

# **RN Refresher Program**

## **Student Handbook**



**“Developing Nurse Leaders, Transforming Lives, and Improving Health for All”**

**Pacific Lutheran University  
Center for Continued Nursing Learning  
School of Nursing  
12180 Park Avenue S.  
Tacoma, WA  
[www.plu.edu/nursing](http://www.plu.edu/nursing)  
Phone: 253-535-7027**

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# **Pacific Lutheran University School of Nursing**

## **University Mission:**

Pacific Lutheran University (PLU) seeks to educate students for lives of thoughtful inquiry, service, leadership, and care - for other people, for their communities, and for the earth.

## **School of Nursing Guiding Principles:**

Pacific Lutheran University School of Nursing embraces core values of:

- Compassion and kindness
- Competence
- Diversity, equity, and inclusion
- Excellence
- Respect and integrity
- Service
- Social Justice

## **School of Nursing Vision:**

Pacific Lutheran University School of Nursing will be a nationally recognized program of preference and distinction, dedicated to improving health and healthcare for all, enacted through transformational nursing education, committed and responsive leadership, and meaningful scholarship.

## **School of Nursing Mission:**

Pacific Lutheran University School of Nursing is dedicated to

- Exemplary and responsive undergraduate, graduate, and continuing nursing education;
- Engaging clinical and community partners in compassionate care for individuals, families, communities, and the world;
- Fostering leadership in nursing through committed service, highest quality education, and meaningful scholarship;
- Advancing the vision and mission of the university through collaborative partnerships that foster innovation and change.

# General Information

## **Culture of Respect**

The PLU School of Nursing is committed to actively cultivating and promoting safe and respectful environments to ensure equitable opportunities for all students, faculty, and staff to learn and work to optimal capacity. Learning environments, structures, systems, policies, and procedures will be based on a positive, productive culture of meaningful, collaborative relationships and attention to a safe, orderly, and respectful learning and working environments.

This respect is illustrated by the following behaviors:

- Acknowledging the value of others by treating them with respect.
- Exemplifying good human relations skills such as courteousness, consideration, and responsiveness to others.
- Acting in a dignified professional manner.
- Listening to others carefully and asking for clarification when necessary.
- Acknowledging others time frame by being on time and making reasonable requests are requisites of respect.

These behaviors reflect pride in oneself, the profession of nursing, and being a member of the PLU School of Nursing.

The School of Nursing Culture of Respect is maintained through our Guiding Principles, expectations for student conduct and professional behavior, adherence to the ANA Code of Ethics for Nursing and values of the profession. Please refer to student policies provided throughout this Student Handbook.

## **Equal Educational Opportunity**

Pacific Lutheran University and the School of Nursing are committed to providing equal opportunity in education for all students without regard to a person's race, color, national origin, creed, religion, age, gender, sexual orientation, mental or physical disability, or any other status protected by law. The university community will not tolerate any unlawful discrimination, harassment, or abuse of or toward any member of the university community.

The university holds as basic the integrity and well-being of every person in the community. It is committed to providing an educational environment which is fair, consistent, caring, and supportive of intellectual and personal growth. Further, it is committed to protecting the rights of its community members to engage in dialog and to express ideas in an environment which is free from harassment, discrimination, and exploitation. This freedom of expression does not,

however, entail the freedom to threaten, intimidate, harass, or abuse. The university prohibits any activities which cause or threaten physical or mental harm, suffering, or exhaustion; which demean the dignity and personhood of any individual; or which interfere with one's academic progress. Examples of such actions are verbal threats or abuse, harassment, intimidation, stalking, threatened or actual physical assault, or consistent disregard of the rights and welfare of others. In particular, the university will see as a violation of this policy, any behavior which communicates a message that is threatening, intimidating, or demeaning or which causes physical harm to a person or persons because of race, color, national origin, creed, religion, age, gender marital status, sexual orientation, mental or physical disability, or any other status protected by federal, state, or local law. Any person or persons who are found to have violated this policy will be subject to disciplinary action up to and including suspension, expulsion, or termination.

### **PLU's Non-Discrimination Policy**

Pacific Lutheran University, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate in the administration of any of its educational programs, admissions, scholarships, loans, or other activities or programs on the basis of race, gender, sexual orientation or preference, national or ethnic origin, color, disability, marital status, age, or religious belief.

Inquiries regarding compliance with these statutes and regulations may be directed to the Office of the Vice President for Student Life and Dean of Students, (253) 535-7191, PLU's Title IX Coordinator, Teri Phillips, (253) 535-7187, or to the Assistant Secretary for Civil Rights. U.S. Department of Education, Office for Civil Rights, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

Inquiries about the School's compliance with student access and privacy rights regarding educational records, under the Family Educational Rights and Privacy Act of 1974, may be directed to the Office of the Vice President of Student Life and Dean of Students or to the Student and Family Educational Rights and Privacy Office, U.S. Department of Education, Washington, D.C.

### **Family Educational Rights and Privacy Act (FERPA)**

The School of Nursing follows the PLU [FERPA Policy](#) regarding access to educational records. According to the Family Educational Rights and Privacy Act ([FERPA](#)), all students must sign a consent to release records for educational materials to be shared with clinical agencies, or used in letters of recommendation. All students must sign a [FERPA Release form](#) (Appendix A) to participate in clinical practicums that allow the School of Nursing to share information with clinical agencies, including results of criminal background checks and drug screenings.

# Professional Conduct and Values of the Nursing Profession

Nursing is consistently rated as one of the most trusted professions based on honesty and ethical standards. The nursing profession is governed by a Code of Ethics and a core set of values to which faculty and students are held. Professional values and their associated behaviors are foundational to the practice of nursing and are upheld in all aspects of the PLU School of Nursing and its educational programs. The required professional standards and guidelines for nursing and healthcare professions education are necessarily higher than for other academic programs.

The following professional standards and guidelines, values, professional behaviors, and expectations for conduct are adhered to as minimum standards and included as elements of academic performance criteria. As such, all expectations for academic performance apply and may be the basis for the citation of academic deficiencies and consequences for program progressions, up to and including dismissal from the program. Each student associated with PLU, including each student in the School of Nursing, is expected to be familiar with and to follow all policies, rules and regulations promulgated by the university, as well as local, state and federal laws. Students are expected to know and follow conduct standards set out in the PLU Student Code of Conduct. Failure to abide by the policies, rules, and regulations may result in disciplinary action(s) outlined in the Student Code of Conduct, [Student Code of Conduct](#) up to and including suspension or expulsion from the university.

## **Code of Ethics**

The [Code of Ethics for Nursing](#) created by the American Nurses Association (ANA) is the gold standard for ethical professional and practice conduct. All faculty and nursing students at PLU School of Nursing are held to this code of ethics "for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession" ([ANA, 2014](#)).

## **Values and Professional Behaviors**

Baccalaureate and graduate education for professional nursing include processes that foster the development of values, attitudes, personal qualities, and value-based professional behaviors. Values are defined as beliefs or ideals to which the individual is committed and which guide behavior. Values are reflected in attitudes, personal qualities, and consistent patterns of behavior. Attitudes are inclinations or dispositions used to respond to persons or situations, while personal qualities are innate or learned attributes of an individual. Professional behaviors reflect the individual's commitment to specific professional values.

The professional nurse must adopt characteristics such as independence, assertiveness, self-esteem, and confidence, as well as demonstrating compassion, acceptance, consideration, and kindness. Adoption of essential values leads the nurse to a sense of commitment and social responsibility, sensitivity, and responsiveness to the needs of others, and responsibility for oneself and one's actions (AACN, 2008).

## **Integrity and Academic Integrity**

Integrity is an essential characteristic for nursing students and practicing nurses. Integrity involves the demonstration of honesty, trustworthiness, accountability, truthfulness, and reliability. The practice of the profession of nursing involves close interactions with a wide range of individual and groups of clients. The nurse must act to safeguard those clients and the public in matters of health care and safety. One aspect of professionalism is the maintenance of one's integrity.

Academic integrity is honesty concerning all aspects of academic performance including clinical performance and is imperative for nursing students. Nursing is a trusted profession, and academic dishonesty is considered a very serious matter. Academic integrity in the classroom is defined in the [PLU Academic Integrity](#) policy. Academic integrity in the clinical setting involves accurately representing one's actions with clients, upholding expectations for evidence-based practice, and demonstrating competency in clinical judgment and practice. Academic dishonesty or other breaches of integrity may result in dismissal from the program.

## **Social Media and Electronic Communication**

The use of social media and other electronic communication has become commonplace in our everyday lives. Every day new outlets, platforms, and applications are created, and individuals are increasingly participating in blogs, social networking sites, video sites, online chat rooms and forums in both a personal and professional manner. "The very nature of this medium, however, can pose a risk as it offers instantaneous posting opportunities that allow little time for reflective thought and carries the added burden that what is posted on the internet is discoverable by a court of law even when it is long deleted" (NCSBN, nd.).

Nurses and nursing students are welcome to utilize social media but must be very careful in posting information and stories about clinical experiences on social media sites as these may be breaches of patient privacy and confidentiality, which is a violation of state and federal laws. Instances of inappropriate use of social and electronic media may be reported to the School of Nursing and/or Board of Nursing. The School of Nursing and/or Board of Nursing may investigate reports of inappropriate disclosures on social media sites by a nurse on the grounds of:

- Unprofessional conduct;
- Unethical conduct;
- Moral turpitude (defined as conduct that is considered contrary to community standards of justice, honesty or good morals);
- Mismanagement of patient records;
- Revealing a privilege communication; and
- Breach of confidentiality

If the allegations are supported, the nurse may face disciplinary action by the School of Nursing and/or the Washington Nursing Commission, including a reprimand or sanction, removal from the nursing program, assessment of a monetary fine, temporary or permanent loss of licensure, as well as potential civil and



criminal penalties. "A nurse may face personal liability and be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitations." (NCSBN, n.d.) For more information on Social media use see the social media policies by the [NCSBN](#) and [NSNA](#).

In addition, nurses and student nurses need to adhere to professional boundaries. To maintain the professional therapeutic relationship student nurses should refrain from "friending" or "following" patients and their families. Students should also refrain from "friending" or "following" the personal social networking sites of School of Nursing faculty/ staff while a student at PLU. Students should be aware of professional boundaries and confidential communications within the School of Nursing, just as in the clinical setting. Social media and electronic communication methods such as Linked-in, webinars, web conferencing tools, etc. should be only utilized between students and School of Nursing faculty/staff if it promotes student learning, professional development, academic advising, or assists the faculty/staff in educational pedagogy. Social media and electronic communication methods should still adhere to professional boundaries.

### **Netiquette**

"Netiquette" refers to the etiquette of online communication. The rules of netiquette were created by Virginia Shea and can be looked into in more depth on the [Netiquette website](#). The core of netiquette includes the same principles that are used in all other realms of interpersonal communication and professional relationships. Online communications last forever and can be used in a court of law. To prevent harm and avoid later and/or unintended consequences, be sure to present yourself in a professional manner in all communications:

- Do not include other people in conversations that should be a private.
- Be respectful of others' time by being clear and concise.
- The tone of online communication can be easily misinterpreted, address the meaning, not the words.
- Do not send angry emails. Discipline yourself to take a cooling off period, to think clearly about the situation and your response.
- If you would not make a particular statement to a person in front of you, you should not say it online.
- Be forgiving of other people's mistakes.
- Don't read into other people's messages with your interpretations or assumptions.
- Request clarification of a message if it is ambiguous, unclear, or incomplete.
- Pick up the phone or have a face-to-face conversation when complex matters or sensitive topics are involved.

## **General Academic Policies**

### **Admission**

Admission to the RN Refresher Course is open to a Registered Nurse with an active, unencumbered license as well as those with an inactive license who apply for reactivation through Washington State Department of Health. Please visit

<https://doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing/RegisteredNurse/HowtoApplyforReactivation> for the process necessary to reactivate your license. The nurse who does not have an active license must have a Limited Education Authorization (LEA) from Washington State to complete the clinical portion of the program. This process may take 4-6 weeks to complete with the state, and the LEA must be granted prior to starting the clinical portion of the refresher course. If you are a nurse who needs to enroll in a refresher course as part of a stipulation on your license, you must provide the School with a copy of your orders from the Nursing Commission. Clinical placement sites must be notified of these Orders and are not required to agree to your participation. The RN Refresher program reserves the right to deny admission to an applicant. All applicants are expected to satisfy the health requirements to comply with the School contract with the clinical agencies.

### **Progression**

The RN Refresher student is expected to meet the course requirements, prepare for classes, perform psychomotor skills correctly, achieve a score on exams of 71% or better on exams and perform safely in clinical. The psychomotor skills will be graded by the Pass or Fail system. If the student comes to class unprepared, s/he will be dismissed with no refund of fees. Successful completion of the online modules, didactic and lab content is a prerequisite for progression to clinical experiences.

### **Dismissal**

The RN Refresher student will be dismissed from the course for unprofessional conduct or for failing to meet the progression requirements. No refund of fees will be provided.

## **CLINICAL PRACTICE REQUIREMENTS**

RN refresher students will be required to complete all the requirements set forth by the Clinical Placements Northwest Consortia. Adherence to the requirements of the clinical passport and e-learning modules will be required. Clinical onboarding requirements of the clinical site will be adhered to. All RN refresher students will be asked to review the Physical and Psychological Expectations of Nursing students found at <https://www.plu.edu/nursing/application/physical-psychological-expectations/>. They will also complete the essential qualifications form that is required of PLU nursing students. That form may be found here: <https://www.plu.edu/nursing/wp-content/uploads/sites/96/2017/09/essential-qualifications-affidavit-2015.june-24-2015-1.pdf> (Appendix B).

### **GRIEVANCE PROCESS**

The PLU School of Nursing (SON) is dedicated to the fair and accurate appraisal of each RN Refresher student's performance. When disagreements arise over a performance evaluation, RN Refresher students and faculty should follow the School's procedure for performance dispute resolution (adapted from the School of Nursing Undergraduate Student Handbook, Grade Dispute Policy, pp 64-67).

Procedural Steps:

1. An RN Refresher student who chooses to dispute an evaluation should first initiate an informal evaluation dispute process by addressing the matter with the faculty member responsible for submitting the evaluation in the following manner.
  - a. Submit to the responsible faculty member a written statement, detailing why the evaluation being disputed and the remedy the RN Refresher student is seeking and requesting an appointment time to meet the faculty member.
  - b. The student is responsible for providing a copy of the written statement to the Continuing Nursing Professional Development (CNPDP) to be placed in the official CNPD file.
  - c. The written statement should be available during the discussion between the RN Refresher student and the responsible faculty member.
  - d. After the initial discussion, the responsible faculty member should provide a written statement detailing the issues discussed, including why or why not the evaluation will be changed.
  - e. Both the responsible faculty member and the RN Refresher student should sign this written statement; the RN Refresher student should have an opportunity to provide additional written comments.
  - f. The faculty member is responsible for submitting this statement, along with any additional written comments from the RN Refresher student, to the SON Director of Professional Development, to be placed in the CNPD official file.
2. If the matter is not resolved after discussion with the faculty member, the student may initiate the formal evaluation dispute process by appealing to the PLU SON Director of Professional Development. The Director of Professional Development will make a recommendation to the Dean, who will review the documents and make the final determination.
3. If the RN Refresher student chooses to pursue the matter beyond Step #2, s/he may submit a grievance to the University Dispute Resolution Committee (UDRC). It is expected that the procedure outlined here will be followed in its entirety before a grievance is made to the UDRC. All copies of written statements from the official CNPD file regarding the evaluation dispute will be made available to the UDRC upon request.

## **STUDENT EXPECTATIONS AND RESPONSIBILITIES**

The RN Refresher student should expect to be treated with respect, dignity and in a professional manner at all times. In return, the RN Refresher student is expected to treat others with respect, dignity and in a professional manner. S/he should expect to be prepared to transition back into clinical practice at the completion of this course. The RN Refresher student is responsible for her/his learning and is expected to come to class prepared to participate for optimal benefit.

### **Photo IDs**

All students will wear picture identification tags when in a clinical setting. Students will obtain a clinical photo ID badge when they begin their clinical courses.

Some health agencies require that students wear an agency identification nametag. These nametags are obtained from the agency.

## **Privacy Protection I Computer Security**

Students are expected to know and practice data and information security measures when using agency computers or private computers with access to agency data on or off-campus. These measures include, but are not limited to:

- Maintaining strong confidential passwords,
- Ensuring that computers are password protected
- Logging off the computer when finished,
- Not sharing computer with others once logged into the confidential system,
- Ensuring that only those who have a right to know have access to the information,
- Immediately reporting any breach in security, including lost or stolen computers, to the instructor and appropriate facility staff.

Students may be required to complete computer security training courses prior to or during clinical setting placements.

Students receive training regarding patient confidentiality and are required to comply with the letter and spirit of the [Health Information Portability and Accountability Act](#) (HIPAA) at all times. Students should not discuss in any public forum (including public spaces such as elevators, hallways, cafeterias or electronic forums such as blogs or any social media such as Facebook or Twitter) client information or anything occurring in the clinical setting having to do with patients, even if names/clinical sites/treating practitioners, etc. are omitted. Students should refrain from leaving the clinical site with identifying information such as patient stickers, census sheets, etc. Students should monitor with the utmost care any written statements about patients, whether in a personal journal or in the context of classroom assignments such as clinical logs or reports. When stored in the form of data, such as saved assignments on a computer, portable drive, or disk, the student takes full responsibility for the security of this data. Students are strongly advised to protect such data with passwords and the School requests students to leave computers, portable drives or disks bearing any patient information at home. Names and personally identifying information are not to be used in any written assignment or data collection.

Students may not, under any circumstances, utilize their access to electronic medical records through the School of Nursing to directly or utilize a third party to look up medical records belonging to themselves, friends, family, or significant others as this is a violation of the HIPAA laws. Students must go through the proper channels of the individual agencies to obtain personal medical record.

Failure to maintain the security of agency computer systems, and failure to maintain patient confidentiality in any forum is considered a breach of professional and ethical standards and will be reported to the Director of Professional Development and the Dean. This may result in dismissal from the program.

## **Health Protection Policy**

All students are expected to render safe, quality nursing care to all clients. Students are expected to know policies and procedures that reduce the risk of spread of infection to self and others. Students must demonstrate an understanding of infection control principles, including the transmission of HIV/AIDS, through tests or certification. Other skills, which incorporate measures to decrease the transmission of infection, will be validated in the practice laboratory prior to the clinical application.

Exposure to communicable diseases and potential physical injury are inherent risks in healthcare. Students are responsible for exercising reasonable prudence to prevent injury or risk. Students will comply with approved safety precautions so as to not compromise their safety or that of others in the vicinity. Students who are injured or come in contact with a communicable disease should contact their clinical faculty immediately to determine appropriate action. Expenses incurred over the course of treatment for an illness or injuries acquired in the clinical setting are the responsibility of the student.

In order to protect vulnerable patients, students should not participate in clinical if they are exhibiting symptoms of a communicable disease, including fever, productive cough, diarrhea, vomiting, etc. If you are unsure if you should participate in the clinical setting, students should contact their clinical faculty. If an absence is necessary, the student will be required to make up the clinical time to meet the minimum clinical hours at the time and place determined by faculty teaching the course.

## **Incident Reports**

The School of Nursing at Pacific Lutheran University complies with all Washington Administrative Codes (WAC) rules that relate to nursing education programs. Event reporting and recordkeeping requirements are in accordance with [WAC 246-840-513](#) that states, "The nursing education program shall keep a log of all events reported by a patient, family member, student, faculty or a health care provider resulting in patient harm, an unreasonable risk of patient harm, or allegations of diversion, and medication errors. The School of Nursing is committed to fulfilling its role through reporting, investigation, analysis, plan for remediation and/or systematic corrective action of an event involving a student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, diversion of legend drugs, or controlled substances, and medication errors. Systematic investigation and analysis of events qualifying for reporting and evaluation are essential to reduce risk and prevent patient harm and protect public health and safety. This policy defines reportable events, and student, faculty, and administrator duty to report infractions based on the principles of just culture, fairness, and accountability in nursing education. Barnsteiner (2011) states that "organizations that have cultures of safety, foster a learning environment and evidence-based care, promote positive working environments for nurses, and are committed to improving the safety and quality of care are considered to be high-reliability organizations (HRO)." PLU School of Nursing seeks to become a contributing member towards achieving HRO status with our community clinical partners.

## Managing Healthcare Risk- The Three Behaviors

Normal Error	At-Risk Behavior (negligence)	Recklessness
What is it?  "A product of our current system design."	What is it?  "Unintentional risk-taking."	What is it?  "Intentional risk-taking."
How can we manage this?  <ul style="list-style-type: none"> <li>• Processes</li> <li>• Procedures</li> <li>• Training</li> <li>• Design</li> <li>• Environment</li> </ul>	How can we manage this?  <ul style="list-style-type: none"> <li>• Understanding our at-risk behaviors</li> <li>• Remove incentives for at-risk behaviors</li> <li>• Creating incentives for healthy behavior</li> <li>• Increasing situational awareness</li> </ul>	How can we manage this?  <ul style="list-style-type: none"> <li>• Disciplinary action</li> </ul>

### Just Culture

According to the American Nurses Association (2010), principles of Just Culture were borrowed from the aviation industry and seek to "create an environment that encourages individuals to report mistakes so that the precursors to errors can be better understood in order to fix the system issues" (p.1). The School of Nursing is committed to applying the principles of Just Culture to find a balance between blamelessness and corrective interventions for students and faculty practicing in nursing education settings. The School of Nursing believes that applying principles of Just Culture to the educational milieu will:

- Promote a culture of safety
- Demonstrate the School of Nursing's commitment to patient safety initiatives
- Raise the level of transparency regarding clinical errors or near misses
- Improve patient safety
- Understand how aggregate data from near-miss analyses are used to direct attention to critical safety issues for ongoing program improvement

### Human Error

Human error is defined as inadvertent action; inadvertently doing other than what should have been done; slip, lapse, mistake.

### Near miss

Near miss is defined as an unplanned event that did not result in injury, illness, or damage- but had the potential to do so. These events can represent an opportunity for students and faculty to identify and correct errors that have the potential to jeopardize patient safety.

### At-risk Behavior

At-risk behavior is defined as a behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.

### Reckless Behavior

Reckless behavior is defined as a behavioral choice to consciously disregard a substantial and unjustifiable risk.

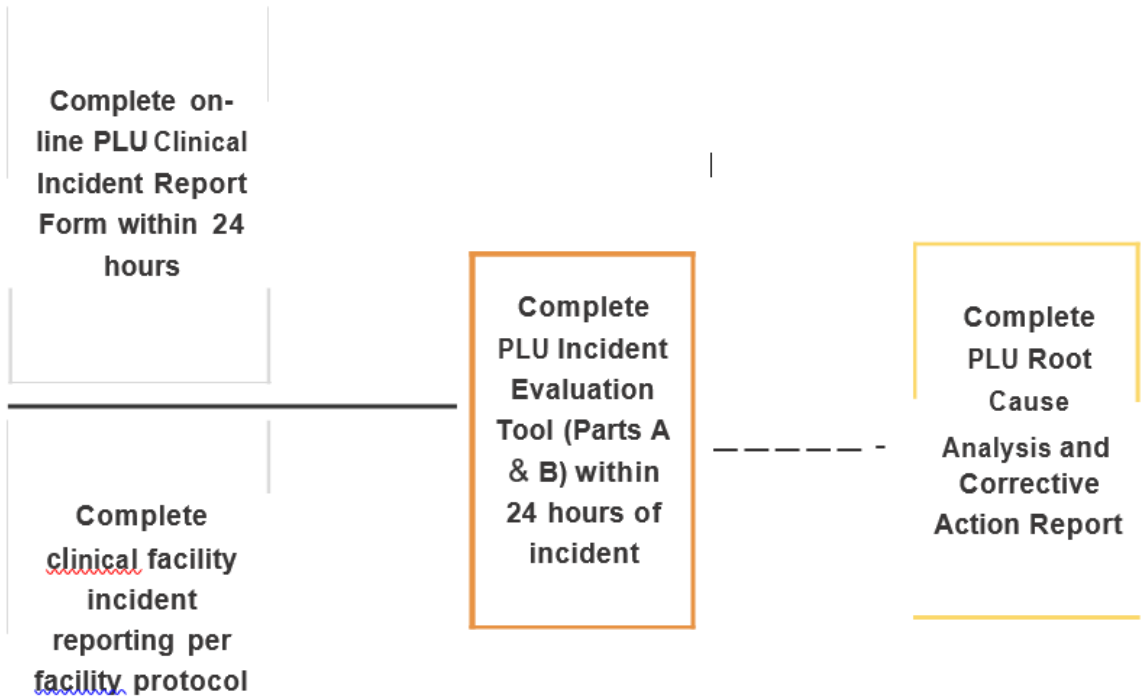
### Hostile Environment

A hostile environment may include, but not limited to bullying, sexual harassment, sexual misconduct, lateral violence, discrimination, and physical violence. Incidences of a hostile environment should be reported to the faculty of record. If the faculty of record is involved, then the incident should be reported to the Dean.

## **Clinical Facility Incident Reporting**

When an incident occurs, the student should notify faculty as soon as possible. Timely reporting of the incident is essential. Students, under clinical faculty supervision, will need to fill out the online School of Nursing Clinical Incident Report and possibly a University Injury Report. Incidences that occur within a clinical setting will simultaneously follow facility policy on incident reporting. Students should work with faculty to help determine the appropriate action for the specific type of incident. Students are responsible for the cost of treatment for injuries sustained to themselves while in classroom/clinical/lab.

Students and faculty that identify a clinical incident or near miss will follow the following 3-step process:





The School of Nursing Administration will review the documents to determine if consultation with Washington State Nursing Quality Assurance Commission (W A NQAC) is required based upon established criteria detailed in the Incident Evaluation Tool (part B). If the incident requires consultation or reporting to the WA NQAC, Chair of the Recruitment Admission Progression (RAP) Committee is responsible to assemble an ad hoc committee of members from the RAP committee, clinical faculty, course lead, and School of Nursing administration to initiate a formal Root Cause Analysis and develop a plan for corrective action. School of Nursing administration is responsible to keep a perpetual log of incidents and will investigate and report to the Chair of the Curriculum Committee, on a bi-annual basis, if incidents have occurred that require changes in the School of Nursing curriculum.

### **Needle Stick Injury/Bloodborne Pathogen Exposure/Exposure to Communicable Disease**

Exposure to bloodborne pathogens can occur through needle sticks, skin exposure to blood when skin is chapped or cut and body fluid splash to the eye, inside of nose or mouth.

All potential exposures to bloodborne pathogens must be reported to your clinical instructor and agency staff within 1 hour of occurrence. Needlestick injuries as a result of clean or dirty needles must be reported. First aid should be immediately accessed for any exposure. Immediate medical evaluation should be sought (Emergency room, urgent care, primary provider). Additional guidance for testing/treatment will be provided by your medical provider post exposure. Prophylaxis medication, if needed, should be started within 72 hours. Students are responsible for the cost of treatment for injuries sustained while in classroom, clinical, and lab. All needle stick and bloodborne pathogen exposures must be reported via clinical facility and School of Nursing incident reports.

### **Professional Relationships in Clinical Practice**

Many relationships and opportunities for students arise while in the clinical setting. Maintaining professional boundaries and relationships is essential to ethical practice. Students are requested to refrain from accepting employment and socializing outside of the clinical setting with clients or a client's family while maintaining a professional relationship.

Students may not care for family members, significant others, friends, or close acquaintances during clinical rotations as this poses ethical, legal, privacy, and personal conflict issues.

Students should not give their home/cell phone numbers to clients or a client's family. Students should have clients contact them either through the clinical agency or through an approved method of communication as determined by the clinical faculty of record. This will help prevent unnecessary, unwanted, or inappropriate contacts. When students need to contact clients within a community, students should call their clients during the regular workday; unscheduled calls should not be made after 9:00 p.m. or on the weekend.

Students must not transport clients in their personal vehicle. Students should arrange to meet the client as needed at the health care agency.

Students should not sign as witnesses for such legal documents as surgery permits. It is also recommended students not witness wills or other similar legal documents. Refer any such requests to the instructor or appropriate nursing personnel in the clinical agency.

Students are discouraged from giving gifts to faculty and clinical staff or accepting gifts from clients. Students are encouraged to show their appreciation through words and thank you notes rather than gifts.

### **Clinical Orientation & Electronic Medical Record (EMR) Training**

Please note that students may be required to meet agency-specific clinical orientation and EMR training prior to the official start of the clinical rotation. It is the student's responsibility to check PLU email and Sakai notifications several weeks before the beginning of the term, as this is the method of communication for such announcements.

### **Liability Insurance**

RN refresher program participants are required to have their professional liability insurance. Proof of insurance will be required prior to the start of the clinical portion of the course.

# Appendix A



## PACIFIC LUTHERAN UNIVERSITY

*School of Nursing*  
Tacoma, Washington 98447  
(253) 535-7672 phone  
(253) 535-7590 fax  
[nurs@plu.edu](mailto:nurs@plu.edu) email

### *Consent to Release Education Records to a Third Party*

I, \_\_\_\_\_, understand that The Family Educational Rights and Privacy Act of 1974, also known as FERPA, grants students attending post-secondary institutions certain rights and privacies regarding their Education Records. I understand that "Education Records" are defined in FERPA, and generally include any and all records that contain any information related to me that are maintained by Pacific Lutheran University.

I hereby authorize Pacific Lutheran University to utilize and disclose information contained in my Education Record, *including results from Washington State and National background checks to the medical facilities where I will be participating in an internship, practicum or clinical experience.*

Furthermore, I hereby release Pacific Lutheran University, its Trustees, Officers, Employees, Agents or Assigns, from any and all liability for release of the above-named records/information. I understand this consent is effective only to this/these specific request(s).

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
PLU ID number / Social Security Number

\_\_\_\_\_  
Please print name signed above

\_\_\_\_\_  
Current Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

(\_\_\_\_\_) \_\_\_\_\_ (This is my: home / cell / work )  
Telephone number

\_\_\_\_\_  
Email address

# Appendix B

## Pacific Lutheran University School of Nursing Essential Qualifications

The Essential Qualifications for Participation in School of Nursing Degree Programs (below) constitute important elements of academic performance criteria in the PLU School of Nursing degree programs. As such, the Essential Qualifications become part of the criteria by which students are evaluated for satisfactory performance and program progressions. The Essential Qualifications reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of all nursing programs at PLU. All new and current PLU School of Nursing students are expected to embody these skills. Nursing students must attest to and demonstrate essential motor, sensory/observation, communication, cognitive, and behavioral/emotional skills necessary to be successful in the nursing profession.

The Essential Qualifications for Participation in School of Nursing Degree Programs are used to assist the student in determining whether or not they meet essential qualifications, or if accommodations or modifications might be necessary for successful completion of the program at the School of Nursing.

The School of Nursing at PLU is approved by the <https://doh.wa.gov/licenses-permits-and-certificates/nursing-commission/contact-us>. Only graduates of approved programs are eligible to apply for licensing examination. Mental, physical or emotional impairment may result in the commission suspending a license or denying initial licensure. The Washington State Nursing Care Quality Assurance Commission would expect, and the law requires, nursing programs to evaluate student performance and not pass them if they are unsafe for any reason. Refer to [WAC 246 840 710 \(5\)\(b\)](#)

A student's inability to fulfill program requirements, due in part or in whole to her/his ability to meet the Essential Qualifications, may affect the student's grade in a nursing course or courses, program progression, continued program enrollment, and/or program completion/graduation. Such consequences do not imply discrimination and/or harassment on the part of the faculty member assigning such grades. Inability to meet classroom and clinical performance expectations, with or without accommodations, will result in progressions consequences.

Students are required to sign a statement of understanding, acknowledgement, and compliance each semester of the nursing program. For further information, contact the School of Nursing at PLU and the Washington State Nursing Care Quality Assurance Commission, P. O. Box 47864, Olympia, Washington 98504-7864.

## **Essential Qualifications for Participation in School of Nursing Degree Programs**

The Bachelors of Science in Nursing, Masters of Science in Nursing and the Doctor of Nursing Practice signify that the holder of the degree from Pacific Lutheran University (PLU) is prepared to practice as a Registered Nurse and/or Advanced Registered Nurse Practitioner in the State of Washington. For further health information regarding licensing for the State of Washington, potential students are encouraged to look at the [Washington Department of Health](#) documents.

Nurses must be educated to assimilate clinical, classroom, and laboratory knowledge, acquire skills, critically think and develop judgement through patient care experiences in preparation for semi-autonomous and independent practice, based on the level of nursing preparation. This is often done in collaboration with the patient and among other health care providers including physicians, nurses, and other health professionals. Therefore, intra- and inter-professional communication that is respectful, collegial, civil, and responsible is a requirement of every student enrolled in the program.

### **Motor Skills**

A student should possess motor function sufficient to provide general care and treatment to patients across a variety of health care settings. The student should be able to move safely within workspaces and treatment areas. For safety, students must be able to assist with moving patients in a safe manner and must be able to perform emergency procedures such as basic life support (including Cardiopulmonary Resuscitation) and/or function in other emergency situations.

### **Sensory/Observation**

A student must be able to use and interpret information presented through demonstrations and experiences in nursing. He or she must be able to observe a patient accurately, at a distance and in close proximity, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds). The student must be able to modify decisions and actions when dictated by new relevant data or after analysis of existing data. The student should be capable of recognizing and responding appropriately to life-threatening emergencies.

### **Communication**

The student must communicate effectively verbally, non-verbally, and in writing in a timely manner with other students, faculty, staff, patients, family, and other healthcare professionals. He or she must be able to express ideas clearly and must be open to giving and receiving feedback. The student must be able to convey and exchange information regarding assessments, solutions, directions, and treatments. The student must be able to communicate relevant data to clinical faculty and other healthcare professionals in a timely manner. The student must be able to ask for assistance and supervision when

needed. Students are expected to be professional, responsible, sensitive, accountable, and ethical in all interactions that require communication among peer and other professionals on the healthcare team. **Sakai**, [Sakai portal](#) is used for most courses to distribute course syllabi and announcements. It may also be used for distribution of course materials, assignments, individual and group communications, group discussion, and other communication and educational activities. Additional Sakai project sites may be created by the School of Nursing office or faculty as a way to contain and distribute information to large groups of nursing students. All students are expected to access Sakai regularly.

### **Cognitive**

A student must be able to accurately elicit, measure, calculate, analyze, integrate, evaluate, and synthesize information collected throughout clinical, lab, and/or classroom settings across all levels of nursing study to adequately and effectively evaluate a patient's condition. This includes being able to modify decisions and actions when dictated by new relevant data or after analysis of new or existing data. The student is expected to use information gained in courses based in the liberal arts, basic and applied sciences in the development of the plan of care which includes being able to relate pathophysiological and psychological basis of disease to client's status. Students must be able to problem solve and think critically in order to develop appropriate treatment plans. Students must be aware of their abilities and contextual scope of practice depending upon setting and level within the program.

The student must be able to quickly read, comprehend, and apply extensive data obtained from written, digital and/or other materials in computer-information systems to the care of patients. The student must be able to acquire and apply information from demonstrations and experiences in the clinical setting, through prepared case studies, and/or through laboratory work. This information may be conveyed through online coursework, lecture, group seminar, small group activities and/or physical demonstrations.

### **Behavioral/Emotional**

A student must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and families. In addition, the student must be able to maintain mature, sensitive, tolerant, professional, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances. The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The student must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The student must be able and willing to examine, evaluate, and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

## **Reasonable Accommodations for Disabilities**

It is our experience that a number of individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) are qualified to study in the School of Nursing with the use of reasonable accommodations. To be qualified to attend the School of Nursing at PLU, all individuals must be able to meet all academic standards including the Essential Qualifications, with or without reasonable accommodations. The School of Nursing will work with the student and the Disability Support Services office to provide reasonable and appropriate accommodations. It is the student's responsibility to contact Disability Support Services. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program. Additionally, we cannot guarantee that specific accommodations will be accepted within our partnering clinical settings and organizations. Further information on nursing students with disabilities can be found at the National Organization of Nurses with Disabilities: <http://www.nond.org/>

For further information regarding services available to students with disabilities and/or to request accommodations please contact [Disability Support Services](#) at:

Disability Support Services  
Anderson University Center, #300  
Tacoma, WA 98447-0003  
Phone: 253-535-7206  
Fax: 253-536-5124  
Web site: [www.plu.edu/dss](http://www.plu.edu/dss)  
Email: [dss@plu.edu](mailto:dss@plu.edu)

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**PACIFIC LUTHERAN UNIVERSITY School of Nursing**  
**Statement of Understanding, Acknowledgement, and**  
**Compliance for Essential Qualifications**

Student signature below indicates that the student understands, is and will continue to meet all of the above qualifications at their current level in the program. If a change occurs to the student's status that results in the student no longer being able to meet the Essential Qualifications, the student is to contact Disability Support Services to request addition and/or revision of reasonable and appropriate accommodations to be successful in the nursing program. Disability Support Services, the Chair of the Recruitment, Admission, and Progression (RAP) committee, Dean, and faculty teaching in the School of Nursing may be consulted in order to identify reasonable accommodations that will meet the course and program objectives. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program. Additionally, we cannot guarantee that specific accommodations will be accepted within our partnering clinical settings and organizations.

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Student Name (Please Print)

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Student Signature

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Date