



Good Samaritan School of Nursing

Registered Nurse to Bachelor of Science in Nursing (RN-BSN)

Student Manual

2024 - 2025

Updated: 03/19/2025

Disclaimer: subject to change during academic year; updates made available as they occur.

The baccalaureate degree program in nursing and master's degree program in nursing at Linfield University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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.
5. **RN-BSN Example** – Some students may have vision issues that require certain accommodations for resting vision, audio-based activities, etc.

*Disclaimer: The list above is not all-inclusive but 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 baccalaureate program in nursing and master's degree program in nursing at the Linfield Good Samaritan School of Nursing are approved by The Oregon State Board of Nursing (OSBN) (<https://www.oregon.gov/osbn>).

TABLE OF CONTENTS

Preface	2
Section I: Curriculum	5
Overview.....	5
RN to BSN Program Overview	5
Vision, Mission, and Philosophy Statement.....	6
Program Outcomes.....	7
Curriculum.....	7
Discussion Board Overview	8
RN to BSN Central.....	8
Cultural Understanding Content in the Nursing Program	9
Section II: Organizational Structure and Student Membership on Committees	11
Organizational Structure.....	11
RN-BSN Student Representation of Committees and Councils	12
Section III: Student Recognition and Awards	13
RN to BSN Senior Honors in Nursing Award	13
Section IV: Program Policies and Procedures	14
Policy: Admission to the RN-BSN Program	14
Right to Rescind Admission Policy.....	15
Co-Admission.....	15
Provisional Admission	15
Policy: Progression in the RN-BSN Program	15
Policy: Leave of Absence Policy and Withdrawal for Post-Licensure Program	17
Student Withdrawal from the Program	17
Student Loan Exit Counseling	17
Readmission to the Program and the University	17
Policy: Readmission to the RN-BSN Program.....	18
Policy: Readmission to the University (Linfield University Course Catalog)	19
Policy: Administration: Academic Grievance Procedure	19
Flowchart: RN-BSN Student Academic Grievance Communication Process	21
Policy: Grading in RN to BSN Program Courses	22
Grading Scale	22
Student Evaluation	22
Incomplete Grades.....	22
Policy on Alcohol, Substance, and Drug Use	23
Policy: Administration: School of Nursing Social Media Policy Purpose.....	23
Email Etiquette: Writing an email to faculty and/or staff	26
Learning Support Services.....	27
Linfield Good Samaritan School of Nursing Online Course Expectations.....	27
Nursing Student Technology Recommendations.....	28
Hardware	28
Laptop Recommendations.....	28
Additional Software	29
Student's Evaluation of Nursing Courses in the Curriculum.....	29

Section V: Linfield University Policies and Procedures	30
Linfield Catalog Student Code of Conduct.....	30

SECTION I: CURRICULUM

Overview

The Vision, Mission and Philosophy of the Good Samaritan School of Nursing are derived from the University Mission Statement and provide a foundation upon which the curriculum is structured. The 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.

RN to BSN Program Overview

The RN to BSN program is designed for working nurses. The curriculum is community-centered with a focus on registered nurses becoming leaders in their community with an emphasis on social justice, diversity, multicultural awareness, collaboration, vulnerable populations, and health promotion.

The RN to BSN program integrates diverse methods of inquiry to expand their thinking about health, nursing, community, and human rights through an analysis of the social determinants of health.

Nurses have a long history of advocacy that considers the social needs of individuals and communities in providing holistic care. This program will advance nursing practice to further prepare nurses to address social determinants of health to promote health equity regardless of their nursing role or setting they work in.

The RN to BSN program is a rigorous but flexible program designed for the working associate degree or diploma-prepared registered nurse. The accelerated program consists of six core courses (24 credit hours) divided into four 10- week terms that provides a foundation for pursuing numerous options for advancement in nursing. Students are also required to complete six credits to meet the residential requirements (30 credits) to graduate from Linfield. There are several different options to meet these six credits including four elective nursing courses. This program allows students to be successful while balancing work and academics with scheduled

breaks for holiday.

The RN to BSN Program uses the following professional nursing standards and guidelines:

- [AACN Essentials](#)
- [ANA Code of Ethics for Nurses with Interpretive Statements](#) that describes the ethical obligations and duties of professional nurses and nursing students.
- ANA Standards of Practice
- [OSBN Nurse Practice Act](#)
- [Quality and Safety Education for Nurses](#)
- [National Academy of Medicine Future of Nursing 2020-2030 Recommendations](#)

Vision, Mission, and 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.

Program Outcomes

Approved: 04/06/2009

Revised: 04/15/2013; 08/29/2022

- Integrates knowledge from liberal arts, sciences and nursing science as a basis for professional practice.
- Uses clinical reasoning and clinical judgment in providing and advocating for safe, compassionate, evidence-based quality care for individuals, families, groups, communities, and populations.
- Communicates and collaborates effectively in an intra- and inter-professional practice.
- Provides respectful nursing care that considers diverse values, cultures, perspectives, and health practices.
- Responds to the context of the health care system using systems thinking, principles of sustainability, reflective practice, and leadership effectively to influence the practice environment and improve health outcomes.
- Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making to achieve health care outcomes for clients.
- Demonstrates accountability for personal and professional development and adherence to nursing standards of practice and professionalism.

Curriculum

The following, first nursing core course is offered Fall and Spring semesters.

- NURS 308 RN to BSN Transition to Professional Practice is the first nursing core course and is 6 credits (Prerequisite: Admission to the RN to BSN Program.) Upon completion, 31 credits for prior learning are awarded.

The following four courses require a RN license and completion of NURS 308. They can be taken in any order.

These 2 courses are offered Winter semester.

- NURS 310 RN to BSN Professional Communication in Health Care, 3 credits.
- NURS 321 RN to BSN Evidence-Based Nursing, 3 credits.

These 2 courses are offered Spring semester.

- NURS 472 RN to BSN Nursing Leadership, 3 credits.
- NURS 462 RN to BSN Population-Based Nursing, 3 credits.

This course is offered Winter and Summer semesters.

- NURS 476 RN to BSN Integrated Experiential Learning, 6 credits (Prerequisite: NURS 308, 310, 321, 472, 462).

The following four courses are the available nursing electives.

- NURS 343 Health Disparities – Fall semester.
- NURS 345 Evolution of Nursing, 3 credits – Winter semester.
- NURS 362 Palliative Care Nursing, 3 credits – Spring semester.
- NURS 372 Trauma Informed Care, 3 credits – Summer semester.

Discussion Board Overview

In our asynchronous program, the Discussion Boards serve as the “classrooms” for online learning. The purpose of class discussions is to collaborate with peers and the instructor on the course content to share experiences, build knowledge, deeply reflect on ideas, and improve critical thinking. As with classroom discussions, the online discussion boards help build community among the students and instructors. Faculty initiate the discussions with topical questions or prompts and participate in the discussions to guide the learning.

Each RN to BSN course may vary slightly 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 online baccalaureate education. The expectations regarding due dates for posting and replying to peers’ postings will be specified by the course faculty.

Plan 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.

RN to BSN Central

Another resource, the RN to BSN Central, displays as a separate course on Linfield’s learning management software. It is linked in every course in the RN to BSN program. It has a wealth of information about the RN to BSN program and resources available to you. It is made available to students once they are enrolled in the program. This is where students complete their orientation to the program.

Cultural Understanding Content in the Nursing Program

Approved: 10.16.2023

RN to BSN Program

Course	Course Title	Hours	Brief Content Description
NURS 308	Transition into Professional Practice	3	Analyze how social determinants contribute to disparities in health and well-being. Complete SDOH paper.
NURS 310	Professional Communication in Healthcare	12	<p>Describe the basic concepts of intercultural communication.</p> <p>Analyze the impact of cultural health beliefs on health.</p> <p>Demonstrate an awareness of culture in effective nurse-client relationships.</p> <p>Explore development of a Cultural Desire in health care by engaging in a Cultural Encounter through interviewing a person of another culture.</p> <p>Complete Delivering Culturally and Linguistically Competent Nursing Care Course 1.</p> <p>Complete Culturally Competent Nursing Care Course 2.</p> <p>Complete Supporting Culturally and Linguistically Competent Organizations Course 3.</p> <p>Learn about national standards for culturally and linguistically appropriate services.</p> <p>Understand how to advocate for cultural and linguistic competency.</p> <p>Allow nurses to assess their organizations and develop partnerships to support cultural and linguistic competency in their organizations.</p> <p>Advancing Effective Communication, Cultural Competence, and Patient and Family Centered Care for the Lesbian, Gay, Bisexual, and Transgender (LGBT) Community.</p>
NURS 321	Evidence Based Nursing	3	Recognize the impact of equity issues in research through examination of the The Syphilis Study at Tuskegee.

NURS 462	Nursing Care of Communities and Populations	6	Readings and discussions regarding determinants of health and global health with justice that include the topics of disparity and health inequities of not only vulnerable populations, but racial and ethnic groups and how it affects population health.
NURS 472	Nursing Leadership	4	Health care delivery is examined through the Flexner Report, Healthcare Reform, ANA Leadership Competencies which includes diversity and leveraging differences.
NURS 476	Integrated Experiential Learning	8	Recognize the impact of health disparities and social determinants of health on care outcomes in relation to disaster management and quality improvement (discussion questions & QI project).

SECTION II: ORGANIZATIONAL STRUCTURE AND STUDENT MEMBERSHIP ON COMMITTEES

Organizational Structure

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.

The **Academic and Administrative Manager** and **Administrative Assistant** assist faculty, staff, and students, along with handling a variety of administrative projects.

Adjunct Clinical Instructors are hired to teach in clinical courses in the program meeting qualifications for facilitating learning in clinical settings.

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 **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 **Dean of Nursing** is the 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 **Director of Clinical Education** provides oversight for clinical education in the pre-licensure programs. The Director works in association with program directors, clinical course coordinators, simulation coordinators, Clinical Facilities Coordinator, and Experiential Learning Center 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 **Director of Simulation** oversees the implementation of the simulation program in the Experiential Learning Center for all programs. The Director of Simulation works collaboratively with the Program Directors, Clinical Course Coordinators, Laboratory Coordinators, Clinical faculty, the ELC Manager, the Simulation Operations team, and the Director of Clinical Education to develop and implement evidence-based teaching and learning strategies for the simulation experiences in the prelicensure nursing program.

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.

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.

RN-BSN Student Representation of Committees and Councils

Each year one or two RN to BSN students are invited to serve as a representative of all RN to BSN students through RN to BSN Central. This student serves as a conduit to bring forward topics of interest or concern from RN to BSN students and to relay program-related information to their peers. RN to BSN faculty members may serve on other SON committees and bring forward RN to BSN student topics to relevant committees (see list below).

- Student Policy and Progression Committee
- Curriculum Committee
- Evaluation Committee
- Faculty Search Committee
- Diversity Advisory Council
- Professional Development Committee

It is recognized that RN to BSN students often work full-time along with other responsibilities. Their input is actively encouraged through course surveys and evaluation rather than serving on committees.

SECTION III: STUDENT RECOGNITION AND AWARDS

RN to BSN Senior Honors in Nursing Award

The RN to BSN nursing faculty members vote to honor one Registered Nurse student with the RN to BSN Senior Honors in Nursing Award for every 25 RN to BSN students in the graduating class. The following criteria will be used to determine eligibility for this award:

- A cumulative grade point average of 3.500 based on required nursing courses completed at Linfield College.
- Exceptional performance in clinical practice as a provider of direct and indirect nursing care, designer/coordinator/manager of care, and member of the nursing profession based on the following criteria:
- Synthesized theoretical and empirical knowledge from nursing, scientific, and humanistic disciplines to diagnose and treat human responses to actual or potential health problems throughout the lifespan.
- Used critical, analytical and creative thinking, as well as, intuitive processes as a basis for decision making in the application of the nursing process.
- Actualized professional nursing roles to meet the health needs of multidimensional individuals and families, groups, communities, populations and/or systems in a continually evolving diverse and multicultural society.
- Evaluated research findings, applied them to professional nursing practice and identified researchable problems.
- Functioned independently and collaboratively in providing nursing care that supported the worth and dignity of clients and their efforts toward self- determination in health care.
- Demonstrated accountability for conduct consistent with professional nursing standards based on an integration of professional values with ethical and legal considerations.
- Used leadership skills and knowledge of social systems to influence changes necessary for the health and welfare of society. (Achievement may be demonstrated in the clinical setting, college, or community).

SECTION IV: PROGRAM POLICIES AND PROCEDURES

The accelerated program consists of four 10-week semesters over a 12-month period. The semesters are designed to be friendly to working adults and families by aligning with major holidays and breaks. Students can complete the full-time program in 12- months. Students seeking part-time enrollment are also encouraged to apply.

Policy: Admission to the RN-BSN Program

Approved: Feb. 14, 2022

Admission requirements:

- A current unencumbered nursing license (in good standing with the state board of nursing). *Students may begin NURS 308 and electives prior to being licensed.*
- A cumulative GPA of 2.75. This GPA is calculated on all courses completed at the time of application.
- Completion of all prerequisites. Linfield offers some prerequisites through
- our Online and Continuing Education (OCE) program as a non-degree student. The prerequisite requirements are:
- Natural and life sciences: 12 semester or 18 quarter credits
 - Social and behavioral sciences: three semester or four quarter credits
 - College writing: three-semester or five quarter credits
 - Statistics: three-semester credits (minimum)
 - Nutrition: no minimum credit requirement as long as the course meets the required description 33 transferrable credits

Prospective students should contact Online and Continuing Education (OCE) to discuss program prerequisites with an admissions counselor. Prospective students may apply for admission while completing prerequisite courses through OCE.

Application Process and Deadlines

- Completed Online Application
- Official transcripts from all previously attended academic institutions.
- Students who did not graduate from a regionally accredited college should speak with the admission counselor.
- 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.
- \$50 application fee (Co-admission students are exempt from this fee)
- Students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA®). Linfield's school code is 003198.

Application Deadlines

The RN to BSN undergraduate program has rolling admission until the start of classes.

Right to Rescind Admission Policy

A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the University's decisions regarding admission, enrollment, or course of study. Linfield University reserves the right to rescind admission or enrollment in such circumstances. In addition, because offers of admission and enrollment are based upon a record of academic achievement, Linfield reserves the right to rescind admission or enrollment upon receipt of a final college school transcript or most recent college transcript reflecting a significant decline in academic performance or showing that specific program prerequisites have not been met. Finally, if an application misrepresents any information, for any reason, admission or enrollment may be rescinded at the University's discretion.

Co-Admission

Linfield University recognizes a co-admission relationship with a number of community colleges. Please contact Online and Continuing Education (OCE) to discuss co-admission status of your community college with an academic advisor. The application process includes completion of a co-admission application and the submission of official transcripts from all colleges and universities attended. Only students who apply to and are co-admitted to Linfield University are entitled to:

- Free application to Linfield University
- Catalog year designation of the year the student begins the Associate of Science in nursing program,
- Advising and support services at both institutions, and
- Joint financial aid (for qualified students) if enrolled at both institutions concurrently.

The catalog year for co-admitted students will expire the sixth consecutive academic term after awarding the associate degree if the student has not enrolled in at least one Linfield University course by this time. In no case will this provision exceed the catalog expiration policy. If the catalog year expires, the catalog year will reset to the semester of the academic year the student takes their first Linfield University course.

Provisional Admission

Students who have earned their ADN, but who do not yet hold an unencumbered RN license may be provisionally admitted and allowed to take the first RN-BSN Core course (NURS 308) but must show proof of their license prior to registering for their second RN-BSN Core course. Registration in electives and prerequisites for the Core course are not restricted.

Policy: Progression in the RN-BSN Program

Approved: March 14, 2022

Required Courses for the RN-BSN Program: 24 credits earned in NURS 308, 310, 321, 462, 472, and 476 and 6 credits taken at Linfield. Students must earn a C (77 – 79) or higher in all

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 RN-BSN Program is dependent upon a student's ability to master appropriate learning content in courses as demonstrated by achieving minimum evaluation standards.

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 below a C in a core NURS course
- 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 suspended or revoked by the state board of nursing.

Academic Dismissal: A student will be dismissed from the RN-BSN Program for reasons including:

- earning two or more final course grades below a C in core nursing courses
- 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:

- 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.

Dropping or Withdrawing from Courses: RN-BSN students may drop a course by the date indicated in the Academic Calendar, which is also found in the syllabus.

Depending on the time of withdrawal, this withdrawal will be noted on their transcript.

Withdrawals are not possible during the 8 – 10th week of the semester.

Withdrawing from RN-BSN Program/University: RN-BSN 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 Course 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 official catalog is published online and may be retrieved at www.linfield.edu/catalog. 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.

Students are expected to complete the program within 3 years of starting NURS 308. An extension of this time limit may be submitted via email to the Academic Advisor who will discuss this request with the RN to BSN Director. A leave of absence may be granted for up to two years. Before returning to the program, an academic plan for completion needs to be developed by the Academic Advisor in collaboration with the student and consultation with the Program Director to ensure curriculum requirements are met.

Policy: Leave of Absence Policy and Withdrawal for Post-Licensure Program

Approved: March 14, 2022

Students who need to take more than one semester away from their studies are required to request a leave of absence. Students are required to consult with the RN- BSN academic advisor to initiate the process.

Student Withdrawal from the Program

Students permanently withdrawing from the program must notify the Office of the Registrar. The registrar may recommend or require consultation with other administrative offices as deemed appropriate (e.g. financial aid, program director). The date that the Office of the Registrar is informed, determines the start date of the withdrawal and the last date of attendance/participation determines the return of Federal Aid.

Student Loan Exit Counseling

Any student who has had a Nursing Student Loan, or Stafford Loan and who is leaving Linfield University and not planning to return for the immediately following semester must complete student loan exit counseling prior to leaving Linfield University. Students who have an outstanding loan and do not participate in the appropriate loan exit counseling will not be able to receive official transcripts.

Readmission to the Program and the University

There are two different types of readmission that may be required of RN-BSN students whose progression in the program is disrupted: (1) readmission to the RN-BSN program and (2) readmission to the university.

Students who have been dismissed from the RN-BSN program (see 'Academic Dismissal' in the Progression policy) or who have not been enrolled for four or more accelerated semesters must apply for readmission to the RN-BSN program.

Students who have not enrolled for 4 consecutive terms without taking a formal leave of absence may be required to apply for readmission to the university.

The policies and procedures for each of type of readmission are included below:

Policy: Readmission to the RN-BSN Program

Approved: March 14, 2022

Students who were dismissed from Linfield's RN-BSN Program or who have not been enrolled for 4 accelerated semesters without taking an official leave of absence must apply for readmission to their program.

Applications for readmission to the Good Samaritan School of Nursing RN-BSN Program must be submitted to the Office of the Registrar. The Office of the Registrar and the Office of Admission work collaboratively when the student must also apply for readmission to the University.

The readmission application for the Good Samaritan School of Nursing includes:

- Good Samaritan School of Nursing RN-BSN Program Readmission Application which should be completed at least 4 weeks prior to the semester they are applying to start. Application is sent to the Office of the Registrar who sends it to the SON Student Policy and Progression Committee.
- Letter Requesting Readmission: The student requesting readmission must submit a letter along with Application for Readmission that includes the following information:
 - Brief history of why you left or were dismissed including a self-reflection on issues that impacted academic performance and actions taken that address these issues.
 - A list of any/all courses that were not successfully completed. Include grades on each test and assignment for each course and the total course grade.
 - A plan for remediation. The plan must address what you plan to do differently to increase the likelihood of being successful if readmitted.

Procedure:

- Applications and student letters are forwarded to the RN-BSN Program Director by the Chair of Student Policy and Progression Committee.
- The RN to BSN director in consultation with the RN-BSN faculty and Academic Advisor evaluates the application.
- The Academic Advisor verifies the accuracy of the letter related to course work.
- The decision for readmission is based on the student demonstrating insight into why they were not successful and a well-prepared plan for success.
- The RN to BSN director drafts a letter to SPP to report the decision to the Student Policy and Progression Committee who reports to the Dean of the Good Samaritan School of

Nursing or designee for affirmation.

- 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 re-considered.

Policy: Readmission to the University (Linfield University Course Catalog)

A student must apply for readmission if they want to return to Linfield after being away from the university for 5 consecutive terms without taking a leave of absence.

A readmitted student is responsible for consulting their academic department regarding changes to the curriculum and also must meet the most recently approved requirements for any program that is accredited or licensed. The student must meet the graduation requirements from an eligible catalog which has not expired at the time of the student's graduation. When degree, major and/or minor requirements have changed, the major department has the right to specify the catalog year(s) available to the student. A returning student who is requesting readmission to Linfield but to a new program with specific entrance requirements is not guaranteed admission to that program.

The application for readmission includes:

1. A Readmission of a Former Student Application form available online at <https://www.linfield.edu/admission/apply/returning-students.html>.
2. Submission of official transcripts from all colleges and universities attended after leaving Linfield University.
3. A returning student who left the university on suspension status must appeal their academic standing in addition to completing the readmission application. See policy on Academic Suspension Appeals.
4. Students previously admitted to any program in the Good Samaritan School of Nursing must also submit Nursing-specific forms.

While the university typically reviews all applications for returning students, it is recommended that students complete the readmission application by the priority application deadlines--generally one semester in advance for programs on an accelerated calendar.

Policy: Administration: Academic Grievance Procedure

Approved: 02/24/2025

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, and consult with their academic advisor for assistance. Refer to the following flow charts for specific steps in the Good Samaritan School of Nursing relative to the chain of

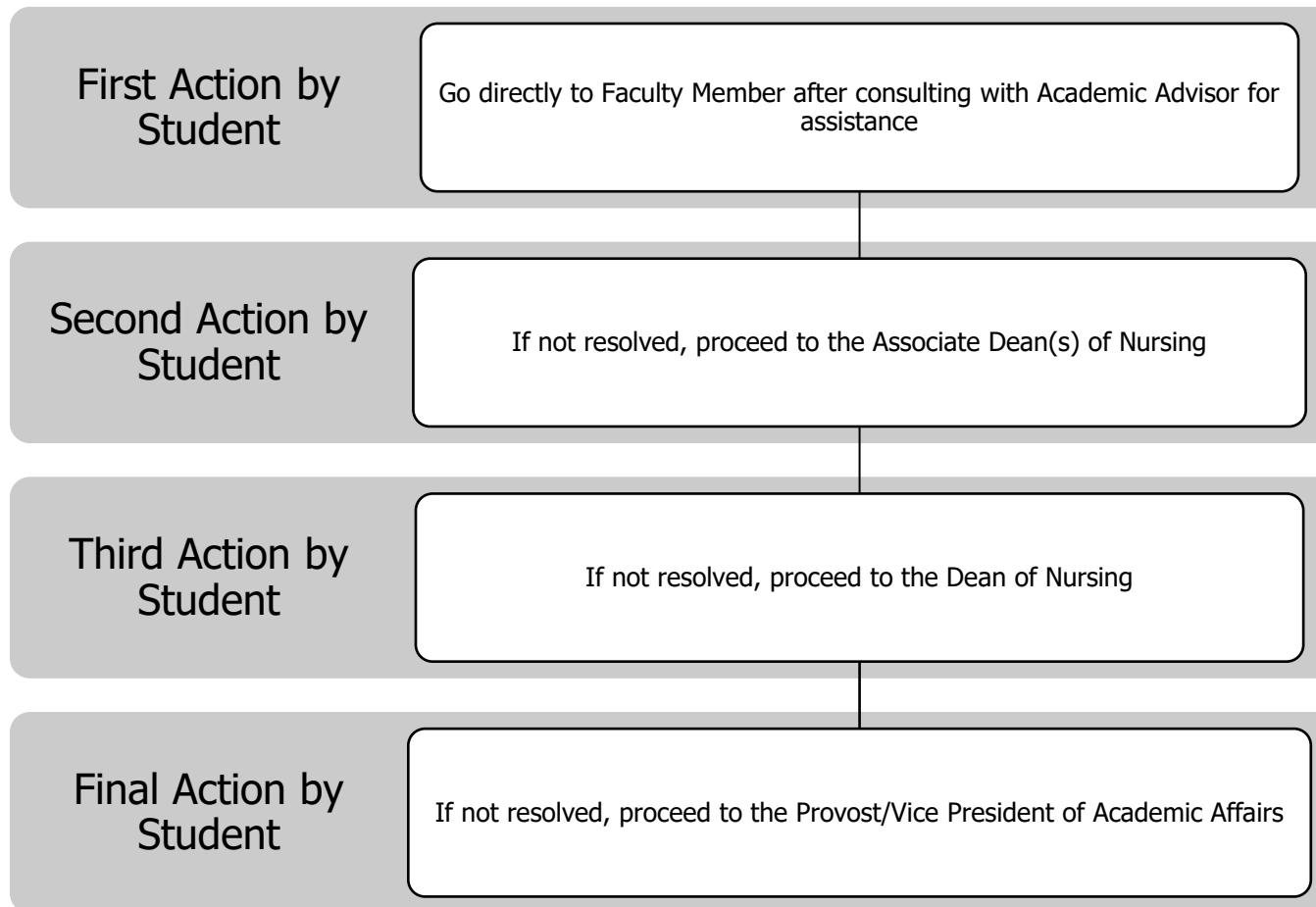
communication for an academic grievance.

All grievances concerning a grade must be filed by the end of the next semester after the grade is posted.

Procedure:

1. Diagrams of the flow of communication are below.
2. The student may go directly to the Associate Dean if the issue is not resolved with the instructor who is also the Director of the Program.
3. When submitting a letter to the Dean with a formal request for grievance
 - a. Contact the Administrative Specialist to arrange for an appointment.
 - b. Submit letter to the Administrative Specialist and the Dean at a minimum a day before the appointment.
 - c. Items to include in the letter to the Dean:
 - i. Specifically, what you are grieving and asking to be changed.
 - ii. Important points you want to be sure are considered in the discussion.
 - iii. Any extenuating circumstances that you may not have brought forward before in your conversations.
4. 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.
5. Dean will send a letter and email with the decision.
6. If the issue remains unresolved the student files an academic grievance with the VP of Academic Affairs

Flowchart: RN-BSN Student Academic Grievance Communication Process



Policy: Grading in RN to BSN Program Courses

BSN 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 GPA of 2.7. A passing grade for individual courses is a C. However, earning a C in all courses will not meet the requirement of an overall GPA of 2.7

A grade of C- does not constitute a passing grade.

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.

Grading Scale

Grade	Numerical Point Range	GPA Quality Points
A	94-100	4.00
A-	90-93	3.70
B+	88-89	3.30
B	84-87	3.00
B-	82-83	2.70
C+	80 -81	2.30
C	77-79	2.00
C-	73-76	1.70
D+	70-72	1.30
D	62-69	1.00
F	Below 62	0.00

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.

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 for courses in the RN to BSN program.
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 (C or better for RN to BSN students) before a student is eligible for enrollment in subsequent courses if the incomplete course is prerequisite to any other Nursing course.

Policy on Alcohol, Substance, and Drug Use

Linfield University prohibits the unlawful possession, use or distribution of illicit substances, drugs and alcohol by students and employees on the institution's property or as any part of the institution's activities (Refer to [Linfield University SON Undergraduate Manual](#)). Good Samaritan School of Nursing students, administrators, and faculty will not be allowed to remain at a clinical site if under the influence of, affected by, or impaired by mind altering substance, drugs, or alcohol. Any student, administrator or faculty member exhibiting intoxicated behavior (e.g., slurred speech, impaired judgment, undue aggressiveness, other bizarre or inappropriate behavior, or alcohol on the breath) shall be removed from the clinical site and subject to disciplinary sanctions imposed by Linfield University. Disciplinary sanctions include one or more of the following:

- A warning, probation, requirement of an evaluation by a certified professional, and follow-up treatment as prescribed
- Requirement to complete an educational workshop
- Requirement to participate in other special educational programming
- Referral for prosecution; and
- Separation from Linfield University
- Reported to the Oregon State Board of Nursing
- Students, administrators, and faculty may use or possess medications as prescribed by their health care provider if such use does not impair safe and/or efficient clinical performance and meets the clinical site requirements as stated in clinical facility contracts.

Policy: Administration: School of Nursing Social Media Policy 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, MySpace, Snapchat, 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 is 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.
- Do not 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", or address the Professor by title. 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: 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.
6. Remember that you are representing yourself as a professional in your email.
7. The tone of the email should be professional, courteous, and civil.
 - a. Do not use slang, text language, emoticons, or offensive terms in your email.
 - b. 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.
8. Keep the email short and concise.
9. Use spell check and proofread your message.
10. 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 many lead to negative consequences, even if those consequences do not appear serious at first glance. Additional information may be found on Purdue Owl at https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.htm

Learning Support Services

Learning Support Services (LSS) facilitates and supports access and inclusion for students with disabilities. Students with disabilities are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who believe they may have a disability should contact the Linfield University LSS office as early as possible in order to request a reasonable accommodation for a disability.

Documentation of the disability is required, and providing such documentation is the student's responsibility. Reasonable Accommodations are based on the impact of one's disability and determined on a case-by-case basis.

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 room is a safe, confidential learning environment, where clinical 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 room 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, service learning, clinical preceptor activities, and more.
- There are a variety of resources available in the course room to support student learning, such as: library class 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 for assignment assistance.

- In online courses, student identification is confirmed through their CatNet ID and secured password. Plagiarism can be checked using the website: www.turn-it-in.com.

Nursing Student Technology Recommendations

The Linfield Good Samaritan School of Nursing (SON) 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 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 (<https://www.fcc.gov/consumers/guides/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 (<https://linfield.edu/myapps/>). Students may install Microsoft Office products on up to 5 devices by visiting office.com and clicking on the Install Office link.

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.

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.

Distance Delivery - The RN to BSN Program delivers all courses online using asynchronous delivery technologies. Students in the RN to BSN program are required to have or have access to the following: Web camera, USB headset with microphone or a computer with camera and audio capability, Internet connection speed greater than 5 mb/s.

Web browsers - Students should have two or more current browsers such as Chrome, Edge, Firefox, or Safari. Internet Explorer is no longer supported. To check for the most current browser minimums, visit Blackboard's browser support help site. Note: If you are having trouble viewing Blackboard course content, try again in a different browser.

Internet Security and Antivirus Software: With all of 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.

Student's Evaluation of Nursing Courses in the Curriculum

Periodically, as part of the Good Samaritan School of Nursing continuous quality improvement efforts, students are asked to evaluate nursing courses to determine if course outcomes are effectively being met. The evaluation is anonymous. Data are used to facilitate course development.

SECTION V: LINFIELD UNIVERSITY POLICIES AND PROCEDURES

Linfield Catalog Student Code of Conduct

Students are expected to conduct themselves in accordance with the rules and regulations of the University. Students, like all members of the University – trustees, faculty, administration, and staff members – assume the responsibility to conduct themselves in compliance with the objectives and standards of conduct established by the University. These standards apply both on and off campus.

By enrolling in the University, students accept the responsibility to become fully acquainted with the University's policies and [student code of conduct](#) and to comply with the University's authority. The University expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to respect the rights, privileges, and property of others; and to observe national, state, and local laws and University policies.

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.