Good Samaritan School of Nursing

Master of Science in Nursing (MSN)

Student Manual

2022 - 2023

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* Updates to the MSN Student Manual may periodically be made and will take precedence. Students will be notified via email of relevant updates, and the updated manual will be posted in MSN Central.

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Preface

Linfield University is an equal opportunity employer in faculty and staff recruitment and hiring. Linfield University and Linfield Good Samaritan School of Nursing do not discriminate based on race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, marital status, veteran status, or membership in any other protected classification in its educational programs, admission, activities, or employment policies. Reasonable accommodation will be made for students with disabilities.

Reasonable Accommodations are based on the impact of one's disability and determined on a case-by-case basis.
Examples of reasonable accommodations* include:
1. Extended Testing Time -- Students who qualify for this service are allowed 150% - 200% of the time normally allowed.
2. Reduced Distraction for Exams -- A quiet room to take tests/exams is provided through LSS.
3. Peer Note-Taking -- A student in the same class that note-taking is needed is hired by LSS to provide copies of their notes.
4. E-text -- Some students may require textbooks in an alternate format. E-text allows students to manipulate text and can be read by an electronic reader.

*Disclaimer: The list above is not all-inclusive but is intended to give you an idea of the types of accommodations available.

Linfield University is regionally accredited by the Northwest Commission on Colleges and Universities. The master's degree program in nursing at Linfield University is accredited by the Commission on Collegiate Nursing Education and approved by the Oregon State Board of Nursing.

On February 20, 2014 the Oregon State Board of Nursing (OSBN) granted Linfield Good Samaritan School of Nursing full approval for the maximum term possible and awarded the School several commendations. (*See*, Oregon State Board of Nursing website: https://www.oregon.gov/osbn)

Chapter I: Curriculum

Overview of the Linfield Good Samaritan School of Nursing

The Linfield University Good Samaritan School of Nursing provides a quality education derived from a liberal arts foundation, learning theories, and evidence-based nursing practice, supplemented by content from other disciplines. The Good Samaritan School of Nursing prepares graduates to act as providers of direct and indirect care, designers/coordinators/ managers of care, and leaders of the nursing profession to meet the health needs of multidimensional individuals and families, groups, communities, and populations in a diverse and multicultural society. Analytical, critical, and creative thinking, as well as intuitive processes are developed as a basis for independent and collaborative decision making in the application of clinical judgment. The curriculum is designed to expose the student to a variety of factors that contribute to the development of a professional worldview. Among these factors are an awareness of the historical and legal context of nursing, diverse professional and cultural values, social issues, and ethical concepts. Graduates are expected to be accountable for their own practice of nursing and delegated nursing care, as well as provide leadership in implementing changes necessary to meet the health needs of a complex and evolving society.

Vision/Mission/Philosophy Statement

Approved: 04/06/2009, Reviewed: 05/19/2019

Vision: Linfield Good Samaritan School of Nursing educates professional nurses for health stewardship of the complex global society.

Mission: The mission of Linfield Good Samaritan School of Nursing is to create an inclusive community of learning grounded in the liberal arts values of social justice and life-long learning. The program prepares caring nurses who are committed to the profession and responsive to the needs of the global community in an ever-changing healthcare environment. Evidence based practice and research guide student learning within a culture that promotes professional excellence and scholarship.

Philosophy: We believe that healthcare is a fundamental right that takes place within and among diverse and intersecting communities. Our diverse and inclusive learning environment fosters a commitment to social justice. Respect for multiple perspectives guides students and faculty to provide effective intercultural care, contribute to local and global efforts to eliminate health disparities, and advocate for vulnerable populations. Understanding that health and illness result from complex interrelated factors, nurses assume a leadership role in creating healthy communities by promoting health and healing, preventing disease, and influencing healthcare policy. Nurses

develop collaborative partnerships with clients, healthcare providers, and other stakeholders to achieve healthcare goals in a variety of settings.

Consistent with the foundational education principles of Linfield University, the Good Samaritan School of Nursing promotes integrated learning, global and multicultural awareness, and experiential learning that foster reflective practice essential for professional nurses in the 21st century. We believe that learner centered education is best achieved within a supportive community that values individual learning styles and builds on previous knowledge and practical experience. Our curriculum is designed to facilitate the development of theory acquisition, clinical skill development, and socialization into the profession of nursing. The Linfield Good Samaritan School of Nursing Theoretical Model for Community-Based Nursing Education provides a visual organizational structure for the curriculum.

Master of Science in Nursing: Leadership in Healthcare Ecosystems

Overview: The Leadership in Healthcare Ecosystems MSN prepares nurses to engage as a leader in promoting an ecological view of the dynamic relationships between healthcare systems, the environment, and individuals, communities, and populations.

Leadership in Healthcare Ecosystems is an emerging field in systems relationships characterized by interprofessionalism, public engagement, and systemic thinking linking ecological and social phenomena. The program integrates diverse methods of inquiry to promote a socially equitable process of learning to enhance the health and wellbeing through analysis of social, ecological, and financial interactions.

As the global community evolves towards greater interconnectedness, the healthcare ecosystem evolves towards increasing complexity. Innovative healthcare for the future will require profound changes at operational and strategic levels to address the evolving and diverse issues at the health-environment-society interface. Nurses are uniquely poised to promote a holistic and ecocentric perspective of health that integrates the ecological, social, and health sciences with the humanities and economics. The leaders of healthcare transformation will have to re-envision finance, technology, and the use of analytics to understand and improve health outcomes. Drawing upon multiple types of knowledge, including those of relevance to practice and policy, the Healthcare Ecosystems Leader facilitates informed pathways in protecting and promoting health and reducing health inequities.

This program will advance nursing practice to address the challenges of current and future human health while advocating for a sustainable and just healthcare and global ecosystem.

Program Description: The MSN in Leadership in Healthcare Ecosystems is a rigorous but flexible program designed for the working BSN-prepared registered nurse. The accelerated program consists of eight core courses (32 credit hours) divided into four

10-week terms that provides a foundation for pursuing numerous options for advancement in nursing. Offered in an all-online format, this program allows students to be successful while balancing work and academics with scheduled breaks for holidays.

Program Learning Outcomes:

1. Analyze healthcare ecosystems
2. Integrate nursing and interdisciplinary sciences to transform current systems
3. Advance nursing practice through policy changes, advocacy strategies, and use of technology.
4. Demonstrate nursing leadership in the synthesis of health determinants in ecosystems toward improving human health.

Program Standards and Guidelines: The MSN Program uses the following professional nursing standards and guidelines:

- AACN-The Essentials of Master's Education in Nursing (2011), which can be found at the following website: https://www.aacnnursing.org/Education-Resources/AACN-Essentials
- ANA Code of Ethics for Nurses with Interpretive Statements that describes the ethical obligations and duties of professional nurses and nursing students. It can be found at the following website: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/.
- ANA Standards of Practice
- OSBN Nurse Practice Act, which can be found at the following website: https://www.oregon.gov/osbn/Pages/laws-rules.aspx

Curriculum

- NURS 500: Nursing and the Healthcare Ecosystem, 4 credits. (Prerequisite: Admission to the Master of Science in Nursing Program.)
- NURS 501: Policy Advocacy and Social Justice, 4 credits. (Prerequisite: NURS 500)
- NURS 510: Health Care Finance and Business Concepts, 4 credits. Prerequisite: NURS 500)
- NURS 511: Leading through Change, 4 credits. (Prerequisite: NURS 500)
- NURS 520: Emerging Healthcare Trends in Wellness and Chronic Conditions, 4 credits. (Prerequisite: NURS 500)
- NURS 521: Informatics and Healthcare Technology, 4 credits. (Prerequisite: NURS 500)
- NURS 530: Health Implications of the Dynamic Environment, 4 credits. (Prerequisite: NURS 500)
- NURS 531: Integrated Practicum, 4 credits. (Prerequisite: NURS 500, 501, 510, 511, 520, 521, 530 [may be corequisite].)

Discussion Board Overview

In our asynchronous program, the Discussion Boards serve as the "classrooms" for online learning and provide the opportunity for dialogue among class members related to the course content. As with classroom discussions, the online discussion boards help build community among the students and instructors. In graduate level adult education, students are self-learners. They initiate and collaborate with each other in the discussion and faculty guide the online sessions with topical questions or prompts. Discussion Boards provide opportunities to articulate and defend positions, demonstrate understanding and analysis of course content, discuss and share differing points of view, hone critical thinking, and create in-depth reflective responses.

Each MSN course may vary in how the Discussion Boards are utilized, scheduled, formatted, referenced, and evaluated. Expected due dates for discussion postings must be followed. Discussion Boards are not assignments that can be delayed or "turned in late" as they are meant to provide the collaborative and critical dialogue so important in graduate education. The expectations regarding due dates for posting and replying to peers' postings will be specified by the course faculty. Plan ahead- if you are working or have other responsibilities when postings are due, complete your postings early. Always be sure you know the expectations for each course's Discussion Board activities and contact the faculty if you are unsure about the expectations for your postings**.**

Practicum

All graduates of a master's nursing program must have supervised practicum experiences, which are sufficient to demonstrate mastery of the MSN Essentials. The primary goals of practicum learning experiences are the opportunities to:
• Lead change to improve quality care outcomes,
• Advance a culture of excellence through lifelong learning
• Build and lead collaborative interprofessional care teams,
• Navigate and integrate care services across the healthcare system,
• Design innovative nursing practices, and
• Translate evidence into practice.

Mastery in nursing practice is acquired by the student through a series of applied and/or experiential learning experiences designed to allow the learner to integrate cognitive learning with the affective and psychomotor domains of nursing practice. The practicum experiences allow the learner to experiment and acquire competence with new knowledge and skills. These experiences provide the opportunity for delivery of services or programs of wide diversity and focus and may occur in multiple settings

including hospitals, community settings, public health departments, primary care practice offices, integrated health care systems, and an array of other settings. These learning opportunities may also include experiences in business, industries, and with disciplines that are recognized as innovators in safety, quality, finance, management, or technology.

Development of mastery is facilitated through experiences to master system assessment and intervention skills which require an understanding of organizational dynamics. Most often, the immersion experience occurs toward the end of the program as a culminating synthesis experience for the program. In some instances, the master's student may engage in a practicum experience at the student's employing agency. This arrangement requires a systematic assessment of that setting's ability to allow the student to engage in new activities, framed by the learning objectives of the program, and overseen or supervised by a mentor/preceptor or faculty member. This type of learning experience will be designed to assist the learner to acquire master's-degree nursing knowledge and practice master's-degree roles.

Supervised practicum experiences need to be verified and documented. One example of such documentation is the use of a professional portfolio. (*Previous content adapted from AACN MSN Essentials, 2011, p. 29-30.)

In the Linfield MSN program, practicum experiences will consist of a variety of experiential learning activities. These experiences are approved, coordinated, and evaluated by the faculty. You are encouraged to utilize informal mentors who are nurses, faculty, or other healthcare professionals that can contribute ideas or guidance related to your practicum project plan. For MSN leadership students, practicum hours do not include direct care contact with patients. Any "active" work on developing plans/projects can be considered part of the "hours". You should plan to complete at least 100 hours (~10 hrs/week) in the final NURS 531 Integrated Practicum course. In a few other courses, practicum hours are included as a part of specific assignments.

For our MSN Program:

• In NURS 511 (Leading through Change)- students do 30 of practicum hours by doing a type of "change project".
• In NURS 530 (Health Implications of the Dynamic Environment)- students do 30 hours by engaging in a formal risk assessment and evaluation of a facility.
• In NURS 531 (Integrated Practicum- students develop a practicum plan that pulls together major aspects of entire program coursework = 100-200 hours.

*American Association of Colleges of Nursing (AACN). 2011. The Essentials of Master's Education in Nursing. https://www.aacnnursing.org/Education-Resources/AACN-Essentials

Examples of Practicum or Experiential Learning Activities. These are broad ideas or examples of types of activities that may be considered appropriate for the NURS 531 course; this is not an exclusive or complete list. You will need to check with course instructors for further guidance or if you have questions regarding practicum activities.

Reminder: These activities can be done in your employment setting but cannot be done as a part of your regular, paid, nursing position.

• Advocate for vulnerable populations through presentations or practice (e.g. volunteer, mission work)
• Appraise literature and other evidence for practicum comprehensive plan
• Assessment / justification of program / staffing
• Assessment of individual or group leadership
• Attend / present at quality improvement meetings
• Attend conference or workshop related to EBP and/or science/theory of nursing
• Attend organizational meetings to develop and evaluate care delivery approaches to improve outcomes
• Collect, analyze, or evaluate epidemiological, biostatistical, or environmental data
• Conceptualize context or facilitation issues related to a proposed or actual practice change
• Conceptualize patient care problem or intervention
• Conceptualize scope and focus of a clinical problem prior to seeking evidence
• Construct or analyze health policy proposal
• Consult with a local, state, or federal representative to discuss bills related to nursing practice
• Consult with expert to advance nursing practice
• Demonstrate advanced levels of systems thinking, and accountability to design, deliver, and evaluate evidence-based care
• Design / implement processes to evaluate practice outcomes
• Design evidence-based interventions
• Design or work to implement web-accessible training material
• Design, direct, and evaluate improvement projects
• Design, implement, and/or evaluate therapeutic interventions for clinical practice
• Develop a concept map related to clinical study of interest
• Develop a systematic process for developing and addressing needs
• Develop or evaluate practice setting improvement projects
• Develop practice guidelines or policies based on evidence

- Develop/evaluate new practice approaches through clinical setting investigation
- Development of job descriptions and hiring of staff
- Disseminate findings of practicum comprehensive plan or quality improvement project(s)
- Disseminate products from academic courses (poster/speech)
- Educate others regarding nursing, health policy, and patient care outcomes
- Engage in activities designed to improve informatics skills
- Engage in data extraction/informatics activities
- Engage in policy development, legal bill preparation, and presentation of information
- Enhance clinical practice through application of MSN education program learning
- Evaluate background sources for prevention or treatment guidelines
- Evaluate concepts related to population health in delivery of healthcare services
- Evaluate consumer health information sources
- Evaluate environmental justice dimensions to population health
- Evaluate health care technology
- Evaluate web-accessible training material
- Function as advance nursing practice expert in collaborative projects
- Guide, mentor, and support others to achieve excellence in nursing practice
- Identify need for practice-related improvement projects
- Identify or apply ecosystem concepts to healthcare organizations
- Integrate new practice approach to care
- Learn or apply new skills appropriate to nursing leadership
- Meet with elected official for review of health policy
- Monitoring and evaluating process changes
- Participate as a member or lead an interprofessional or intraprofessional team in the analysis and evaluation of nursing practice issues.
- Participate as a member or lead an interprofessional or intraprofessional team in the analysis and evaluation of organization issues
- Participate in a quality improvement project
- Participate in activities demonstrating nursing leadership role
- Participate in analyzing the cost-effectiveness of care approaches accounting for risk and outcomes
- Participate in awareness and management of ethical dilemma
- Participate in data analysis, data collection, or dissemination of findings
- Participate in developing, reviewing, and/or monitoring budgets
- Participate in health information technology evaluation
- Participate or lead in committee work at institutional, state, national, and/or international level
- Present a practicum comprehensive plan or quality improvement project or

- Present MSN-related topic at conference/workshop/agency forums
- Process improvement / problem solving
- Produce educational materials related to healthcare
- Promote sensitivity to diverse organizational cultures and populations
- Provide testimony for health policy
- Review available research/evidence to support area of practicum comprehensive plan
- Search/Review/evaluate EBP material (e.g., web, print) (Research critique)
- Staff development
- Supervision and evaluation of staff
- Use IT to identify gaps in evidence for practice
- Use nursing theory to evaluate outcome(s)
- Utilize EBP to improve patient outcomes through change and/or intervention (e.g. policy development and/or process improvement)
- Work as a member of an interprofessional team to enhance patient care outcomes
- Work with professionals outside of nursing in development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products
- Write scholarly document (project paper, manuscript, executive summary, management guidelines)

Chapter II: Organizational Structure and Student Involvement

Organizational Structure

The **Dean of Nursing**: chief academic officer of Linfield Good Samaritan School of Nursing and provides vision and leadership while representing the interests of the School of Nursing. The Dean of Nursing assures the orientation, supervision, and evaluation of Nurse Educator Associates through delegation of appropriate faculty.

The **Associate Dean of Nursing** collaborates with the Dean of Nursing and Associate Dean of Clinical Education in the administration of the Good Samaritan School of Nursing. The Associate Dean of Nursing serves as the Search Committee Chair for faculty positions.

The **Associate Dean of Clinical Education** collaborates with the Dean of Nursing and the Associate Dean of Nursing in the administration of the Good Samaritan School of Nursing. Additionally, provides oversight for clinical education and works in association with program directors, clinical course coordinators, simulation coordinators, CFC, and ELC Manager to facilitate clinical experiences for students.

The **Director of Nursing Academic Operations** assists the Dean, Associate Deans, and Program Directors to oversee the implementation of policies, procedures, and strategic communications.

The **Experiential Learning Center (ELC) Manager** is responsible for the operations of the Experiential Learning Center (nursing labs), with the assistance of the ELC staff and collaboration with Clinical Course Coordinators and the Simulation Coordinator.

The **Assistant to the Dean** and **Administrative Assistant** assist faculty, staff, and students, along with handling a variety of administrative projects.

Faculty members are the students' primary resource for learning activities and should be the first point of contact. Students should check with professors about preferences for communication and their timeline for response.

Program Directors are responsible for overall leadership, development, direction, evaluation, and administration of assigned aspects of the nursing program, and for ensuring the program is in compliance with all standards and regulations.

Academic Advisors collaborate with students to facilitate admission, matriculation, registration, orientation, and engagement across programs and the Linfield community. To foster holistic advising, the academic advisor, program directors, faculty advisors and faculty work with students to support their academic plan and provide referrals to student services as needed.

Student Representation of Committee and Councils

For each MSN cohort, students are invited to serve as a representative of all MSN students and to participate in MSN Program meetings. This student serves as a conduit to bring forward topics of interest or concern from MSN students and to relay program-related information to MSN peers. MSN faculty members serve on other Good Samaritan School of Nursing committees and bring forward MSN student topics to relevant committees (see list below).

Student Policy and Progression Committee: recommends policies and standards; reviews factors relating to the recruitment, advising, selection, admission, advanced placement, retention, dismissal, progression, readmission, transfer, honors, and graduation of nursing students.

Curriculum Committee: develops and implements curricular policies as directed by the Good Samaritan School of Nursing Community. Monitors the quality of the nursing program and promotes improvement of the teaching-learning process and facilities on campus and in the community.

Evaluation Committee: monitors the quality of the nursing program and promotes improvement of the teaching- learning process and facilities on campus and in the community.

Faculty Search Committee: advertises, interviews, assesses professional presentations, and recommends candidates for faculty positions to the Dean of Nursing, Provost/Vice President for Academic Affairs, and the University President.

Clinical Advisory Council: nurses from the community provide counsel to the Good Samaritan School of Nursing concerning the nursing curriculum, the changing health care system, community health care needs and expectations of graduates.

Diversity, Equity, and Inclusion Committee: The DEI Committee's mission is establishing and celebrating an inclusive culture that attracts and supports diversity. Equipping students, faculty and staff with knowledge and experiences in the value of a culturally responsive lens. The purpose of the committee is facilitating the Linfield Good Samaritan School of Nursing in navigating the necessary culture shift that supports inclusive policies, practices and curriculum through dialog, education identification and action plans.

Chapter III: Student Recognition and Awards

DAISY Award for an Extraordinary Student

Designed to remind students, even on the hardest days in nursing school, why they chose nursing as a profession. By recognizing nursing students for the above-and-beyond care and compassion shown to patients and their families, we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to patients and their families in their healthcare experience and that makes great nurses truly great. Students are nominated by members of the community and recipients are selected through a designated committee process. This award is given at a designated award ceremony once per year.

Outstanding Graduate Student Award

The Outstanding Graduate Student Award recognizes the MSN student that has not only excelled academically but also demonstrated a high level of leadership qualities. The program seeks to prepare nurses to:

- engage as a collaborative healthcare leader

- promote an ecological view of health and healthcare systems

- recognize the inter-relationships between healthcare systems, the environment, individuals and populations, and

- advocate for sustainable and just healthcare and global ecosystems.

Chapter IV: Good Samaritan School of Nursing and MSN Program Policies and Procedures

<u>Policy</u>: **Admission to the MSN Program**

Admission Requirements

- Bachelor of Science (BSN) in Nursing from a Regionally Accredited College/University and from a nationally accredited nursing program, or from a recognized international institution and program.
- 3.0 GPA in Nursing courses
- Unencumbered Registered Nurse (RN) license
- International students residing outside the United States are eligible to apply for and enroll in the program. International students residing within the United States on F-1 Visa are not eligible to enroll. Eligible international students must also provide the following:
  - International applicants whose first language is not English must demonstrate English proficiency by either:
    - Having successfully completed two years full-time coursework at an English language institution or
    - Submitting a Test of English as a Foreign Language (TOEFL) exam (preferred) with scores of 550 and above (paper-based exam) or 213 and above (computer-based exam). Linfield also recognizes scores from other standardized tests such as IELTS, GTEC and EIKEN.
  - Students submitting international transcripts must have their transcripts officially evaluated by a NACES or AICE member organization and the official evaluation submitted through NursingCAS, at the student's expense.

Application Procedure

- Applicants must complete an application online and submit supplemental application materials.
  - Official transcripts from all colleges and universities attended. Students with international credentials must submit, at their own expense, a translated credential evaluation (from a NACES or AICE member organization) with their admission application.
  - Resume' or Curriculum Vitae
  - Personal Statement: Why do I want to attain an MSN in Leadership in Healthcare Ecosystems at Linfield? What future nursing roles do

you hope to pursue and how does getting this MSN degree help you achieve those goals? (Limit 500 words.)

Conditional and Non-Degree Student Admission

- Students who have earned their BSN, but who do not yet hold an unencumbered RN license may be Conditionally Admitted for the first term but will be required to show proof of their license prior to registering for their second term.
- Additionally, students who hold a BSN and an unencumbered RN license may apply as non-Degree students and take up to two courses prior to applying for admission into the MSN program.

<u>Policy</u>: Grading in the MSN Program Courses

MSN Courses are graded using the scale that follows. To maintain good academic standing, the student must meet all course outcomes as evaluated by faculty assessments and achieve an overall course grade of at least B-.

Grading Scale

Grade	Numerical Point Range	GPA Quality Points
A	93-100	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
D+	67-69	1.30
D	63-66	1.00
F	Below 62	0.00

A final course grade of C-, C, or C+ results in the student being placed on Academic Probation. A course grade below C- does not count towards meeting program requirements. Students achieving a final course grade less than C- will be recommended for dismissal from the program (See MSN Progression policy for details regarding academic probation and dismissal).

Grades on course evaluation activities are rounded up to the nearest tenth based on the math rule of 5. Example: 76.86 becomes 76.9. Final course grades are rounded up or down to the nearest whole number. Example for rounding to the nearest whole number: 76.84 becomes 76.8 and is rounded up to the whole number of 77. Another example is 76.42 which becomes 76.4 and is rounded down to 76.

Incomplete Grades:

An incomplete is given at the discretion of the instructor when the quality of work is satisfactory, but the course requirements have not been completed for reasons of health or other circumstances beyond the student's control, as determined by the instructor. An incomplete must be completed before graduation. Each incomplete assigned must be accompanied by a contract statement agreed to by both the instructor and the student and must include the following:

1. What work remains to be completed.
2. How the work is to be evaluated.
3. A deadline for completion of the work, which can be no later than the end of the semester following the semester in which the course was taken.
4. Each incomplete must be accompanied by a contingency grade, in the computation of which the instructor has assigned zero points to the work not completed. This contingency grade will be the grade finally recorded for the course if the Office of the Registrar does not receive another grade by the contract deadline.

Incomplete Nursing courses must be converted to a grade that is satisfactory to progress in the program (B- or better for MSN students) before a student is eligible for enrollment in subsequent courses if the incomplete course is prerequisite to any other Nursing course.

<u>Policy</u>: Progression in the MSN Program

Required Courses for the MSN Program: 32 credits earned in NURS 500, 501, 510, 511, 520, 521, 530, and 531. Students must earn a 2.70 GPA or higher in MSN courses and demonstrate safe, ethical, and professional behavior that is within the scope of nursing practice, at all times.

Academic Standing: Academic Standing is monitored at the end of each semester by the Registrar, who notifies the student and the academic advisors when the student's performance is found to be unsatisfactory. Progression in the MSN Program is dependent upon a student's ability to master appropriate learning content in courses as demonstrated by achieving minimum evaluation standards. In order to progress in good standing, a student must maintain a minimum 2.700 GPA across the MSN Program of Study.

Academic Probation: Academic Probation indicates that a student's performance is unsatisfactory. A student will be placed on probation for reasons including:
- earning a single final course grade in the C range (C+ to C-), or
- having two unresolved incomplete courses, or
- earning a cumulative GPA below 2.700

Academic Suspension: Academic Suspension indicates a student is not currently

meeting program requirements even if their academic record is adequate for progression. Reasons include:

- The student's Registered Nurse license becomes encumbered

Academic Dismissal: A student will be dismissed from the M.S.N Program for reasons including:

- earning two or more final course grades in the C range (C+ to C-), or
- earning a single final course grade below C-, or
- having a third unresolved incomplete course, or
- failing to meet conditions stipulated in a probation letter

Professional Dismissal: A student will also be dismissed from the program for reasons including but not limited to:

- Full loss of their Registered Nurse license for any reason.
- Evidence of unsafe nursing practice, unethical behavior that violates the ANA code of ethics, unprofessional behavior with patients, patient family members, agency or clinical staff, faculty, Linfield staff, student peers, or others, illegal behavior that results in a situation in which a student may not participate at a clinical site, presents a potential danger to others, or is outside the scope of nursing practice. For more information, please see the Good Samaritan School of Nursing MSN Student Manual.

Dropping or Withdrawing from Courses

MSN students may drop a course before the end of the second week of a semester without any notation appearing on the transcript. MSN students withdrawing after the end of the third week and before the end of the seventh week will receive a withdrawal designation (W). After the seventh week of an MSN course, withdrawals are not possible.

Withdrawing from MSN Program/University

MSN students leaving the program/university should fill out a "Withdrawal from Linfield University" form available in the Registrar's Office. Tuition charges are billed as noted in the Linfield Catalog.

Catalog Expiration

The [Linfield University Catalog](#) lists the requirements for all degrees offered by the university. Each catalog goes into effect at the beginning of the fall semester the academic year of issue and expires at the end of the summer term the seventh academic year after publication. The University reserves the right to make changes in its course offerings, degree requirements, regulations, procedures, and charges. Any statement made in these publications is for current informational purposes only and is

subject to change by the governing body of Linfield University or its duly authorized representatives.

In order to receive a degree, a student must have satisfied, at the time of graduation, each university requirement for the degree from an eligible catalog.

MSN students must complete their degree requirements within five years from matriculation.

Policy: SPP – Readmission to the MSN Program

Revised 03/15/2022

Students who have withdrawn from MSN course(s) may return to their MSN Program of Study if no more than two semesters have elapsed since the withdrawal. If a withdrawal from courses is expected to be longer than two semesters, the student should consider withdrawing from the MSN Program or discuss their situation with their academic advisors.

Students who have withdrawn from the MSN Program for three or more semesters must apply for readmission. A student who applies for readmission will be subject to the admission requirements published in the Linfield University Course Catalog at the time of application for readmission.

A student who applies for readmission will be subject to the admission requirements published in the Linfield University Course Catalog at the time of application for readmission.

Readmission to the program involves an application process reviewed by the Student Policy and Progression Committee.

Re-entry to the MSN Program will depend on the following:

- Decision of the application process will be made by the Student Policy and Progression Committee. Affirmation by the Dean of the Good Samaritan School of Nursing. Decisions may be appealed to the Dean of the Good Samaritan School of Nursing. Decisions by the Dean of the Good Samaritan School of Nursing may not be appealed.
- Available space in the program. Students progressing as scheduled through the program have priority.

Students granted readmission are expected to be successful. If the student fails another nursing course the student will be dismissed from the Good Samaritan School of Nursing and readmission will not be considered.

Procedure:

1. MSN Program: An application for readmission and other required documents (refer to directions related to readmission letter below) must be submitted to the Registrar's Office by dates noted in the Linfield Course Catalog.
2. Applications and student letter are forwarded to the SPP Committee for review and to the Dean of the Good Samaritan School of Nursing for affirmation.
   a. The SPP Committee will evaluate each applicant for readmission on an individual basis. The committee may request additional supporting material from the applicant including written statements from faculty or advisors.
   b. Depending on the circumstances, SPP may suggest conditions to the Dean related to the readmission.
3. The SPP Committee submits a decision to the Dean of the Good Samaritan School of Nursing
4. The Dean notifies student(s) of the decision relative to readmission in writing with a copy to the students' Academic Advisor, University Registrar, Clinical Facilities Coordinator, Associate Dean, Faculty Advisor, Director of Admissions, and SPP chair(s).
5. To appeal the decision by the SPP, students must submit a written request to the Dean of the Good Samaritan School of Nursing.

Letter Requesting Readmission

The student requesting readmission to the MSN Program submits a letter along with the Application for Readmission to the Registrar's Office that includes the following information:

Brief history of why the student withdrew or failed and were dismissed including a self-reflection on issues that impacted academic performance and actions taken that address these issues.

Policy: Administration - School of Nursing Social Media Policy

Approved: 2/12/18
Purpose

This policy applies to Good Samaritan School of Nursing students who engage in internet conversations for school- related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

General Information

Social media are defined as mechanisms for communication and information gathering/sharing designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Social media is commonly thought of as a group of Internet-based applications that are built on the ideological and technological foundations of the web that allows the creation and exchange of user-generated content. Examples include but are not limited to LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Allnurses.com, Twitter, Facebook, YouTube, , Snapchat, Tik-Tok, and Instagram.

While this policy may need to be modified as new technologies and social networking tools emerge, the spirit of the policy will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations.

Policy

- Protect confidential, sensitive, and proprietary information: Do not post or share confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Linfield Good Samaritan School of Nursing student.
- Respect copyright and fair use. When posting or sharing, be mindful of the copyright and intellectual property rights of others and of the university.
- Do not use Linfield University or Good Samaritan School of Nursing marks, such as logos and graphics, on personal social media sites. Do not use Linfield's name to promote a product, cause, or political party or candidate.
- Use of the Good Samaritan School of Nursing marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.
- It is expected that during clinical and classes use of a smartphone/tablet and other devices employed for social media will be used only as authorized by faculty and facility policy.
- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.
- Use of computers (smartphones/tablets, notebooks, etc.) shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape, photograph or voice record professors or fellow students for personal or social media use without permission of the faculty or fellow student. At NO time shall patients/clients be videotaped, photographed or voice recorded without written permission of the patient/client and of the facility.
- Be aware of your association with Linfield University in online social networks. If

you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Linfield's behalf, unless you are authorized to do so in writing.

- HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, your and others privacy, and confidential information.

Consequences

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Procedure and Considerations

- There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date. Comments can be forwarded or copied. Archival systems save information, including deleted postings. If you feel angry or passionate about a subject, it's wise to delay posting until you are calm and clear-headed. Think twice before posting or sharing. If you are unsure about posting something or responding to a comment, ask your faculty. If you are about to publish something that makes you even the slightest bit uncertain, review the suggestions in this policy and seek guidance.
- Future employers hold you to a high standard of behavior. By identifying yourself as a Linfield University student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals.
- Nursing students are preparing for a profession which provides services to a public that also expects high standards of behavior.
- Respect your audience.
- Adhere to all applicable University and affiliated clinical sites' privacy and confidentiality policies.
- You are legally liable for what you post on your own site and on the sites of

others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

- Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what you post today will not come back to haunt you.
- Monitor comments. You can set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments. It also allows you to delete spam comments and to block any individuals who repeatedly post offensive or frivolous comments.
- Don't use ethnic slurs, personal insults, obscenity, pornographic images, or engage in any conduct that would not be acceptable in the professional workplace.
- You are responsible for regularly reviewing the terms of this policy.

Email Etiquette: Writing an email to faculty and/or staff

1. Only use your Linfield email address. This marks the message as legitimate. It provides the faculty/staff with information about whom the email is from in the Linfield system.
2. Always use the subject line. Inform the faculty/staff of the purpose of the email.
3. Start with a Salutation
   a. Salutations that are acceptable: "Hello", "Hi", and address the Professor by title.
   b. Do not start with "Hey."
4. Using the honorific or person's title communicates respect for the faculty's position.
   a. Professors have years of experience and education and should be addressed as such. Address the person as Dr. if the faculty member has a PhD, EdD, DNP or other earned doctorate, otherwise use the term Professor.
   b. Use a formal salutation with the professor's full last name:
      i. Example: Dr. Brown-Hayden or Professor Brown-Hayden. The only exception to this is if you have received an email from the professor where that person used an informal salutation such as "Dr. K".
   c. Never use a first name unless you have explicit permission to do so by that faculty person.
5. The reason for your email.
   a. Remember that you are representing yourself as a professional in your email.
   b. The tone of the email should be professional, courteous, and civil.
   c. Do not use slang, text language, emoticons, or offensive terms in your email.

d. Do not write in all uppercase letters or overuse an exclamation point as it will make it appear that you are over-exaggerating your tone of voice.
e. Keep the email short and concise.
f. Use spell check and proofread your message.
6. Sign-off from your email.
    a. Sign your email or bring closure to it with a simple, "Thank you" or "Sincerely."

Remember that anything that goes on the Internet is forever. Do not send an email you will regret in the future or that may lead to negative consequences, even if those consequences do not appear serious at first glance. Additional information may be found on Purdue Owl.

Policy: Student Grievance

The MSN program adheres to the [Linfield University Academic Integrity](#) and [Linfield University Academic Grievance](#) policy found in the current Linfield University Catalog and Student Policy Guide. Academic grievances concerning teaching and learning should be settled as close to the level of student-faculty contact as possible. If students believe they have been treated arbitrarily or capriciously by an instructor in a grade assigned or other ways, they should first talk to the instructor. If the matter remains unresolved, they should speak with the MSN Director. After this, if the matter is still unresolved, nursing students should speak with the Associate Dean and Dean of Nursing. Finally, if the matter has not been resolved by the above means, students may discuss the matter with the Vice President for Academic Affairs or designee. All grievances concerning grades must be filed by the end of the next semester after the grade is posted.

Refer to the following flow charts for specific steps in the Good Samaritan School of Nursing relative to the chain of communication for an academic grievance.

Procedure

1. Diagrams of the flow of communication are below
2. When submitting a letter to the Dean with a formal request for grievance
    a. Contact the Administrative Assistant to the Dean to arrange for an appointment
    b. Submit letter to the Administrative Assistant to the Dean and the Dean at a minimum a day before the appointment
    c. Items to include in the letter to the Dean:
        • Specifically, what you are grieving and asking to be changed
        • Important points you want to be sure are considered in the discussion

- Any extenuating circumstances that you may not have brought forward before in your conversations
3. Meet with the Dean to discuss the situation with the student. The student or the Dean may ask the student's Academic Advisor to attend the meeting
4. Dean will send a letter and email with the decision
5. If the issue remains unresolved the student files an academic grievance with the VP of Academic Affairs

Process for MSN Communication of Academic Grievance

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│        Go Directly to Faculty Member         │
│ (Consult with Academic Advisor for assistance)│
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        ┌─────────────────────────────┐
        │        If not resolved…      │
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                      ▼
        ┌─────────────────────────────┐
        │         MSN Director         │
        └─────────────────────────────┘
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        ┌─────────────────────────────┐
        │        If not resolved…      │
        └─────────────────────────────┘
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        ┌─────────────────────────────┐
        │  Associate Dean and Dean of Nursing │
        └─────────────────────────────┘
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                      ▼
        ┌─────────────────────────────┐
        │        If not resolved…      │
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        ┌─────────────────────────────┐
        │ Vice President for Academic Affairs │
        └─────────────────────────────┘
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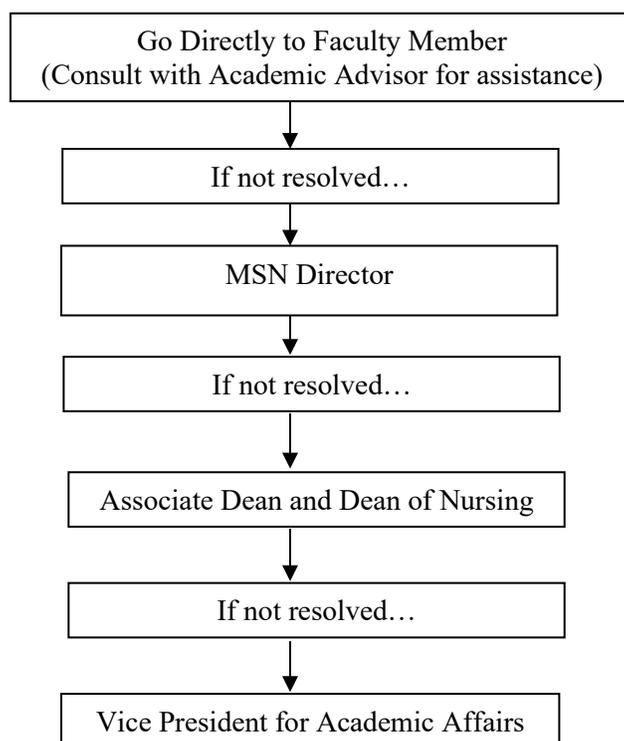
Leave of Absence

Leaves of absence may be granted by the University. Students must notify the MSN Program Director and Enrollment Services by completing a Linfield University Leave of Absence form. When applicable, the student must participate in a Student Loan Exit Interview. The student should also confer with their academic advisor.

Licensure, Immunization & Certification Requirements

Licensure: Students must maintain an unencumbered nursing license while an active student in the MSN program. If a student's license is encumbered or lost, the student may be dismissed from the MSN program

MSN Program Requirements

MSN students do not participate in direct care clinical experiences during the program. However, if in completing practicum experiences the organization at which the practicum activities occur have specific immunization or other requirements, the student would need to comply with organizational requirements. These must be completed <u>prior</u> to the start of any practicum activities at the organization.

Convictions

Any student who is charged with or convicted for an offense, including a DUII, is required to report the situation in writing to the Dean of the Good Samaritan School of Nursing within one working day of the event. If a student fails to disclose previous criminal history or a current criminal event the student may be dismissed from the Good Samaritan School of Nursing. The report must include:

- Nature of the arrest or conviction
- Severity of the arrest or conviction
- Timing of the offense(s)
- Documentation provided by the applicant: including, official court documents, arrest reports relative to applicant's conviction, showing the date, and circumstance(s) surrounding applicant's arrest/conviction, sections of the law violated and disposition of the case.

Linfield Good Samaritan School of Nursing Online Course Expectations

- Students are expected to read the course syllabus, assignment expectations, course calendar, announcements, and all other course materials at the beginning of the course and periodically throughout the term.
- Every member of the online learning community will have different views, opinions, and experiences that come up from the topics that are discussed. It is expected that the learning experience will be enhanced if students and faculty respond to each other *respectfully, politely, and with professionalism* **at all times.**
- The online course site is a safe, *confidential learning environment*, where health-related situations and scenarios are discussed for the purposes of collaborative learning.
- Students are expected to log-in to the course a minimum of 3-4 times per week to check for announcements, e-mails, new discussion responses, and returned assignments.
- In addition to course e-mail, it is expected that students check their Linfield e-mail site on a regular basis. General program announcements, Linfield University announcements, as well as specific, critical information from faculty and staff may be communicated in this way.

- Faculty members do their best to respond to e-mails and questions within 24-48 hours. It is important to check with each instructor to understand their preferences for communication and their timeline for responses.
- Students may notice similarities in the way that online education is delivered across the curriculum; however, it is important to know that faculty instructors will have a variety of teaching styles and preferences.
  - Each course is designed with its own set of course outcomes or goals for learning. The teaching and learning strategies that are utilized to meet these outcomes will vary from course to course. Examples include collaborative discussions, group projects, individual research and writing assignments, online quizzes, case studies, web-based learning, community activities, practicum activities, and more.
- There are a variety of resources available in the course or on MSN Central to support student learning, such as: library resource pages, librarian contact and support information, writing tips and resources for formatting using the Publication Manual of the American Psychological Association (APA), web links, blackboard support, and Linfield University learning support services.
- In online courses, student identification is confirmed through their CatNet ID and secured password. Papers may be checked for plagiarism using the website: www.turn-it-in.com.

Nursing Student Technology Recommendations

The Linfield University Good Samaritan School of Nursing relies on the use of computer technologies for student learning and testing. Students who do not have adequate technology resources may not be able to complete course expectations. Therefore, all students, in either face-to-face or online courses, are recommended to have or purchase a Mac or PC Laptop that meets the minimum specifications outlined below. For students enrolled in fully online courses [RN to BSN and MSN programs] a desktop computer with similar minimum specifications will meet the requirements.

Hardware

It is recommended that students will have or purchase a Mac or PC laptop as they start the program. This should be their primary device for online and in-person courses. If a student has general questions about the recommendation, please contact the School of Nursing at son@linfield.edu. If the student has specific questions about technology, please contact Information Technology Services at pdxsupport@linfield.edu.

NOTE: Chromebooks, Kindles, Smartphones (e.g., iPhone), iPads (and other iOS Devices), Android tablets, and eReaders do **NOT** meet the minimum requirements for the programs. While these devices may provide adequate functionality for many course-related activities, they are not an acceptable alternative to the requisite computer.

Laptop Recommendations

It is recommended that the laptop has the following minimum specifications:
- Intel i5 processor
- 8GB Memory
- 802.11AC 5GHz wireless network card
- 250GB SSD
- Operating systems:
  - Windows 10
  - Mac OS Catalina (10.15)

Recommended Accessories

- Headset/Headphones with Microphone – Internal and external microphones will work for most video or audio conferencing. USB or Bluetooth headsets offer a better experience and help to reduce background noise.
- Webcam – Students will need access to an internal or external webcam that is 720p or greater.

Internet Service Recommendation

Access to high-speed Internet is recommended for a successful computing experience. You will always have access to high-speed Internet via Wi-Fi anywhere on the Linfield campus. Dial-up and Mobile hot-spots provided by cellular providers are not recommended. For more information, see the FCC Household Broadband Guide .

Additional Software

- Microsoft Office – Many courses will require documents to be submitted using Microsoft Office file formats (docx, xlsx, pptx, pdf). Linfield provides students with access to Microsoft Office software including Word, PowerPoint, Excel, Outlook, OneDrive, OneNote, and Teams. Students can access the web versions of these tools, along with Blackboard, by visiting the My Apps Single Sign On Portal. Students may install Microsoft Office products on up to 5 devices. Select 'Install Office link'.
- Internet Security and Antivirus Software – With all the Internet threats to personal computers, virus protection is a must. To protect your computer and academic work, it is critical for each student to have adequate security for their computer resources.
- Web Browser – Students should have the Google Chrome Browser installed on their device. Additionally, students could have additional browsers such as Edge or Firefox. Internet Explorer is no longer supported.

Email

Linfield University provides students with an institutional email account. This is the student's official email address. All course work and communication must be through this account. Due to security and privacy concerns, Linfield recommends that students do not forward their Linfield emails to another email account.

Cloud Storage

Students are strongly encouraged to use the Linfield provided OneDrive cloud storage for course work and collaboration.

Testing Software

The required laptop will be used for both proctored and unprotected tests. Students will be required to install and use approved third party plugins and software per the test requirements.

Multifactor authentication

Linfield University continues to roll out multi-factor authentication. Students may be required to verify their identity using a dual authentication on a mobile device.

Student Evaluation

Students must practice legally, ethically, professionally, and safely. Students must meet all course outcomes to pass nursing courses. The achievement of course outcomes is evaluated using appropriate methods identified by the course faculty and communicated by the course syllabus.

Student's Evaluation of Nursing Instructors and Courses

Generally at the end of each course and as part of the Good Samaritan School of Nursing continuous quality improvement efforts, students are asked to evaluate the instructor(s) and course. The evaluation is anonymous. Data are used to facilitate course, instructor, and program improvements.

Practicum Policies

Procedure for reporting incidents that occur during nursing practicum

If an incident involves another person or the student and either is at risk for harm, a incident report at the facility is to be completed, as well as a Linfield Good Samaritan School of Nursing Clinical Incident Report.

Policies of the Healthcare Agency

Students are expected to comply with the policies of the healthcare agency in which they are engaged in practicum activities. This includes, but is not limited to, policies related to client confidentiality and the photocopying of any part of the client's medical record, social media use, drug testing, immunizations, and/or criminal background checks.

Chapter V: Linfield University Policies and Procedures

Please refer to the current Linfield University Catalog and Student Policy guide for all policies and procedures, including but not limited to academic integrity, petitions and grievances, academic standing, etc.