly reflect upon the SONHI community. As a representative of the SONHI, every student has a duty to maintain their professional image inside and outside of the classroom, including professional practice settings. This includes refraining from posting any content that may be deemed discriminatory, provocative, negative, harmful, threatening, profane, hate-filled, or otherwise inappropriate. Students are responsible for any conduct, online or otherwise, that negatively or adversely impacts the SONHI community, displays students behaving in a manner inconsistent with nursing professional values, provides information about clinical agencies or patients, or violates any privacy protection laws (see “HIPAA Policy”). Each student is held accountable for following the policies of the agency where they have professional practice experiences. The SONHI Social Media Policy is intended to protect all students regardless of the clinical agency’s policies.

Social Media Use, Investigations, and Interacting with Professional Practice Partners

Students must not use social media while attending professional practice experiences. Students must avoid sharing any protected information, such as agency name, photographs, or specific patient care information, on social media. The SONHI will investigate all violations connected to social media and clinical experiences. This policy ensures the student is protected under the guidelines of all clinical agency partner affiliation agreements.

There may be times when a student encounters a nurse or other members of the health care team who indicate it is acceptable to share information on social media. Regardless of messages delivered in a specific clinical agency, all students are held to the standard of this policy. Any student receiving conflicting information are encouraged to reach out to the SONHI administration for additional guidance before engaging in behavior contradicting this policy.

Accountability

Students are held accountable for upholding this social media policy as members of the SONHI community and as future professional nurses. Students should approach anyone who may have breached social media or patient protection policies in a professional and respectful manner so that the offending individual could correct the behavior. In cases of HIPAA violations, the student identifying the breach and the student responsible for the breach are both required to notify the lead faculty for the course. The SONHI prohibits taking negative action against any student for reporting a possible violation of this social media policy. Any student who retaliates against another student for reporting a possible deviation from this policy or for not cooperating in any investigation will be subject to disciplinary action, up to and including dismissal from the SONHI.

Some examples of inappropriate content include (but are not limited to):

- Demonstration of illegal activity (federal and state).
- Sexually explicit behavior, images, or other references.
- Profanity or other crude language.
- Demonstration of unprofessional behavior.
- Discrimination based on race, gender, sexual orientation, religion, ethnicity, disability, or age.
- Harassment, threats, bullying, or other harmful content.
- Self-deprecating posts.
- Negative statements aimed at persons, organizations, or populations.
- Demonstration of dangerous or potentially harmful behavior.
- Displays of alcohol or drug use.
- Demonstration of misuse of school materials or unsafe practice.
- Unapproved sharing of class materials or student discussions.

Client Confidentiality

Violations of client confidentiality are always unethical and inappropriate. Any breach of confidentiality and/or inappropriate content postings on social media will result in disciplinary action taken by the SONHI and the University of Portland Student Conduct Program. Violation of this policy will include failing a course and/or possible dismissal from the SONHI.

The University's Code of Conduct is available in the University of Portland *Life on the Bluff* student handbook, which can be found on [this website](#).

STUDENT NURSES ASSOCIATION

The University of Portland Student Nurses Association (UPSNA) is an assembly of future nurse leaders dedicated to the promotion of pre-professional development and discovery through the creation of a supportive community within the SONHI, holistic health and wellness promotion, and engagement in the greater UP community. UPSNA provides members with opportunities for personal growth, professional development, social support, academic success, and community service. UPSNA accepts all nursing students as members and encourages all to participate. UPSNA is a recognized member of the Associated Student Body of the University of Portland

and is the official voice of students to the administration of the SONHI. UPSNA officers are elected annually by the members of the organization.

STUDENT REPRESENTATION ON SONHI COMMITTEES

Each year student representatives will be selected to act as a liaison between students and the SONHI community. At the beginning of each academic year, the SONHI invites all enrolled students to express interest in serving as a student representative on any SONHI committee. Committee chairs may also work in partnership with UPSNA leadership to select student representatives to participate as members on the SONHI committees. Student representatives are responsible for:

- defining issues that impact the student body within the SONHI or the University,
- attending SONHI committee meetings to communicate student priorities and actively contribute to the committee,
- reporting the work of committees back to the student body, and
- representing the student body as requested by the BSN program director and/or SONHI dean at various events on campus and in the community.

Each year student representatives are also selected to act as a liaison between the SONHI and the Associated Students of University of Portland (ASUP). Representatives of UPSNA and ASUP meet regularly to discuss issues and make decisions that affect all students. Qualifications to serve as a representative for UPSNA and ASUP are:

- a full-time nursing student in good standing and meeting all program requirements; and
- not on academic or disciplinary probation.

SUBSTANCE ABUSE AND SUBSTANCE ABUSE TESTING POLICY

Students in the SONHI who enter the nursing program accept responsibility for their behavior as learners and in fulfilling their professional duties as a nurse safely caring for patients. Students agree to refrain from behaviors that are derogatory to the practice of nursing or put patients at risk for harm. Substance abuse is prohibited by nurses and nursing students. Students will not engage in the practice of nursing in any classroom or on-campus or off-campus professional practice experiences while impaired. All nurses, including those in health care agencies, faculty, and nursing students, are bound by ethical and legal requirements to report suspected illegal drug use.

Students will abide by the drug and alcohol policies published in the University of Portland [*Life on the Bluff*](#) student handbook. Violations of the SONHI substance abuse guidelines may result in disciplinary action up to and including dismissal. Unauthorized possession, purchase, sale, distribution, or manufacture of any mind-altering chemical substance, including medical marijuana with a medical marijuana card, by a student may be grounds for immediate dismissal. Students who misuse prescription drugs are also subject to dismissal.

Please note the following:

- Professional practice sites may require pre-placement substance use screenings in addition to the standard SONHI screening. The results of such a screening could lead to

action by the University under these guidelines or any other applicable University policies.

- Students and faculty in the SONHI are responsible for communicating suspected substance abuse to the associate dean for academic affairs.
- Nursing students suspected of substance abuse will be informed of the concern in writing by the associate dean for academic affairs. Students will be required to provide a urine sample within 24 hours of notification.
 - If for any reason the urine sample is inadequate **or** invalid for a substance screen, it will be considered suspect and an additional screen will be required within 24 hours.
 - Students who refuse submission to a substance screen will be denied progression in the SONHI.
 - Students who falsify a substance screening will be immediately dismissed from the program.
 - All costs related to this additional substance screening are the responsibility of the student.
- Generally, a student will be given 24 hours' notice that a substance screen is required. However, an immediate substance screen may be administered if the actions of the student suggest to nursing program faculty that the student may be impaired during any classroom, on-campus, or off-campus professional practice activities.
- If immediate testing is required, transportation needs will be assessed, and the cost will be incurred by the student.
- Nursing students suspected of substance abuse will be referred for a professional evaluation. Any costs related to this evaluation will be the responsibility of the student.
 - Students who refuse a professional evaluation will be denied progression in the SONHI.
 - The SONHI may request a release of information related to the professional evaluation.
- A student in treatment for substance abuse may be requested to have a no-notice substance screen.
- Students found via a professional evaluation to have a substance abuse health problem will be required to undergo treatment in order to progress in the nursing program. Students are financially responsible for their treatment.
- While undergoing active treatment, a student's continued participation in classroom and professional practice activities will be determined by the associate dean for academic affairs. The associate dean for academic affairs will notify the student of the decision in writing, explaining the factors on which the decision was made. Student participation in off-campus professional practice is subject to the rules of the clinical agency. The SONHI cannot guarantee placements at any off-campus clinical site.
- Students who undergo treatment are expected to remain substance free. Any identified behavior which indicates suspected substance abuse will require retesting and possible dismissal from the SONHI.
- Students are held to these guidelines while enrolled in the SONHI, including during any leave of absence. Students are required to report any violation, arrest, or conviction against this policy.

- Students are encouraged to fully disclose information about any substance abuse and recovery to the board of nursing in the state to which they are applying for licensure.
- Students who have a positive drug screen will be subject to random drug testing while enrolled in the SONHI. A positive test subsequent to the first positive test will result in dismissal from the SONHI.

Marijuana Use

As a University of Portland nursing student, a commitment to the highest professional standard and the solemn contract we hold with society to be safe, competent caregivers is expected. Our legal contracts with clinical agencies require clean substance screens in alignment with not being impaired due to substances. State laws that legalize marijuana do not change our standard and our commitment to a drug-free lifestyle, both during the school year and during breaks. Use of marijuana, in any form (both CBD and THC), even though legal in Oregon and other states, will not be permitted in the SONHI. Violations of the SONHI substance abuse guidelines will result in disciplinary action up to and including dismissal.

TRAVEL GUIDELINES FOR STUDENTS

The SONHI supports University sponsored study abroad opportunities for students. In addition to study abroad, nursing students may have the opportunity to be involved in international or national nursing immersion experiences. SONHI international or national travel for University of Portland credit and in the role of a BSN student must involve nursing faculty oversight and presence.

While enrolled in any nursing course, students may not participate in any in-country or international medical excursions where care is given without SONHI nursing faculty supervision. If students choose to travel internationally or nationally independent of supervision while they are pursuing their nursing degree, they cannot be excused from classes to do so, nor can they represent themselves as nursing students affiliated with the University of Portland. No exceptions will be made. These guidelines are based on safety concerns, legal and liability issues, and concerns about cultural sensitivity. These guidelines do not restrict students from leisure or exploratory travel. The SONHI accepts no responsibility for student leisure or exploratory travel outside of sanctioned University-approved travel programs.

Faculty guiding national or international experiences are responsible for selecting students to participate. Planning for faculty guided national or international travel must be initiated prior to or during the sophomore year of nursing school to ensure proper planning. Student actions to complete in preparation include:

- Confirming a SONHI contract is established with the selected non-governmental organization (NGO), school of nursing, or in-country service organization.
- Signing and submitting an international university waiver form.
- Obtaining travel insurance.
- Determining with faculty and the associate dean for academic affairs the percentage of professional practice hours (up to 25% for the course) for which the student will receive credit. The remaining percentage of course professional practice hours will be completed at an established clinical site in the Pacific Northwest.

ACADEMIC GUIDELINES AND POLICIES

CARNEGIE CREDIT WORKLOAD

Typically, workload for a course entails two to three hours per credit per week outside of the classroom. Students are expected to spend no less than two hours per credit in out-of-class work each week. For example, for a three-credit course, students are expected to spend a minimum of six hours (maximum of nine hours) doing homework (reading the textbooks and journal articles, completing assignments, preparing for class, etc.) and out-of-class work; plus three hours “in-class” each week. Some students may need more time, but it is rare for students to need less time to be adequately prepared.

LEARNING MANAGEMENT SYSTEM: MOODLE

[Moodle](#) is the learning management system that faculty use to support and enhance classroom learning. Faculty post course syllabi, announcements, assignments, course reference materials, PowerPoint presentations, etc. on Moodle course pages. Students are responsible for all information, directions, and assignments communicated through Moodle and must adhere to all deadlines posted on Moodle course pages and [BSN Student Resources Moodle page](#).

GRADING STANDARDS

Standards for Passing

A grade of Pass is required to pass all required nursing (NRS) courses that are graded on a Pass/No Pass basis.

A final minimum grade of 76% (a grade of C) is required to pass all required nursing (NRS) courses that are graded on an A-F basis.

Course syllabi contain a full description of standards for passing individual courses.

Grading Scale

A	=	95-100	B-	=	82-84.9	D+	=	69-71.9
A-	=	92-94.9	C+	=	79-81.9	D	=	65-68.9
B+	=	88-91.9	C	=	76-78.9	D-	=	60-64.9
B	=	85-87.9	C-	=	72-75.9	F	=	<60

Final grades in the SONHI are calculated to the hundredth of a point to determine the letter grade. Grades are not rounded up for individual assignment grades, examination grades, or for overall calculation of final grades. For example, a grade of 75.95% will not be rounded up to 76%.

Grade Appeal Process

Information on the grade appeal process is in the “Grade Appeals, Policy Appeals, and Requests for Exception” section.

EXAM GRADING REQUIREMENTS

For courses that require exams, if the total exam grade does not equal at least 76%, further calculations of additional course evaluation methods cease (quiz grades, discussion forums, papers, presentations etc.). The final grade assigned to the course will be the total exam grade.

EXAM PROCEDURES

The SONHI will enforce the following exam administration procedures to promote a test taking environment that is fair, free from excessive noise and interruptions, and partially replicates licensure examination procedures. Regardless of the location of the exam, either on- or off-campus, the student will still need to adhere to strict testing environment requirements and strict testing rules.

- Once the exam has started, unless the student has an AES accommodation and is testing in a separate room, speaking out loud to another student and sub-vocalizations during the exam are not allowed.
- Faculty members and exam proctors will not respond to individual student questions about exam questions during the exam. If students have questions about, or are struggling with an exam question, they should use the “Notes” feature in Exemplify® and select “Request Feedback.” Any notes submitted this way will be reviewed by the instructor.
- Students should have the necessary equipment for exams (charged computer or battery pack, earphones, if required or instructed; foam in-ear earplugs for noise reduction, if desired; optional privacy screen).
- Faculty will determine seating arrangements for the exam; students must report to their assigned room (some exams may be scheduled in multiple rooms).
- Bags, purses, wallets, smart watches, and digital devices must be placed at the front of the classroom and may not be accessed during the exam.
- No outer apparel (e.g., coats, hats, stocking caps, scarves, gloves) is to be worn during the exam. (Note: These items are not permitted during the NCLEX-RN licensure exam.) These items must be left at the front of room with backpacks and other personal belongings. Coverings worn for cultural or religious purposes are allowed.
- Unless the student has an AES accommodation, all personal electronic equipment (cell phones, smart watches, etc.) must be turned off and left with personal items at the front of the room. (This includes headphones and earbuds – students may use foam in-ear earplugs for noise reduction.) Failure to do so may result in expulsion from the room and grade of zero (0) on the exam.
- Students should use the restroom before an exam begins. Restroom breaks are permitted; however, students who use the restroom during the exam will not be given extra time to take the exam. Only one student may leave the exam classroom at a time.
- Students are permitted to have one piece of physical scratch paper. If the exam is administered in-person, one piece of physical scratch paper is provided to each student. If

the exam is administered online, the proctor allows students to have one piece of plain physical scratch paper, which the proctor examines prior to the start of the exam.

- Exam start and end times will be according to the Exemplify[®] exam posting. Students arriving late will not receive extra time to complete the exam.
- Food and candy are not permitted during the exam unless the student has an AES accommodation. (Note: No food is permitted in the exam room during the NCLEX-RN licensure exam. Food is placed in a locker which may be accessed during breaks).
- Students may have a beverage during exams. Exam proctors have the right to look at beverage containers to evaluate anything that is written on the container.

Electronic-Based Exam Procedure

Please review the “UPSONHI Technology Policy” (see Appendix D) to ensure understanding of policies related to technology for on-campus classroom exams and distance exam requirements.

Student Responsibilities

- Students must install and maintain the current version of Exemplify[®] on their computer for use during exams.
- Students must be familiar with their computer, the current version of exam software, and instructions prior to downloading an exam.
- Students must adhere to any instructions from UP’s Academic Technology Services and Innovation or Information Systems departments regarding updates and system maintenance of the current version of exam and exam proctor software. Instructions for exam software is available on Moodle ([BSN Student Resources](#) → Exam Resources s → ExamSoft-Exemplify folder).
- Students must download the exam at the time designated by course faculty or as scheduled with Exemplify[®].
- Students beginning the exam late will not be granted additional time to complete the exam.
- Any attempt to tamper with or disable the electronic exam software security features will be considered a violation of the UP Student Code of Conduct and will result in disciplinary action. Prohibited activities include, but are not limited to, obscuring or covering your camera, sharing exam password(s), recording exam questions, and reverse engineering exam encryption or attempting to do so.

On exam day, students must:

- **Arrive at least 10 minutes before the scheduled start time of an exam.** Students need to be fully prepared to launch the exam at the start of the class.
- Have a fully charged computer or battery pack.
- Have anti-virus software disabled (PC) and notifications turned off (Mac).
 - [Click here](#) for guidance on how to disable anti-virus software.
 - [Click here](#) for guidance on how to turn off notifications on a Mac.
- Have an A/C power cord available or a battery pack. There is no guarantee that outlets will be available for charging.
- If provided with a password by their faculty member at the start of an exam, students must sign-in to Exemplify[®] using the password provided.
- Set the internal clock to the correct date and time (PST).

- At the completion of the exam, students are required to upload their exam/s immediately. Students are to ensure they see the exam submission confirmation screen (green screen) before leaving the exam room to ensure exam results are received properly.
- Students who experience difficulty submitting their exam will be referred for technical assistance to the Examplify® support line (1-866-729-8889). Students who do not upload exam results and do not seek technical assistance the day of the exam are at risk of receiving a zero (0) on the exam.

For exams using Examplify's ExamID®/ExamMonitor®:

- Before taking an exam, students must set up their ExamID® baseline photo in Examplify® (see instructions on the [BSN Student Resources Moodle page](#)).
- At the beginning of an exam, a photo will be taken to prove the exam taker's identity and compared to the baseline photo to verify. If identity cannot be verified and the system asks for a bypass code, please contact the course instructor(s) and Becky Kunz (kunzr@up.edu).
- The camera on the device cannot be covered and the microphone must be enabled, as both a camera and microphone are required to be used throughout the exam.
- Once the student has entered the exam, video and audio will be recorded to maintain exam integrity. The recording from the exam is independently reviewed and then made available to the course faculty.
- Students must take the exam during the timeframe established by the course instructor(s).
- No other persons may remain in or enter the testing environment for the duration of the exam.
- Once the exam has started, unless a student has an AES accommodation, speaking out loud to another student and sub-vocalizations during the exam are not allowed.
- The student must have a clear workspace as is required for in-classroom exams. Any materials not required or allowed must be removed from the workspace and stored out of arm's reach.

Troubleshooting Technology Issues

Technology accommodations are granted when a student is unable to download and install the electronic exam software and/or the exam file. These problems must be reported to the course faculty by email before the exam download deadline set by course faculty. SONHI students experiencing technology problems must contact the UP Help Desk (503-943-7000) and/or the Examplify® 24/7 Student Support Line (1-866-429-8889) one (1) business day prior to the scheduled exam. This allows appropriate measures to be taken to enable a student to take an exam as scheduled.

Students who are successful in downloading the exam file but experience technology issues outside of normal business hours that prevent the use of their computer during an exam should report the issue (including relevant details) as soon as possible by email to the course faculty. **In this case, students MUST bring their computer and power adapter to the exam room for inspection and assistance by the faculty.** The student will be referred to either the Examplify® support line (1-866-429-8889) following the exam for inspection and diagnosis of their computer problem. A functioning computer must be available for the next testing session.

If a student encounters a technical problem with their computer at the start of or during an exam, they should immediately ask the proctor for assistance. Every effort will be made to resolve the issue in a reasonable timeframe for completion of the exam during the scheduled exam period. In rare circumstances the student will be scheduled for a make-up exam. The student will follow up with the course faculty.

Technical issues are not a valid excuse for missing an exam outside of the scheduled dates; such events may result in a zero (0) on the exam.

Exam Procedures During Emergencies

- All students must shut down their devices (hard shutdown, using the off switch) with an activation of any emergency operations plan. This stops the clock on the exam. There will be a record of all the students' keystroke activities during the emergency.
- Once students return to the classroom, turn on their devices, and are ready to continue their exams, the universal resume code will be provided by the proctor.
- At exam completion, there will be a check of the electronic testing log for any improper activity during or after the emergency.

See the "Attendance" section for information about absences from examinations.

EXAM REVIEW PROCESS

The standardized exam review process described below is used in all BSN courses that meet in person and include exams.

Prior to Class:

1. Following exam analysis, the course faculty identify the top 3 questions from the exam to discuss with the class.
2. The course faculty prints copies of the exam (approximately 1 exam copy per 3 students) that include the correct answers and rationale (if available).

During Class:

1. The course faculty reserves the last 15-20 minutes of class for exam review.
2. Prior to beginning any exam discussion, students put away all materials and electronics and place their bags at the front of the classroom.
3. The course faculty reviews and discusses the top 3 questions from the exam.
4. After the discussion, the course faculty asks students to gather in groups of 3-4 and distributes the printed copies of the exam to the groups.
5. Students are encouraged to discuss the questions and answers with each other, and to review the rationales. Faculty may circulate and answer questions from students.
6. The course faculty collect all of the printed exam copies from the students.

After Class:

1. The course faculty ensure that all copies of the exam were collected.

2. Students may meet with the course faculty during their student hours if they wish to know more about specific exam performance. These appointments are limited to 15 minutes each.

Note: Any BSN course that is taught online and includes exams can only do a generalized exam review to ensure the integrity of the exam. Faculty can review with the class the overall exam statistics, such as the average score, range of scores, and any questions/answers that were adjusted. Faculty may also review the *intent* of the exam questions/answers that were adjusted, as well as provide guidance on how to read/interpret those questions; however, they should not show the question/answer or verbally state the exact wording of the question.

ADMISSION, PROGRESSION, AND DISMISSAL

Admission

First-year and transfer student applicants must meet the general entrance requirements of the University as stated in the Admissions section of the [University Bulletin](#). The SONHI supports the University's non-discrimination statement.

Admission Requirements for First-Year Admitted Students

1. Completion of a high school or college-level general chemistry course prior to beginning the BSN program.

Admission Requirements for Transfer Admitted Students

1. A cumulative G.P.A. of 3.0 or above in college courses at the time of admission.
2. A cumulative G.P.A. of 3.0 or above in the prerequisite BSN Foundation Requirement courses of Anatomy and Physiology with labs and Microbiology with lab at the time of admission.
3. The grade earned in courses transferred from an institution on the quarter system will be calculated against the semester credit hour equivalency. Examples include: 3 quarter credit hours equal 2 semester credit hours; 4 quarter credit hours equal 2.67 semester credit hours; 5 quarter credit hours equal 3.33 semester credit hours.
4. Completion of a high school or college-level general chemistry course.
5. Completion of all prerequisite courses by the time the student begins nursing (NRS) courses at the University of Portland. Prerequisite coursework must be taken at an accredited college or university and must be graded with a C or higher. Pass/No Pass is not accepted for prerequisites. Students may not audit a required prerequisite course.
6. Satisfactory completion of all professional practice entry requirements, including background check, drug screen, HIPAA, American Heart Association Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification, and all immunizations.

University of Portland non-nursing majors who wish to transfer into the nursing program must apply as a transfer student and be considered for admission with external applicants. The application process for internal transfers is very competitive and there is no guarantee of acceptance into the transfer cohort.

Readmission

Students who would like to apply for readmission to the BSN program should contact the SONHI's associate dean for academic affairs.

Progression

Progression Requirements for First-Year Admitted Students

Progression in the BSN program is based on the following criteria:

1. Completion of all required 100- and 200-level nursing (NRS) courses that are graded on a A-F basis by the end of spring semester of the sophomore year.
2. Completion of all University Core Curriculum Foundation Level Requirements by the end of summer session I of the sophomore year or with permission of the BSN program director or the director of student services.
3. Completion of all BSN Foundation Requirement courses by the end of summer session I of the sophomore year.
4. Students may not audit a University Core Curriculum Requirement, BSN Foundation Requirement, or BSN Major Requirement course.
5. A cumulative G.P.A. of 3.0 or above by the end of summer session I of the sophomore year.
6. Completion of the following BSN Foundation Requirement courses with a grade of C or better: BIO 205/BIO 005 (Foundations of Biology with workshop), BIO 305/BIO 365 and BIO 306/BIO 366 (Anatomy and Physiology I & II with labs), and BIO 359/BIO 379 (Microbiology for Nurses with lab).
7. A cumulative science G.P.A. of 3.0 or above in the following BSN Foundation Requirement courses by the end of summer session I of the sophomore year: BIO 305/BIO 365 and BIO 306/BIO 366 (Anatomy and Physiology I & II with labs), and BIO 359/BIO 379 (Microbiology for Nurses with lab).
8. Any SONHI student wishing to transfer any BSN Foundation Requirement course from another institution first needs the permission of the SONHI academic advisor or the director of student services prior to registration in the course. Such permission is required to ensure that the course is suitable for transfer to the SONHI. The student must earn a grade of C or better in any BSN Foundation Requirement course they wish to transfer. A grade of Pass/No Pass is not allowed.
9. The grade earned in courses transferred from an institution on the quarter system will be calculated against the semester credit hour equivalency. Examples include: 3 quarter credit hours equal 2 semester credit hours; 4 quarter credit hours equal 2.67 semester credit hours; 5 quarter credit hours equal 3.33 semester credit hours.
10. A grade of C or better or Pass in all required nursing (NRS) courses.
11. All required nursing (NRS) courses that are graded on an A-F basis must be successfully completed with a grade of C or better before progressing to the next semester. All required nursing (NRS) courses that are graded on a Pass/No Pass basis must be successfully completed to meet degree requirements.
12. A grade of C- or lower in or withdrawal from any required nursing (NRS) course that is graded on a A-F basis may result in delayed progression and delayed program completion.
13. Students who receive a grade of C- or lower or withdraw from a required nursing (NRS) course that is graded on an A-F basis may attempt the course a second time. Students

who receive a grade of C- or lower in or withdraw from their second attempt of a required nursing (NRS) course that is graded on an A-F basis may be dismissed from the BSN program.

14. A required nursing (NRS) course that is graded on a Pass/No Pass basis may be repeated only once if a grade of No Pass was received on the first attempt. Students who receive a grade of No Pass when they repeat a required nursing (NRS) course that is graded on a Pass/No Pass basis may be dismissed from the BSN program
15. Satisfactory completion of all professional practice entry requirements, including background check, drug screen, HIPAA, American Heart Association Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification, and all immunizations.
16. Exceptions to the above progression requirements may be granted on an individual student basis and upon approval of the School of Nursing & Health Innovations.

Progression Requirements for Transfer Admitted Students

Progression in the BSN program is based on the following criteria:

1. Students may not audit a University Core Curriculum or BSN Major Requirement course.
2. A grade of C or better or Pass in all required nursing (NRS) courses.
3. All required nursing (NRS) courses that are graded on a A-F basis must be successfully completed (a grade of C or better) before progressing to the next semester. All required nursing courses that are graded on a Pass/No Pass basis must be successfully completed to meet degree requirements.
4. A grade of C- or lower in or withdrawal from any required nursing (NRS) course that is graded on a A-F basis may result in delayed progression and delayed program completion.
5. Students who receive a grade of C- or lower or withdraw from a required nursing (NRS) course that is graded on a A-F basis may attempt the course a second time. Students who receive a grade of C- or lower in or withdraw from their second attempt of a required nursing (NRS) course that is graded on a A-F basis may be dismissed from the BSN program.
6. A required nursing (NRS) course that is graded on a Pass/No Pass basis may be repeated only once if a grade of No Pass was received on the first attempt. Students who receive a second grade of No Pass when they repeat a required nursing (NRS) course graded on a Pass/No Pass basis may be dismissed from the BSN program.
7. Satisfactory completion of all professional practice entry requirements, including background check, drug screen, HIPAA, American Heart Association Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) certification, and all immunizations.
8. Exceptions to the above progression requirements may be granted on an individual student basis and upon approval of the School of Nursing & Health Innovations.

Additional Progression Information

- Students interested in studying abroad should consult with their faculty advisor, their academic advisor, and the UP Studies Abroad office to understand study abroad options and their impact on the BSN program of study. Transfer students may only study abroad in the summer semester between their junior and senior year. The UP Studies Abroad program recommends a G.P.A. of 3.0 or higher before going abroad but will consider applications from anyone with a cumulative G.P.A. of 2.5 or above.

- Student conduct issues will be taken into consideration for progression in the nursing program.
- Students who do not complete professional practice requirements as directed will receive an Academic Warning, will have a hold placed on their student account, will not be allowed to attend professional practice experiences (lab, simulation, or clinical), and may lose their professional practice placement. Until professional practice requirements are obtained, students will not be able to participate in the professional practice course's activities or assignments, potentially resulting in an inability to demonstrate the professional practice course outcomes necessary to pass the course. Progression in the program may be delayed.
- Students with a positive drug screen prior to entry into professional practice courses may be dismissed from the SONHI.
- Students who have been suspended from the University may be dismissed from the SONHI.
- All BSN students are responsible for adhering to the policies in the most current version of the *SONHI BSN Student Handbook*.

Student Progression in the Trifecta: Classroom/Professional Practice/Clinical Reasoning Seminar

The SONHI uses a concept-based curriculum in the BSN program. Each course is designed to examine specific concepts, which build on each other throughout the curriculum. As students move into courses with a professional practice experience (on and off-campus clinical), we call the related courses trifectas. A trifecta includes a classroom, professional practice, and clinical reasoning seminar (CRS) course. Concepts are housed in the classroom course, and the professional practice and CRS courses examine those same concepts using their experiences, activities, and discussions, as shown in the table below.

Course Type	Goals
Classroom	Learn physiologic and professional practice concepts and apply to clinical exemplars
Professional Practice	On-Campus: Provide range of standardized clinical experiences, with opportunities to debrief with faculty and peers Off-Campus: Apply nursing concepts in the care of populations across the lifespan and in diverse settings
Clinical Reasoning Seminar (CRS)	Connect professional practice experiences with nursing concepts through application-based activities, case studies and small group discussions Develop skills in evidence-based nursing practice

Because these courses build on each other, student progression in the trifecta must be carefully considered. The BSN curriculum has five trifectas:

- Foundations in Health Assessment
- Population Health and Wellness Across the Lifespan
- Acute Illness Management Across the Lifespan
- Chronic Illness Management Across the Lifespan
- Senior Synthesis

If a student is unsuccessful in any part of a trifecta, they will need to:

- work with the SONHI staff and the director of student services to develop a course progression plan and agreement;
- retake the unsuccessful course for a passing grade;
- use recommended resources (e.g., faculty advisor, Shepard Academic Resource Center); and
- work closely with their course faculty to support their success.

If a student is unsuccessful in either the professional practice or CRS course of a trifecta, it is highly recommended that the student audit the classroom course to support their learning, since that is the course from which the trifecta concepts are derived.

Students whose studies are interrupted due to being unsuccessful in a trifecta may take NRS 326: Pathophysiology & Pharmacology II, if they have not already completed NRS 326 but have successfully completed NRS 325: Pathophysiology & Pharmacology I. Students will be admitted into the next trifecta after receiving a passing grade in previously unsuccessful courses as professional practice space allows.

To maintain contact, the director of student services will outreach regularly with updates to support students in remaining part of the SONHI community.

Notification and Recommendations to Non-progressing Students

Non-progressing students include those students who have withdrawn from or have been unsuccessful in one or more nursing course. Students who will not progress to the next semester of the BSN program will be notified in writing by the associate dean for academic affairs after grades have been posted at the end of the current semester. The letter may include information about University requirements for progression and encouragement for students to meet with their academic advisor to discuss a plan for further study in the program.

BSN students whose studies are interrupted due to a course withdrawal or failure will work their academic advisor to develop a written progression agreement. The progression agreement will detail the changes in their program of study. The student must meet with SONHI Student Services staff concerning requirements for re-entry to a course or professional practice experience (e.g., clinical agency requirements).

Dismissal

Grounds for Dismissal for First-Year Admitted Students

Students admitted as first-year students may be dismissed from the SONHI for any of the following reasons:

- Cumulative G.P.A. below 3.0 at the end of summer session I of the sophomore year.
- Cumulative science G.P.A. below 3.0 based on BIO 305/BIO 365 and BIO 306/BIO 366 (Anatomy and Physiology I & II with labs) and BIO 359/BIO 379 (Microbiology for Nurses with lab) at the end of summer session I of the sophomore year.
- Withdrawal from or unsuccessful completion (a grade of C- or lower) of their second attempt (repeat) of a required nursing (NRS) course that is graded on a A-F basis.
- Unsuccessful completion (a grade of No Pass) on their repeat of a required nursing (NRS) course that is graded on a Pass/No Pass basis.
- Inability to participate in the professional practice component of the program because of incomplete clinical agency requirements.
- A positive drug screen prior to entry into professional practice courses.
- Unsatisfactory professional practice performance.
- Unsafe professional practice performance.
- Violation of academic integrity.
- Violation of Social Media or HIPAA policies.
- Any health related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act.
- Professional judgment of the faculty.
- Unsafe/unprofessional behavior per recommendation of Academic Professional Plan review panel.
- Student conduct issues.
- Suspension from the University.

Grounds for Dismissal for Transfer Admitted Students

A transfer student may be dismissed from the SONHI for any of the following reasons:

- Withdrawal from or unsuccessful completion (a grade of C- or lower) of their second attempt (repeat) of a required nursing (NRS) course that is graded on a A-F basis.
- Unsuccessful completion (a grade of No Pass) on their repeat of a required nursing (NRS) course that is graded on a Pass/No Pass basis.
- Inability to participate in the professional practice component of the program because of incomplete clinical agency requirements.
- A positive drug screen prior to entry into professional practice courses.
- Unsatisfactory professional practice performance.
- Unsafe professional practice performance.
- Violation of academic integrity.
- Violation of Social Media or HIPAA policies.
- Any health-related problem that prevents the student from satisfactorily meeting the course objectives consistent with the Americans with Disabilities Act.
- Professional judgment of the faculty.
- Unsafe/unprofessional behavior per recommendation of Academic Professional Plan review panel.

- Student conduct issues.
- Suspension from the University.

Dismissal Appeal Process

The student will receive written documentation from the SONHI identifying reasons for dismissal. Information on the dismissal appeal process is in the Academic Regulations section of the [*University Bulletin*](#).

NON-DISCLOSURE AGREEMENT ON ACADEMIC DECISIONS

During the academic year, it may be necessary for the administration to meet with students regarding academic decisions that may include, but are not be limited to, appeals and exceptions. The information shared and developed in the course of these communications is personal to the student alone, and the decision reflects individual circumstances. Thus, out of respect for those students who may not be eligible to have the same appeal or exception, we ask that students be mindful of their communication with others regarding their situation, including not sharing the decision on any communication with another student or others via in-person, email, social media, or any other communication method. This allows the SONHI to weigh different student concerns, hardships, and challenges through a lens that aligns with our values of both academic excellence and compassion.

EXCEPTIONS FOR ACADEMIC POLICIES

During the course of a student’s academic journey, there may be a need for exceptions for academic policies in the most severe of circumstances, including, but not limited to, situations that have impacted the individual uniquely in such a manner as to disable them from participating in their education and accessing the resources available to them from the institution. Students seeking an exception for academic policies must show how they were impacted and why they may benefit from such an exception. The program reserves the right to review all cases and make a decision on their merit. (See “Grade Appeals, Policy Appeals, and Requests for Exception”.) This allows the SONHI to weigh different student concerns, hardships, and challenges through a lens that aligns with our values of both academic excellence and compassion.

DEGREE REQUIREMENTS

To qualify for the BSN degree, the following requirements must be met:

- A grade of C or better or Pass in all required nursing (NRS) courses.
- Successful completion of all nursing program requirements.
- Completion of a minimum of 120 semester hours, including University Core Curriculum Requirements, BSN Foundation Requirements, and BSN Major Requirements.

WRITING REQUIREMENTS IN THE SONHI

The faculty of the SONHI incorporate writing into the curriculum at all levels. Students are expected to demonstrate the ability to effectively communicate via written medium. Student

writing is also used to evaluate student performance. NRS 104 and NRS 440 are the designated Writing in the Discipline courses for the BSN program.

Written assignments are structured to assist students to:

- Develop a habit of writing.
- Actively engage in the learning process.
- Strengthen basic writing skills.
- Build a knowledge base.
- Use written forms common to nursing practice.
- Design nursing care.
- Master information systems' technology.
- Organize, summarize, analyze, and synthesize ideas.
- Interpret ideas expressed by others.
- Articulate and support one's position or argument.
- Create a mode of self-expression, thought and reflection.

The current edition of the American Psychological Association (APA) Publication Manual must be used for formatting written assignments, unless otherwise specified by faculty. APA resources can be found on the [Clark Library](#) website.

PROFESSIONAL PRACTICE GUIDELINES AND POLICIES

PROFESSIONAL PRACTICE DEFINITION

“Professional practice” is the term used at the SONHI to encompass all clinical nursing learning experiences. Professional practice includes required skill development and simulation in the on-campus Simulated Health Center. Professional practice also provides learning opportunities off-campus in a variety of clinical settings across diverse healthcare organizations.

ELSIE FRANZ-FINLEY SIMULATED HEALTH CENTER

Hours and Access

The Elsie Franz-Finley Simulated Health Center (SHC) is comprised of the Elsie Franz-Finley Acute Care Center and the Nelson Family Ambulatory Care Center. The SHC serves as the on-campus professional practice location for BSN students beginning the second semester of the sophomore year. The SHC uses a secure door lock system to protect the integrity of the professional practice environment. Student access to the simulation suites is restricted to scheduled learning activities. Students have ID card access to the skills lab in BC 302 during the following hours:

Monday through Sunday: 6:30 AM to 10:00 PM
University Holidays: Closed

The SHC is considered a professional practice environment, and the same laws and policies that apply in all health care settings apply in the SHC. SONHI students, staff, and faculty gain permission to access the SHC with their UP ID card through the SONHI office. **Only students who are in the nursing program are permitted to access the SHC, unless authorized by SHC Leadership.** SHC access is restricted when the space is being used for class, conferences, or scheduled on-campus professional practice sessions. Students will be notified of the SHC schedule prior to the beginning of the semester.

Facilitated Teaching Assistant (TA) Learning Lab

TAs are available to assist students with skills practice. The Facilitated Learning Lab schedule is posted online on the [SHC Moodle page](#). All students using the SHC outside of assigned class times must sign in and out of the SHC. Lab doors **must not** be propped open according to University of Portland facilities safety policy.

If an ID card does not allow access to the SHC for currently enrolled BSN students (starting in second semester of the sophomore year), students should contact Campus Safety. Permission to access the SHC will be removed following graduation or immediately upon dismissal from the SONHI. Students not currently enrolled in the SONHI and all other persons not engaged in normal SHC operations are not allowed in the SHC at any time without permission of SHC operations managers, SONHI dean, or SONHI associate deans. Students using the SHC must practice standard precautions to prevent injury and infection (see the “Standard Precautions/Bloodborne Pathogens Guidelines” in Appendix E). Students must be in scrub uniform or professional dress.

Simulation Confidentiality

All materials, scenarios, patients, cases, and discussions occurring during scheduled simulation activities are to be kept confidential and are not to be discussed outside of simulation or shared with other students unless facilitated by a SONHI instructor. Please note the SONHI's HIPAA policy does apply to on-campus professional practice, such as labs and simulations, as well as off-campus professional practice activities (see the "HIPAA Policy" section below).

HIPAA POLICY

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law that governs the use, transfer, and disclosure of identifiable health information. HIPAA Privacy Regulations include protection of rights for individuals and privacy requirements for health care providers and health plans. This means any piece of information about an individual's health, any patient care interactions, the treatment for the health condition, or the payments for the health services are protected by law. Health information includes information about those who are alive and those who are deceased.

The HIPAA Privacy Regulations apply to all students in the SONHI. Students are required to know and understand the HIPAA Privacy Regulations. Prior to the first professional practice assignment, students must complete HIPAA training in the online professional practice requirement tracking system, ACEMAPP, as part of standard professional practice compliance. This training must be renewed annually. Students are prohibited from removing any documentation from any clinical site that has any patient identifying information. This includes patient records, notes, or printouts of any kind. There may be times when a student encounters a nurse or other members of the health care team who indicate it is acceptable to remove patient information from the organization for student preparation for patient care. Regardless of messages delivered in a specific clinical agency, all students are held to the standard of this policy.

In most clinical facilities, a student will have permission to access patients' records if they are correctly identified with their SONHI badge. It is important to recognize that students are prohibited from sharing patient information outside of the professional practice learning environment. Students can discuss this information with their clinical instructor, professional practice course faculty, preceptor, and students within the professional practice learning environment, but they may not share any patient information outside of the professional practice learning environment, such as with a family member or friend. Sharing stories on social media, even without naming an individual, is considered a violation (see the "Social Media Policy" section). In the professional practice learning environment, all discussions of patient information must take place in a private location and with a tone of voice that cannot be overheard by individuals in the direct care of the patient.

If students transcribe patient information from their professional practice experience for preparation, planning, or assignments, the information must be de-identified in accordance with the de-identifying protocol laid out by the [US Department of Health and Human Services' regulations for Protected Health Information](#). Any violation of HIPAA regulations or this policy will result in a faculty panel review. Action for violation of this policy will include failing the

course and possible dismissal from the SONHI.

HIPAA violations can result in personal criminal and civil liabilities. The Office of Civil Rights at the lowest tier could attach a maximum penalty of \$50,000 and/or up to 1-year imprisonment. In the event of a HIPAA privacy breach, liability insurance does not shield students from claims of civil damages.

LIABILITY INSURANCE

Students in 300 and 400 level nursing courses are covered by the University's professional liability (malpractice) insurance, which is paid through professional fees assessed for each nursing course.

TRAVEL TO CLINICAL SITES AND MILEAGE REIMBURSEMENT

Nursing students are required to travel to various clinical sites to complete work for courses during their junior and senior years. With prior authorization from the dean, the SONHI may provide mileage reimbursement for students driving more than 50 miles each way for their clinical experience. Mileage will be based on distance from the University of Portland to the respective clinical site. Students should contact the professional practice lead faculty if they need additional information on this policy. Please note the mileage rate is determined by the IRS and is subject to change.

PROFESSIONAL PRACTICE REQUIREMENTS

Required Supplies

The items in the table below must be purchased prior to beginning NRS 206: Professional Practice: Health Assessment.

<i>Item</i>	<i>Description</i>	<i>Approximate Cost</i>
SONHI professional practice uniform	Two sets, top and bottom, of scrubs and shoes as indicated in the dress code below.	Approximately \$80 for 2 sets of scrubs. Scrubs must be purchased at the UP Bookstore. (Unique special sizing available per student request.)
Stethoscope	Adult size with diaphragm and bell. Single tube preferred.	Approximately \$30 & up; Two options available through the UP Bookstore. Also available at uniform shops.
SONHI identification patch	The patch is worn on the scrub top (see instructions in Appendix J).	\$4.95 per patch, 2 required Available at UP Bookstore.
Wristwatch	Any style of wristwatch that has a second hand.	Varies

Dress Code and Professional Appearance

Students must adhere to SONHI dress code and professional appearance standards when functioning in a professional capacity in all on-campus and off-campus professional experiences. On-campus professional practice includes lab instruction and simulation time in the SONHI SHC and open lab. Students are required to be in the approved SONHI uniform for all professional experiences. Individual off-campus professional practice sites may require further dress code and professional appearance standards beyond those listed in this handbook, which students must adhere to while on site. Students not adhering to the dress code for professional practice will not be admitted into the professional practice setting. Missed experiences for failure to adhere to the dress code may affect a student's ability to pass the course.

Students are required to be meticulous regarding personal hygiene.

- Uniforms, shoes, shoelaces, socks, hair, and skin are all required to be clean and free of odor.
- The use of unscented deodorant and mouthwash is encouraged.
- Fragrances are not to be worn due to potential patient sensitivities and allergies.
- Gum chewing is not allowed in professional practice situations.
- Nails must remain neatly manicured and short (look at your hands with palms facing you, parallel to your eyes – fingernails should not be visible).
 - Smooth and unchipped nail polish (regular, gel, or shellac) is acceptable.
 - Artificial nails, glitter, appliqués, or any other addition that would contribute to a non-smooth nail surface are unacceptable.
- Hair and facial hair must be neat and clean. Students must be able to comply with PPE/appropriate mask fitting per clinical site guidelines. Hair must be pulled back and secured if longer than collar length.
- Jewelry that does not interfere with clinical performance, safety, and infection control is acceptable, and must be kept at a minimum. Unacceptable jewelry includes:
 - Visible, non-stud piercings on ear, face, or body (ex: hoop or dangle earrings)
 - Unplugged gauges
 - Any jewelry that interferes with PPE donning and removal (ex: multiple rings)
- Cover visible tattoos according to clinical site guidelines as needed.

Protective Equipment

- Students will use personal protective equipment (eyewear, masks, gowns, gloves) as prescribed by the policy of the agency to which they are assigned.
- It is generally expected that the agency will provide this equipment for students. If this is not possible, the SONHI will provide such equipment as recommended by the agency's policy.

The SONHI Uniform

The basic uniform consists of scrubs with matching tops and bottoms. Two sets must be purchased from the UP Bookstore. Scrubs must:

- be kept in good repair and not faded;
- be wrinkle-free;
- not be tight-fitting;

- be laundered after each day of client contact to reduce the spread of infection;
- have the SONHI patch applied to the left arm (Appendix J); and
- a plain white, grey or black long or short sleeve T-shirt or tank top may be worn under the scrub top and tucked in.

Socks must be worn while in uniform.

Shoes must be closed-toe and closed-heel. Shoes must:

- have the primary color as black, white, or grey (accent color is acceptable);
- not contain overall prints such as stripes, polka dots, plaid or animal print;
- have flexible soles and low heels (athletic shoes are acceptable); and
- not be canvas or suede.

A dedicated pair of shoes for clinical is recommended.

The SONHI professional practice photo ID badge must always be worn and readily available as part of the uniform. The SONHI will provide the badge to the student at the start of the first professional practice course.

Professional Dress Guidelines (when not in uniform)

Students must clarify with faculty what the dress requirements are for the specific clinical agency setting to which they are assigned. In addition, students must dress professionally and wear their SONHI professional practice photo ID badge in all agency settings at all times.

Students in clinical settings prior to assigned clinical time to gather information in preparation for professional practice care must wear their SONHI clinical photo ID badge. Some agencies require students to wear their complete SONHI uniform and professional practice photo ID badge anytime on site and for professional practice preparation.

Failure to meet professional dress guidelines will result in the student being sent home, resulting in an unexcused absence for missed professional practice experience.

Professional dress includes, but is not limited to:

- Dress pants or khakis (not skintight)
- Tops: short or long-sleeved collared shirt and/or sweater with a professional neckline and length
- Dresses or skirts must be knee length or longer
- Clothing may not be 'see through'
- Closed-toe-shoes

Examples of inappropriate dress for which students will be sent home include, but are not limited to:

- Dresses, blouses, tops, and/or sweaters that do not cover the shoulders or with a revealing neckline
- Shirts and tops with logos, graphics or inappropriate slogans
- Denim jeans (all color), athletic or warm-up suits

- Spandex or stretch pants
- Underwear-style T-shirts
- Shorts
- Sweatshirts
- Flip flops, shower sandals, or Crocs
- Any type of non-religious hat

Professional Practice and Clinical Site Requirements

All BSN students are required to meet specific requirements prior to attending any professional practice course, either on campus at the Elsie Franz-Finley Simulated Health Center (SHC) or at an off-campus clinical site. The first professional practice course is NRS 206: Professional Practice Health Assessment, which is offered in spring of the sophomore year for continuing students and in summer of the sophomore year for transfer students.

There are two levels of requirements:

1. **Professional practice requirements** (Determined by UP SONHI, in accordance with Oregon State Board of Nursing, Oregon Health Authority, and StudentMax Consortium guidelines.)
2. **Clinical site requirements** (Determined by individual clinical sites.)

All professional practice requirement details are available on the [BSN Student Resources Moodle page](#) or as links from that page. A summary of the professional practice requirements is provided in Appendix K. The requirements are subject to change within an academic year.

All clinical site requirement details will be communicated to each student by the SONHI Student Services staff after specific clinical assignments are confirmed.

Cooperation with SONHI processes in meeting deadlines are a required component of nursing education and the professional practice experience. Keeping information current is the student's responsibility. Timely submission of documentation ensures that coordination with professional practice organizations will not be delayed.

Professional practice requirements must be kept current throughout the BSN program, including during academic breaks. Clinical site requirements must be maintained while the student is actively working at that clinical site to complete their assigned rotation. Students are responsible for any costs incurred to complete these requirements.

Each student will be required to create and maintain accounts in ACEMAPP and Complio software per SONHI Student Services staff instructions. These accounts will be used to complete some requirements directly and as a repository for documentation proving requirements have been met. The current status of all requirements can be viewed as an ACEMAPP transcript.

Students who do not complete professional practice requirements by the submission deadline will receive an Academic Warning, will have a hold placed on their student account, will not be allowed to attend professional practice experiences (lab, simulation, or clinical), and may lose their professional practice placement.

Until students meet clinical requirements, they will not be able to participate in the professional practice course's activities or assignments, potentially resulting in an inability to demonstrate the professional practice course outcomes necessary to pass the course. Progression in the program may be delayed.

Criminal History

Evidence of criminal history may not mean automatic removal from the BSN program, and continuation in the program will be determined by the associate dean for academic affairs. Continuation in the BSN program does not guarantee that clinical sites will approve student participation or attendance at their facilities. Some health care agencies require students to complete an additional facility criminal history check, which may include fingerprinting, prior to placement in their particular clinical site.

Students must meet criteria established by state boards of nursing in order to sit for the NCLEX-RN and be licensed as a registered nurse. State boards of nursing criteria include assessment of the individual's past criminal record. A history of specific criminal behaviors may preclude the individual from licensure and is determined by each state's board of nursing. Students with questions regarding their potential eligibility for licensure should contact the associate dean for academic affairs as soon as possible.

GENERAL INFORMATION ABOUT PROFESSIONAL PRACTICE EXPERIENCES

Transportation Requirements

Students are placed at a variety of clinical sites to ensure the broadest range of experiences. The majority of these clinical sites are in the greater Portland metropolitan area.

Professional practice placement decisions are based on fulfilling BSN program requirements, not the individual student's desires, convenience, or transportation limitations. All costs associated with transportation to and from professional practice experiences, including tolls, parking fees, and other costs, are the responsibility of the student.

Students may expect to travel up to an hour and a half each way to some clinical sites. Students traveling to clinical sites over 50 miles one-way (distance calculated starting from the University of Portland campus) will be eligible to receive travel funding or support based on the most current University travel guidelines (see "Mileage Reimbursement").

Students will be required to complete a Driver Safety course prior to entering 300 level nursing courses. See the [BSN Student Resources Moodle page](#) for details.

Preparation for Professional Practice Experiences

Students must be fully prepared for client care in both on-campus and off-campus environments according to the objectives specific to that particular professional practice experience and according to the directions provided by faculty. Students who are not prepared for professional practice as outlined in the "Professional Performance Requirements" (see Appendix B) will be sent home, resulting in an unexcused absence.

Students will be given specific instructions by professional practice instructors for each agency prior to the first clinical day. Students may enter their assigned experience only:

- to prepare for client/population care as arranged by the faculty member. Many professional practice assignments require preparation one day prior to the professional practice experience. Approximately two hours are required at the agency for client selection and assessment;
- at scheduled clinical times;
- when special arrangements are made through the faculty member for entry into a clinical agency to complete course requirements outside of scheduled clinical time; and
- in attire appropriate to the clinical agency and wearing a SONHI professional practice photo ID badge.

Safety Guidelines

The SONHI has a concern and responsibility for the safety of nursing students and clients for whom students provide nursing care. A discussion of personal safety will be included in the orientation to each professional practice course.

Students are encouraged to provide information to professional practice course faculty and the Health and Counseling Center regarding any current health issues that may affect the safety of the student or the client in the clinical setting.

If a student is injured at a clinical site, the student must notify the clinical instructor and complete the appropriate report(s) as designated by the clinical facility. One copy of the report will be sent to the SONHI associate dean for student affairs. The student must also sign the SONHI Exposure/Incident Report that is completed by the clinical faculty, and complete any forms required by the student's personal insurance company.

Students are responsible for their belongings during professional practice. Neither the SONHI, nor the University, are responsible for stolen or damaged items.

Professional Practice Experience Cancellation

Professional practice experiences will be canceled when the University is closed or may be canceled or delayed at the discretion of the clinical faculty. The clinical faculty will verify cancellation by contacting the students by phone and/or email.

If students feel it is unsafe to drive due to inclement weather or other reasons, they are to notify the clinical site and the clinical faculty prior to the start of the scheduled practice experience time. Plans to make up the practice experience due to cancellation will be communicated from the lead faculty of the course and/or the clinical faculty.

OREGON NURSE INTERN AND WASHINGTON NURSE TECHNICIAN LICENSES

The Oregon Nurse Intern (NI) license is available upon completion of Junior spring semester courses (NRS 326, 317, 308, 309). The Washington Nurse Technician (NTEC) license is available for students upon successful completion of the Junior fall semester courses (NRS 325,

316, 306, 307). These licenses allow students to gain additional patient care hours outside of your professional practice requirements.

Information about the Oregon NI license is available in OSBN [Division 41](#). Students may apply for an Oregon NI license through the [OSBN Nurse Portal](#). Oregon NI licenses expire 30 days after the end of every term, meaning the student must re-apply and the SONHI must verify their academic standing each term.

Information about the Washington NTEC license and how to apply is available on the Nursing Care Quality Assurance Commission (NCAQC) [Nursing Technician License webpage](#). Washington NTEC licenses expire on the license holder's birthday. It is the responsibility of the SONHI to inform both the Washington NTEC license holder's employer and NCAQC if a Washington NTEC license holder becomes inactive or is no longer in good academic standing.

All questions related to applying for the Oregon NI license or Washington NTEC license should be directed to the assistant to the associate deans (nesselro@up.edu) or the BSN program director.

APPENDICES

APPENDIX A: BSN STUDENT COMMITMENT TO ACADEMIC INTEGRITY

As a member of the University of Portland community, and as a student entering the nursing profession, behaviors indicative of honesty and integrity are expected and necessary.

“Academic integrity is openness and honesty to all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, imagination, and dissemination of truth, and to the development of the whole person. ***Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others.*** Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity” (see the *University of Portland’s Code of Academic Integrity*).

Examples of violations of academic integrity include, but are not limited to plagiarism, collaborating with others when individual work is required, using unauthorized resources on exams, forgery, and copying or misrepresenting the work of others.

Furthermore, the *Code of Ethics for Nurses*, established by the American Nurses Association, requires nurses to uphold a high level of accountability, self-morality, preservation of the wholeness of character, and personal integrity. In addition, the Oregon Nurse Practice Act requires that the nurse “demonstrate honesty, integrity and professionalism in the practice of nursing” [851-045-0065(1)(c)].

This signed form will be kept on file and in effect for the duration of time the student is enrolled in the University of Portland School of Nursing & Health Innovations’ BSN program. A copy will be available upon request.

Due to the expectations and written requirements of the University, the School of Nursing & Health Innovations, the nursing profession, and the Oregon State Board of Nursing, ***I understand that my behaviors as a student in the University of Portland School of Nursing & Health Innovations’ BSN program must reflect the highest levels of honesty and integrity.*** I understand that breaches in academic integrity will result in disciplinary action up to and including dismissal from the School of Nursing & Health Innovations.

Student Signature

Student Name (printed)

Date

APPENDIX B: PROFESSIONAL PERFORMANCE REQUIREMENTS

Being professional is a critical component of learning in the School of Nursing & Health Innovations. Students represent the nursing profession and the University of Portland School of Nursing & Health Innovations wherever they are, which includes being in the classroom, and on and off-campus professional practice experiences. Students are expected to be professional and provide safe client care (see Behaviors Implying the Presence of Professional Values on the next pages). In order to provide professional and safe client care, students are expected to:

- Be prepared. This means that all required study guides and preparation tools must be completed before the start time. Students who are unprepared for professional practice will be removed from the professional practice agency and sent home. Consistently being unprepared for professional practice will result in failure of the course.
- Provide safe client care. Professional practice is a learning experience where students apply what is learned in class and through preparation provide safe client care. Therefore, students are evaluated on their ability to consistently perform safe client care, which is clearly detailed in the professional practice evaluation tool. Students who are unsafe in professional practice will fail the course.
- Perform at or above professional expectations in all five program outcomes. Each course, professional practice experience, and clinical reasoning seminar across the program of study builds on each other in complexity and performance expectations. Student expectations are clearly outlined in every course with course and or program outcomes.

Faculty will be assessing students throughout courses, midway through and at the end of their professional practice experiences. Students will complete a detailed self-evaluation at the end of the professional practice course, which is to be submitted and discussed with their faculty.

Students are required to demonstrate these professional behaviors and safe practices in all settings throughout the nursing program. Students who demonstrate a need for professional coaching will receive an Academic Professional Plan (APP) about how to improve behaviors and/or practice in the classroom and/or professional practice settings. The APP will remain a part of the student's record throughout the nursing program. An accumulation of three occurrences, or any occurrence that potentially places the client, self, or others in immediate danger, will result in a full review of the student's record by a review panel. Any occurrence or occurrences thereafter will also result in a review. Finally, a faculty member may request a review for a single unsafe/unprofessional occurrence if the faculty member believes the behavior is significant enough to warrant a review.

At times, students may become ill or have an emergency and not be able to attend class or professional practice. Students are expected to contact University of Portland faculty and the professional practice agency before or at the time professional practice starts to receive an excused absence and discuss make-up requirements. Students who need to make up professional practice are expected to do so at their own expense based on several factors (see *School of Nursing & Health Innovations BSN Student Handbook* for details).

Students are expected to be on time and to be dressed in appropriate University of Portland professional practice attire. Students who are inappropriately dressed for professional practice will be sent home (see *School of Nursing & Health Innovations BSN Student Handbook* for details).

Student Signature

Date

Student Name (printed)

Rev. August 2024

Behaviors Implying the Presence of Professional Values

Value: *Altruism* and *Advocacy* - Placing the client's (individuals, families, communities, and populations) welfare first

- Is accessible and prompt in answering clients' requests.
- Prioritizes activities that reflect client's needs.
- Explains treatments and procedures; keeps client well informed.
- Selects appropriate response to clients even if preferring to focus on something else.
- Is responsive and reliable when clients, staff, or faculty identifies needs.

Value: *Professional Socialization* - Commitment to nursing and to nursing department policies

- Is present and willing to learn; complies voluntarily with rules and policies of the nursing department.
- Demonstrates enthusiasm for professional practice; appears to enjoy nursing.
- Looks and acts in a professional manner, i.e., is neat and clean; behaves in a professional way.
- Gives appropriate information to other nurses.
- Completes charts and records as required by facility.

Value: *Collegiality* - Cooperation

- Able to disagree diplomatically.
- Knows when to stop arguing and start helping.
- Accepts the roles of others and works in appropriate capacity in response to others.
- Deals with stress and frustration without taking it out on others.
- Objectively handles conflict with others; tries to see both sides of issues.
- Calls and makes appropriate arrangements if unable to be on time or present for professional practice.
- Pleasant to staff, peers, and faculty.

Values: *Accountability* and *Honesty*- Intellectual and personal integrity

- Readily admits mistakes and oversights, and takes criticism constructively.
- Is forthright with peers, staff and faculty.
- Observes safe techniques even when not being supervised.
- Accepts responsibility for errors and tries to take appropriate corrective action.
- Makes statements that appear to be based on fact and believable; does not provide information of facts unless known to be correct.
- Does own work and does not represent the work of others as being original.
- Is respectful of faculty, staff, peers, and clients.

Behaviors Implying the Absence of Professional Values

Value: *Altruism* and *Advocacy* - Placing the client's welfare first

- Is unreliable in completion of tasks.
- Is difficult to find when needed.
- Elicits hostility from clients and others.

- Displays hostility towards difficult clients.
- Justifies doing things “just for the experience,” without taking client’s needs into consideration.
- Has an approach that is “who is right” not “what is right.”
- Fails to make appropriate arrangements if unable to be on time or present for professional practice.

Value: **Professional Socialization** - Commitment to nursing and to nursing department policies

- Is chronically late or absent.
- Skips professional practice or other obligations if not supervised.
- Passes assignments or tasks to others when possible.
- Is a chronic malcontent and complainer.
- Gives inappropriate information to others.
- Is chronically deficient on upkeep of charts and records.
- Feels existent policies are irrelevant, unimportant, and nonobligatory.

Value: **Collegiality** - Cooperation

- Is argumentative or stubborn.
- Is sullen or arrogant with faculty, peers, staff, and clients.
- Is uncommunicative with staff and faculty.
- Gives hostile responses to frustrating situations.
- Has a passive-aggressive behavior when dissatisfied.

Value: **Accountability** and **Honesty** - Intellectual and personal integrity

- Lies or fabricates data when needed to cover up mistakes and oversights.
- Fails to use safe techniques when not being supervised.
- Blames others for own shortcomings.
- Provides data without appropriate checks for correctness.
- Sneaks away or does not show up if unsupervised.
- Represents the work of others as being original.
- Is disrespectful and rude to faculty, staff, peers, or clients.

References

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Springs, MD: American Nurses Association.

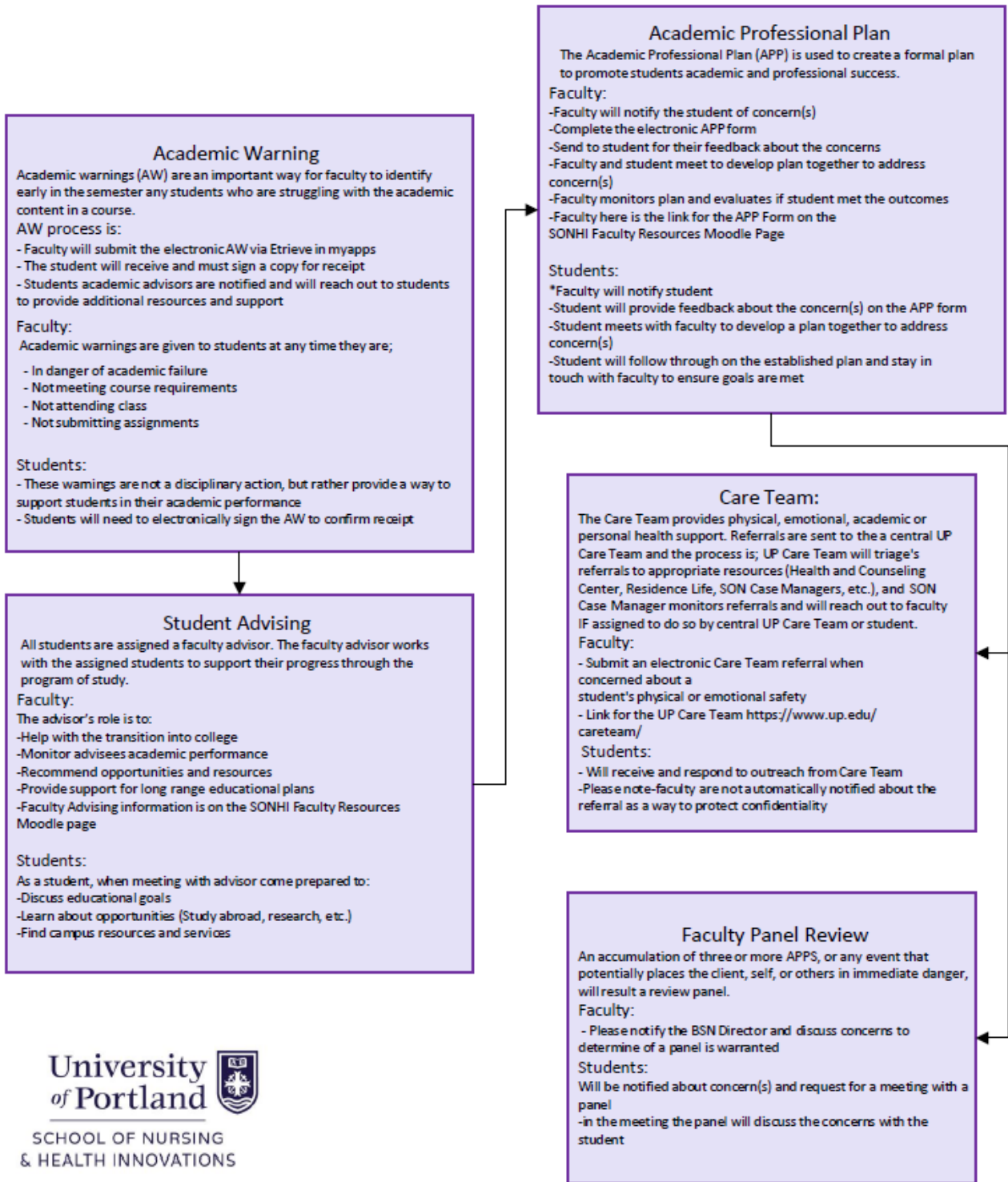
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Baxter, P. & Boblin, S. (2007). The moral development of baccalaureate nursing students: Understanding unethical behaviors in classroom and clinical settings. *Journal of Nursing Education*, 26 (1), 20-27.

Crigger, N. & Godfrey, N. (2011). *The making of nurse professionals: A transformational ethical approach*. Sudbury, MA: Jones and Bartlett.

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APPENDIX C: SUPPORT FOR SONHI STUDENTS



APPENDIX D: UPSONHI TECHNOLOGY POLICY

Purpose

To document the SONHI technology policy for on-campus classroom testing and distance testing requirements.

When Does This Policy Begin?

Students are expected to maintain these requirements throughout their entire enrollment. Academic consequences may result from a failure to meet technology requirements. Repeated instances of failure to meet or maintain technology requirements will be referred to the associate dean for academic affairs.

Audience

All students, school staff, faculty, and visiting professionals that use electronic devices to complete testing assessments in nursing courses.

Definition

BYOT, an acronym for Bring Your Own Technology, refers to any portable, student-owned electronic device used to complete assessments within the SONHI curriculum.

What You Can Use

Each student is required to have a fully functioning computing device for testing.

(Fully functioning includes operating specifics for software functioning, battery life for the duration of the test, high-resolution webcam and microphone.)

Students are also required to have a headset or earbuds for testing, including for exams and/or quizzes *in the classroom*. Under a qualifying circumstance a student may be issued a university owned device for the semester. Students should contact the library if they need access to a university owned device. The SONHI, Academic Technology Services Information Services, and Accessible Education Services work together with students that need specialized access to assistive or adaptive technology.

SONHI students are required to take all course examinations (in the classroom or at a distance based on the requirements set forth in the course syllabus) on their own personal devices. Students must have hardware and software capabilities that meet the testing software requirements of Examplify / ExamSoft.

A device is prohibited in the classroom if it is potentially hazardous to the health of users, staff, or students, or to hardware and software owned by the school.

Equipment Requirements

Approved devices for testing include laptop computers with a keyboard.

Examples of Acceptable Laptop Computers



For testing at home, students may have a desktop computing device with the hardware and software capabilities that meet the testing [software requirements of Examplify](#) / ExamSoft (including webcam, speaker, microphone). Students and exam-takers downloading the test-taking software, Examplify, should review these [Minimum System Requirements \(MSRs\)](#) to ensure their devices are supported. Examplify works with most modern computers, both Mac and Windows operating systems. Please review instructions on the BSN Student Resource Moodle page for use of iPads for exams, as they have different set up and use instructions. **Examplify will not run on Chromebooks, Android, or Linux operating systems.**

Internet Speed and Connectivity

Students that take assessments (quizzes or exams) off-campus (distance), as described in the course syllabus, are required to use their own off-campus high-speed internet service at a **minimal required speed of 3 Mbps upload and 3 Mbps download**. If students do not have off campus Wi-Fi meeting the minimum requirements, they can take the exam on campus using University Wi-Fi.

System Requirements for ExamSoft's Examplify

Windows requirements for Examplify 3.4.6 and greater:

- Operating System: 64-bit versions of Windows 10 and Windows 11.
- Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.
- *If you are using a Microsoft Surface device, **please read this article** for important instructions on Windows 10 and 11 “S mode” versus the standard Windows 10 or 11. S mode is not compatible with Examplify.*
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows certified for use are Windows 10 22H2, Windows 11 21H2, and Windows 11 22H2.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro as detailed above.
- CPU Processor: Non-ARM-based processor supported by your operating system.

- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space.
- For on-site support, and in order to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adaptor.)
- For technical troubleshooting, account passwords including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, upload, and some exam features.
- Exemplify cannot be run within virtualized environments or environments that require a persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

Mac requirements for Exemplify 3.4.6 and greater:

- Big Sur, Monterey, and Ventura
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- Only genuine versions of Mac operating systems are supported.
- CPU: Intel, M1, or M2 processor. Devices using Apple's M1 and M2 processor and Apple Rosetta 2 are supported. [To learn more, click here.](#)
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.
- For on-site support, and in order to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adapter).
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- Exemplify is not compatible with virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.
- Internet connection is required for download, registration, exam download and upload.
- Exemplify is not compatible within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

iPad requirements for Exemplify 4.9:

- Hardware Requirements: iPad 5+, iPad Air 2+, iPad Mini 4+, iPad Pro.
- Operating Systems: iPadOS 14, iPadOS 15, and iPadOS16 (Only officially approved Apple versions of iPadOS are supported).
- 500 MB of free space required to commence an exam.
- iPad must not be modified (e.g. Jailbroken).
- Internet connection for download, registration, exam download and upload.
- *The following requirements apply for exams with ExamID or ExamMonitor enabled:*

- Exemplify version 4.9 or greater
- Hard drive: 2GB or higher available space
- Internet: 2.5 Mbps upload speed

NOT SUPPORTED - PLEASE NOTE: Virtual operating systems, such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion, or any other virtual environments.

Headsets

- Corded acceptable.
- Bluetooth acceptable.

Privacy Screen Filter (optional)

- Many options exist, please select one useable on your personal device.

Software

Exemplify

- All SONHI students will be required to download and install Exemplify.
- Exemplify from ExamSoft is an offline testing platform that provides students with a secure and stable exam environment.
- All students will be provided credentials to download and install this software during the first week of class.

When in Doubt, Ask

Contact the UP Help Desk right away and ask if you are unsure about a resource, network, app, or any related device use. We want you to benefit academically from the use of your device without damaging your device or being unable to access SONHI utilized software applications. When in doubt, ask.

Help Desk:

Location: Buckley Center 106

Phone: 503.943.7000

Email: help@up.edu

Hours: Monday to Friday 7:30am - 5:00pm

Viruses & Malware

Device security is the responsibility of the owner. Any device that threatens the security of your device or the software and hardware around you needs to be turned off and corrected.

Other Risks

Device theft, password security, damage from environment hazards and dropping, and interference from nearby devices are your responsibility to prevent, recognize, and/or correct.

Jurisdiction

This policy applies to on-campus SONHI and off-campus testing assignments in pursuit of completing school assessments and/or documented curriculum in a given content area.

Digital Citizenship

One definition of digital citizenship is “the self-monitored habits that sustain and improve the digital communities you enjoy or depend on ([Digital Citizenship website](#)).” Keep this in mind every time you send a text, update a social media profile, share a selfie, or recommend a resource to a friend, at school. Your digital actions and behavior are not only permanent, but deeply impact those around you, even if it’s not always immediately apparent how. The guide for digital citizenship behavior can be found on the [American Nurses Association’s social media resources webpage](#).

Training

Training is not provided for use of individual devices, apps, or platforms. One of the goals of this policy is for you to use a device that you are accustomed to using under a variety of circumstances. Training is provided on use of all required application programs in the SONHI testing programs.

Bad Decisions

Any device used outside of the documented curriculum goals of a given classroom is prohibited, and in some cases punishable by law. Disrespectful communication, cyberbullying, spamming, sexting, copyright infringement, trolling, circumventing university filters or related device monitoring, and other abuses of technology will be documented, possibly leading to the loss of student on-line testing privileges, and enforcement by relevant law enforcement agencies.

Your Rights

- You have the right to a safe and intellectual learning environment.
- You have the right to understand policies, rules, and other “school stuff” that is either vague or unclear.
- You have a choice to follow the above guidelines, or to not follow the above guidelines.
- You have the choice to make good decisions, or not, to find “holes” in our policy or not, and to demonstrate digital citizenship or not. Integrity is what you do when no one’s looking and showing the integrity you have inside of you is also your choice.
- When you struggle making good decisions, we will respond in support of you, your peers, and the overall integrity of the learning in the SONHI and university.
- Learning is a right, but due to the extraordinary potential of a connected device, technology is not.

Staff Training

Staff will receive training to help them educate students on the purpose, logistics, and enforcement of this device policy.

Supporting Documents

Student Code of Conduct, curriculum, and other relevant legal documents (e.g. SONHI student handbook documents) will be updated to reflect our computing device approach.

APPENDIX E: STANDARD PRECAUTIONS/BLOODBORNE PATHOGENS GUIDELINES

Introduction

Occupational transmission of bloodborne pathogens, including human immunodeficiency virus (HIV), Hepatitis B virus (HBV), and Tuberculosis have been documented among health care workers. Students in health care settings are at risk for exposure to HIV, HBV, and Tuberculosis. Use of Standard Precautions, appropriate immunization, and annual PPD screening have been shown to reduce the risk of transmission, infection, subsequent illness from bloodborne pathogens and early detection of transmittable infectious diseases. These guidelines outline steps for risk management and exposure control for University of Portland nursing students. Standards set by the Occupational Safety and Health Administration (OSHA); the Centers for Disease Control (CDC); and guidelines published by the American Nurses Association (ANA) are used as the basis of these guidelines.

Students are not considered to be employees of the health care facilities in which they have clinical. As such, students are not covered by OSHA rules that govern employees. Thus, costs associated with exposure control of bloodborne pathogens are the responsibility of the student.

Definition of Terms

- **Blood**: human blood, human blood components, and products made from human blood. Human blood components include plasma, platelets, and serosanguineous fluids (e.g., exudates from wounds). Also included are medications derived from blood, such as immune globulins, albumin, and factors 8 and 9.
- **Bloodborne** pathogens: pathogenic microorganisms present in human blood that can cause disease in humans and can infect and cause disease in persons who are exposed to blood containing the pathogen. These include, but are not limited to, Hepatitis B virus (HBV), and human immunodeficiency virus (HIV). NOTE: According to the CDC, Hepatitis C virus (HCV) is the most common chronic bloodborne infection in the United States.
- **Body fluids**: blood, vomitus, urine, feces, respiratory secretions, drainage from cuts and scrapes, saliva, semen, vaginal secretions, and other body fluids, tissues, and organs.
- **Clinical agency**: the person or entity that operates a clinical setting in which students gain clinical experience.
- **Professional practice experience**: an experience providing or supervising clinical services as part of a student's University coursework. The term does not include the provision of clinical services as a volunteer, agent, or employee of a health care provider on the student's own time.
- **Contaminated**: having the presence or the reasonably anticipated presence of blood or other potentially infectious materials on any item or surface.
- **Exposure control plan**: the exposure control plan in effect for the University, as the same may be modified from time to time.
- **Exposure incident**: a specific eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of a student's duties. "Non-intact skin" includes skin with dermatitis, hangnails, cuts, abrasions, chafing, acne, etc.

- Exposure-prone procedures: procedures in which the caregiver would be exposed to body fluids in the absence of personal protective equipment including, but not limited to, invasive surgical and medical procedures.
- Other potentially infectious materials: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva, any bodily fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids.
- Parenteral: piercing mucous membranes or the skin barrier through needle-sticks, human bites, and abrasions.
- Personal Protective Equipment (PPE): specialized clothing or equipment worn by students for protection against a hazard.
- Purified Protein Derivative (PPD): Purified Protein Derivative injected intradermally to screen for exposure to Tuberculosis.
- Standard Precautions: Standard Precautions are used for all patient care. They're based on a risk assessment and make use of common sense practices and personal protective equipment use that protect health care providers from infection and prevent the spread of infection from patient to patient.
- Universal Precautions: all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, HCV and other bloodborne pathogens, regardless of the perceived "low risk" status of a patient or patient population.

Risk of Exposure

Students in the SONHI SHC and in all professional practice settings are at risk for infection. Professional practice settings include:

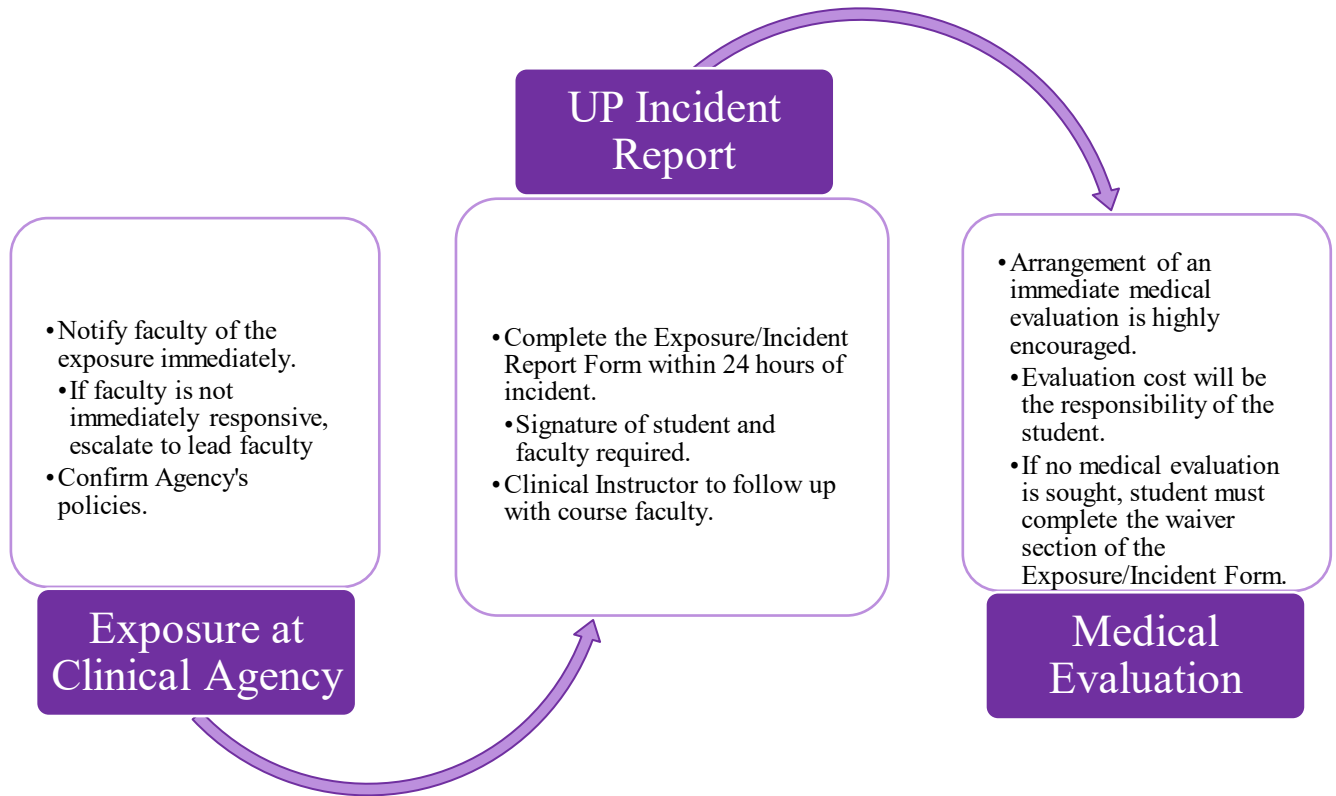
- Hospitals and long-term care: where students provide surgical and medical treatments, including, but not limited to, assisting in surgery, wound care, parenteral administration of medications, tube feedings, and catheter care.
- Hospice and home health: where students provide medical treatments including, but not limited to, wound care, parenteral administration of medications, tube feedings, and catheter care.
- Health care clinics: where students provide outpatient care services that may include intramuscular or subcutaneous injections and care of minor wounds.
- Community settings: where students engage in case management and health education/promotion in the community environment.

Practice Controls

- Nursing students will use Standard Precautions at all times both in on-campus and off-campus clinicals. Personal protective equipment will be worn when there is a risk of exposure to bloodborne pathogens and other hazards. The SONHI will provide personal protective equipment for use in the SONHI SHC.
- The University Campus Safety office provides management and disposal of contaminated materials and sharps. Students in on-campus clinicals will use Standard Precautions in preparing contaminated materials for disposal. Properly labeled and secured sharps containers and disposal bags are provided in the SONHI SHC.
- Students will follow the specific policy and procedures for handling infectious materials established by a clinical agency.

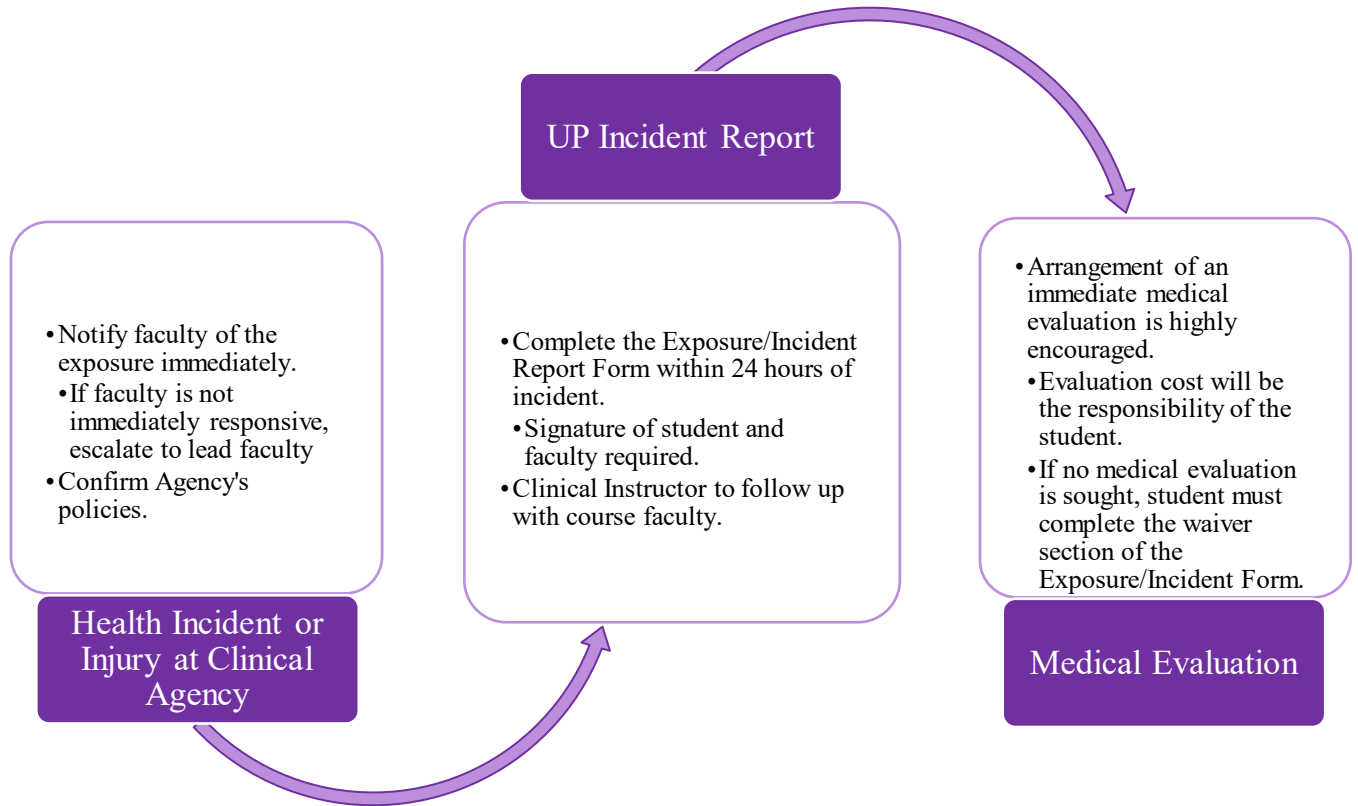
- Students will follow clinical agency procedures for management and follow-up care in the event of an exposure incident in the clinical setting. Special conditions or responsibilities may be delineated in the contract signed by the University and the clinical agency.
- If a clinical agency does not have a policy related to bloodborne pathogens, students will adhere to the University of Portland SONHI guidelines.

APPENDIX F: BLOODBORNE PATHOGEN POST EXPOSURE MANAGEMENT



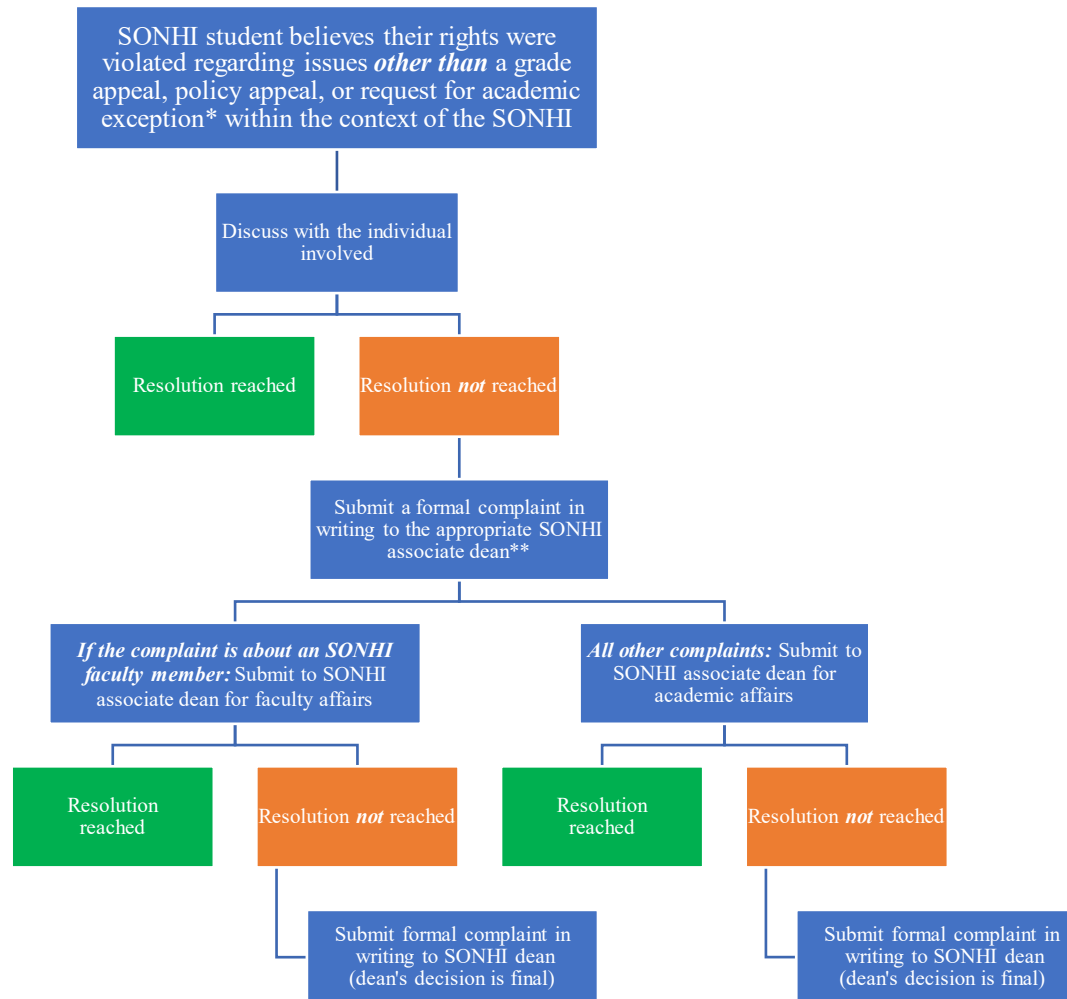
*If an exposed student is pregnant and in the first or second trimester, the student must be informed by the clinical instructor of the right under state law to request mandatory testing of the source individual.

APPENDIX G: NON-BLOODBORNE INCIDENT MANAGEMENT



At the completion of the electronic form, all parties will have a signed copy of the Exposure/Incident Report. The dean's office maintains a copy of the form and sends the original to the environmental health and safety officer in Human Resources.

APPENDIX H: OVERVIEW OF SONHI STUDENT COMPLAINT PROCEDURE

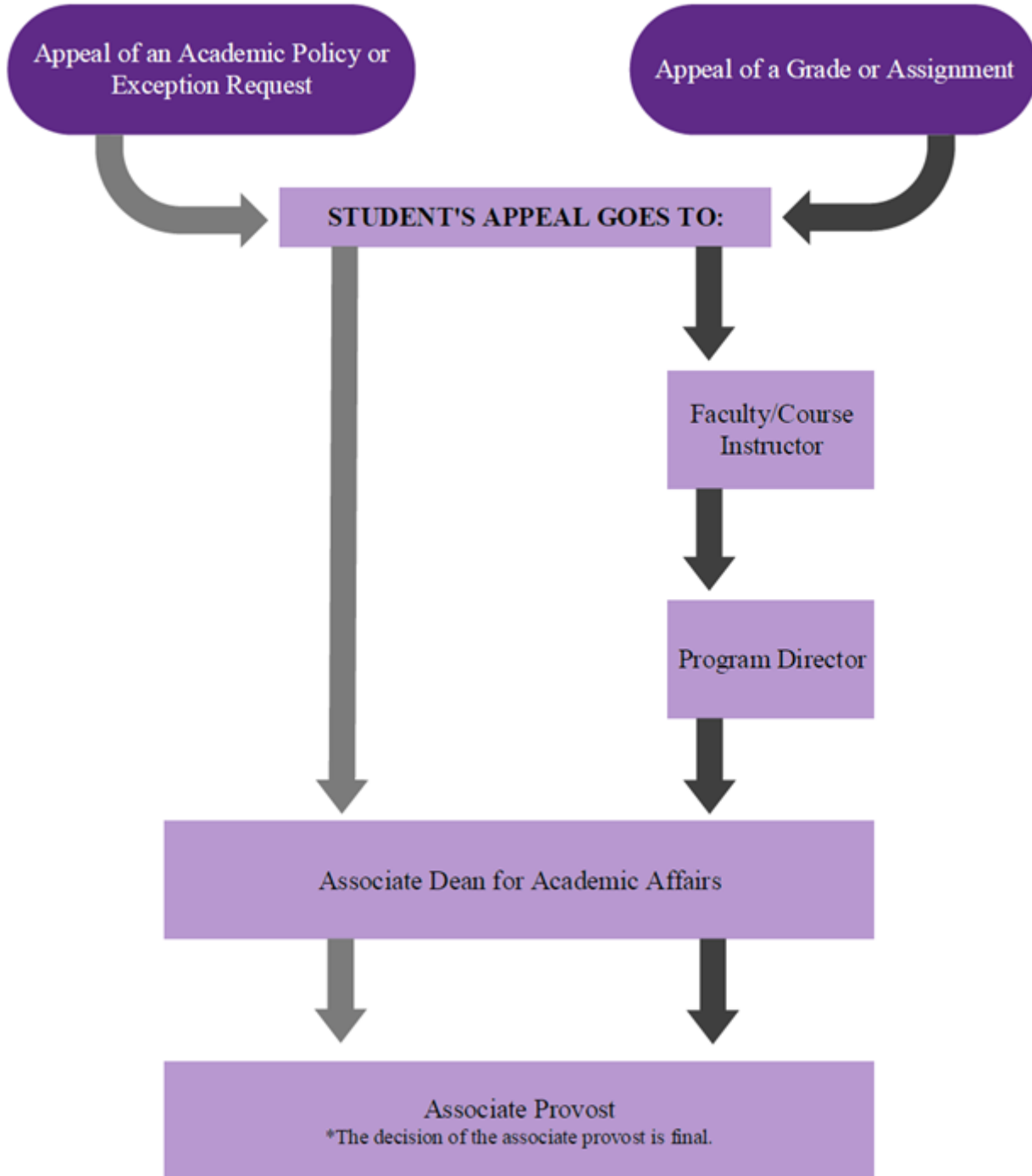


*Please see the “Grade Appeals, Policy Appeals, and Requests for Exception” section and Appendix D of this handbook.

**Formal complaints about an SONHI associate dean may be submitted directly to the SONHI dean.

APPENDIX I: APPEAL PROCESS FLOW CHART

Appeals must be submitted using the SONHI Appeal Process form within 5 days of the grade posting.



APPENDIX J: HOW TO ATTACH THE SCHOOL OF NURSING & HEALTH INNOVATIONS PATCH

PURPLE SCRUB TOP

Iron the School of Nursing & Health Innovations patch on the left shoulder of **ALL** scrub tops. Secure with same color thread as the border. Patch should be placed an equal distance between the shoulder seam and the bottom of the sleeve. If the scrub top does not have a shoulder seam, the patch should be placed an equal distance between the top of the shoulder and the bottom of the sleeve.



APPENDIX K: PROFESSIONAL PRACTICE REQUIREMENTS SUMMARY

See the [BSN Student Resources Moodle page](#) for details on how to fulfill each requirement.

***Exemptions:** MMR, Hep B, Tdap, and Varicella vaccinations will be deemed exempt if the student is allergic to the vaccination. Documentation of this allergy from a healthcare provider is required and may impact professional practice placements and necessitate additional precautions. Some students may also be exempt from Covid and Influenza vaccinations.*

Work With Your Health Care Provider to Complete These

✓	<i>Requirement</i>	<i>Requirement Details</i>	<i>Frequency</i>	<i>Upload to</i>
	Tdap Diphtheria/Tetanus/Pertussis	Tdap on/after 11th birthday AND if more than 10 years old, a Tdap or Td booster	Every 10 years	Complio
	MMR Measles, Mumps, Rubella	Two doses MMR ≥ 28 days apart OR proof of immunity to all three	one-time	Complio
	Varicella (Chickenpox)	Two doses of vaccine ≥ 28 days apart OR proof of immunity	one-time	Complio
	Hepatitis B	One full vaccine series OR proof of immunity	one-time	Complio
	Tuberculosis (TB)	Proof of TB test *site specific requirements may require annual test	one-time*	Complio

Vaccinations recommended but not required per Oregon Health Authority				
	Covid	Follow site-specific guidelines for Covid and/or Covid declination	one-time	ACEMAPP
	Influenza	Follow site-specific guidelines for Influenza and/or Influenza declination	annually	ACEMAPP

Work On Your Own to Complete These

<input checked="" type="checkbox"/>	<i>Requirement</i>	<i>Requirement Details</i>	<i>Frequency</i>	<i>Upload to</i>
	Activate ACEMAPP and Complio	Access is provided through SONHI Student Services team by Sophomore year	one-time	n/a
	Background Check	Results are automatically uploaded when ordered through Complio. <ul style="list-style-type: none"> Once your Complio account is activated and approved your background check will automatically be submitted. 	one-time	n/a
	Drug screening	Results are automatically uploaded when ordered through Complio. <ul style="list-style-type: none"> Once your Complio account is activated and approved, Complio will email instructions on how to obtain your screening. Failure to follow CCE / Complio instructions may result in additional charges for the student. 	one-time	n/a
	Proof of health insurance coverage	Insurance card showing coverage (front and back).	annually	Complio

✓	<i>Requirement</i>	<i>Requirement Details</i>	<i>Frequency</i>	<i>Upload to</i>
	CPR BLS Certification	CPR for Basic Life Support of Healthcare Provider <ul style="list-style-type: none"> • This certification can only be obtained through an American Heart Association approved BLS provider. • Only the in-person classroom option fulfills this requirement. • Blended learning courses are not an option. Required by end of Sophomore Year	every two years	Complio
	Tuberculosis (TB)	Complete TB 101 Module directly in ACEMAPP	one-time	n/a
	Online assessments <ul style="list-style-type: none"> • OSHA Recommended Safety Guidelines • Bloodborne Pathogens (OSHA) • Infection Prevention Practices • TB Risk Assessment 	Complete directly in ACEMAPP.	one-time	n/a
	<ul style="list-style-type: none"> • Site-specific privacy and confidentiality practices • Site-specific orientation 	Complete directly in ACEMAPP as part of site onboarding.	each rotation	
	BSN Student Statements <ul style="list-style-type: none"> • Professional Performance Requirements • Personal Identification Information Sharing 	Read and sign directly in ACEMAPP.	one-time	ACEMAPP

☑	<i>Requirement</i>	<i>Requirement Details</i>	<i>Frequency</i>	<i>Upload to</i>
	Upload Official Photo ID	Driver's License OR Passport OR Military ID OR state ID	one-time	ACEMAPP
	Complete Driver Safety Training	Complete on Moodle per University Campus Safety.	one-time	n/a

Updated August 2024

