



# **School of Nursing Faculty Handbook**

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# School of Nursing Faculty Handbook

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# Deans Welcome

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Dean and Professor Barbara Habermann, PhD, RN, FAAN

Dear Faculty,

I welcome each and everyone of you to the 2021-2022 Academic year at the PLU School of Nursing. As I write this message today, the breaking news is the FDA has given full approval to the Pfizer Covid-19 for people aged 16 and older. The scope of the Covid-19 pandemic never could have been imagined and for many of us who have been vaccinated for several months, we hope this approval will result in more adults seeking vaccination. PLU as a campus is requiring vaccination (with only medical or religious exemptions) for students, faculty and staff. While numbers are still being counted, the percentages are appearing to be very high which is encouraging news. While the pandemic is far from over, these recent developments are encouraging, as we strive to rebuild our sense of community this fall.

Last Spring, members of the leadership team in conjunction with faculty and staff delve into revising and revisioning our mission, vision and values statements as a foundation to shape strategic planning. The revised statements are included in this newsletter for your reading. There are a few key take-aways from the revisions. The School of Nursing has affirmed that a key purpose of nursing is the provision of health care to all people, groups and communities. Thus, at the school we are committed to ensuring a diverse, respectful learning environment where all perspectives are valued. We have reaffirmed our commitment to increasing faculty, staff and students from underrepresented groups. And as a profession, university and school we must face and take actions that confront forms of racism. These are the tasks we must take on, they are not easy tasks but rather essential tasks that we must engage in and commit to.

Barbara Habermann PhD RN FAAN  
Dean & Professor



# PLU School of Nursing Overview

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## **Culture of Teamwork and Respect**

The PLU SoN is committed to actively cultivating teamwork and collaboration among faculty, and promoting safe and respectful environments to ensure equitable opportunities for all students, faculty, and staff to learn and work at optimal capacity. Learning environments, structures, systems, policies, and procedures are based on fostering a positive and productive culture of meaningful, collaborative relationships. Contributions to collaborative, accountable, respectful, safe, ethical, and transparent learning and working environments are expected of all faculty.

The School of Nursing Culture of Teamwork and Respect is maintained through our Guiding Principles, Vision and Mission statements, Philosophy, expectations for student conduct and professional behavior, and adherence to the ANA Code of Ethics for Nursing and values of the profession.

## **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 consent to release records in order for educational materials to be placed in student mail folders, be shared with clinical agencies, or used in letters of recommendation.

Please note that FERPA regulations do not restrict the legitimate sharing of student academic information among SoN faculty for legitimate instructional and/or student developmental purposes.

Students often request faculty to write letters of recommendation for scholarships, residencies, employment, and graduate school. Students requesting letters of recommendation must sign the [FERPA Reference-Recommendation Release form](#), specifying what agencies may receive the information.

## **Professional Conduct and Values of the Nursing Profession**

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.

## **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).

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# History

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## History of the PLU School of Nursing

Prior to 1950, for two decades, pre-nursing at Pacific Lutheran College (PLC) was offered in cooperation with Tacoma General Hospital, Swedish Hospital, and the California Lutheran Hospital in Los Angeles.

The first indication that a bachelor's degree with a major in nursing existed at PLU is identified in the 1945-46 PLC catalog. In the fall of 1950, the nursing curriculum was submitted for consideration by the State of Washington. On April 23, 1951, the State Board of Professional Nurse Registration gave temporary approval for a Department of Nursing Education at Pacific Lutheran College.

In September 1951, a cooperative agreement was signed between PLC and Emanuel Hospital, in Portland, Oregon, agreeing to establish a program in nursing. The clinical education would be at the Emanuel Hospital and its affiliated agencies.

Freda Al Peterson was the first Director from 1951 to 1953. During that time, R. Elaine Kraabel Morken was the Educational Director at Emanuel Hospital. When Freda Al Peterson left PLC in 1953, R. Elaine Kraabel Morken became Director and served from 1953 to 1967.

Ms. Kraabel Morken was followed by Dr. Doris Stucke, who served in the capacity of Educational Director from August 1967 until June 1982. Dr. Stucke was granted a sabbatical leave for the 1982-83 academic year, following which she retired to become professor emeritus. In July 1982, Dr. Moira Mansell was appointed and served as Dean until March 1989. Dr. Dorothy Detlor-Langan served as Dean of the School of Nursing from 1989 to 1997, with Anne Hirsch serving in the role of Associate Dean, Undergraduate Nursing Education and Dr. Cleo Pass as Associate Dean, Graduate Nursing Education. In 1997, Dr. Anne Hirsch assumed the role of Interim Dean for one year. In August 1998, Dr. Terry Miller assumed the role of Dean of the School of Nursing, serving until August 2014. Dr. Teri Moser Woo served as the PLU School of Nursing Graduate Program Coordinator from 2012 to 2017 and was chiefly responsible for the development of the Doctor of Nursing Practice. Dr. Sheila Smith, RN, APRN, ANP-BC, served as Dean and Professor from August 2014 to May 2017. During academic year 2018-2019, Dr. Carol Seavor served as Interim Dean. Dr. Barbara Habermann, PhD, RN, FAAN was appointed Dean and Professor for the SoN in July 2019.

On September 17, 1958, full accreditation by the State Board of Professional Nurse Registration was granted. In April 1959, a consultation visit from the National Nursing Accrediting Service occurred. A new program which would allow nursing students to remain on campus for the entire four years was proposed, with full approval being received from the State Board of Professional Nurse Registration in January 1960. In June 1960, Pacific Lutheran College became Pacific Lutheran University. The Department of Nursing Education became the School of Nursing. In 1982, the title of Director was changed to Dean.

The undergraduate program encompasses three study sequences and is approved by the Washington State Nursing Care Quality Assurance Commission. The undergraduate program qualifies students for

the Bachelor of Science in nursing degree and certifies them eligible to sit for the registered nurse licensure exam (NCLEX-RN). The basic program is four academic years in length. A sequence for registered nurses pursuing the BSN was established in 1978. In the academic year 1997-98, the RN-BSN program began its phase-out. A new RN-B to MSN cohort program, for registered nurses with a non-nursing baccalaureate, was proposed to begin September 1999. Starting in the fall of 1990, an LPN-BSN sequence of study was initiated and implemented by Professor Shirley Coleman Aikin. This program, which allows LPNs to obtain the baccalaureate degree following completion of prerequisites, is the first of its kind in Washington State and the Pacific Northwest.

In 1989, the faculty and Board of Regents approved a proposal for a program of study leading to the Master of Science in nursing degree. The program is four semesters in length, offered over a 2-year period. The first students began classes in February 1990, with the first graduates completing the program in May and August, 1992. The MSN Care and Outcomes Manager concentration includes focus areas in nurse education and administration.

In 2003, the School of Nursing enrolled its first cohort in the Entry-Level MSN program. The program is designed for students with non-nursing baccalaureate degrees to complete the graduate degree in nursing. Students' progress through an intensive 15-month course load which qualifies them for the NCLEX-RN licensure examination in Washington State and progress directly into graduate coursework to complete the MSN degree. The entire sequence of courses for this generalist program requires 27 months of study to complete.

The Doctor of Nursing Practice (DNP) program was developed in 2013 and is the first doctorate at Pacific Lutheran University. The DNP prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner and Psych Mental Health Nurse Practitioner. Initial approval was received from the Northwest Commission on Colleges and Universities and the Washington Nursing Care Quality Commission in 2014. The first DNP students were admitted in 2015. CCNE accreditation and full WA NCQAC approval were awarded in 2016.

In 1981, Continuing Nursing Education became a formal program within the School of Nursing. The initial director was Dr. Cynthia Mahoney. In 1994, the program was incorporated into the Center for Continued Nursing Learning (CCNL), and was directed by Dr. Patsy Maloney through May 2015. Dr. Lorena C. Guerrero served as Interim Director of CCNL from 2015 to 2017. In 2017, Ms. Lisa Johnson was appointed director of CCNL as part of her role as Director of Nursing Professional Development. In 2020, Ms. Deb Seguin was appointed director of CCNL.

# Guiding Principles, Vision, Mission

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(April 2021 Revision APPROVED at May 2021 SNO Meeting)

## **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

## **Vision**

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

## **Mission:**

Pacific Lutheran University School of Nursing is dedicated to...

- Preparing nursing professionals to deliver safe and effective client-centered, family-centered, and community-based care, grounded in population health improvement and a global mindset
- Empowering students to become skilled leaders, educators, and scholars who are committed to planning for and addressing current and future healthcare needs
- Advancing the vision and mission of the university through interprofessional education and collaboration to foster innovation and change

# Philosophy

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March 2015

## **Introduction**

This philosophy describes the beliefs and perspectives of the faculty of the School of Nursing at Pacific Lutheran University. Student development and learning are our primary focus. The School of Nursing philosophy embraces the vision and mission of Pacific Lutheran University for thoughtful inquiry, service, leadership, and care. We purposefully integrate liberal education with the study of nursing, scholarship, and civic engagement to foster compassion and meaningful service for and with others, their communities, and the world.

## **Nursing and Health**

The School of Nursing believes that nursing is a theory- and science-based discipline that focuses on person-centered care across all settings and states of health and illness. The art and science of nursing is relationship-based and directed by humanitarian values of human dignity, interdependence, and social justice. As a practice discipline, Nursing works to improve the health and well-being of clients and systems through analytical processes that effect change in the conditions and determinants of health. The work and praxis of nursing are manifest through multiple complex and evolving roles. Nursing strives to respond to the contemporary context of health and illness, and advance shared goals of compassionate, safe, and effective care.

Health encompasses the unique and dynamic unfolding of human patterning in multiple domains. Health and illness occur simultaneously and in dynamic interaction with one another. Appreciating the complexity of the health-illness relationship is key to diagnosing and intervening with human experiences of and responses to health, illness, and disease.

## **Collegiate Nursing Education**

The PLU Nursing faculty believes collegiate nursing education contributes to shaping and stewarding the profession and practice of nursing. Service, leadership and scholarship are essential components in the formation of mature and highest quality professional practitioners of nursing. Academic nursing advances the art, theory, and science of nursing by contributing to evidence-based innovations in healthcare, advocating for progressive and responsible social change, and fostering improved health outcomes.

## **Faculty as Compassionate Leaders and Scholars**

Faculty in the School of Nursing are compassionate leaders and scholars who assume responsibility for the education and development of students into exceptional professional nurses, who embrace intellectual curiosity, diversity, and change.

Nursing faculty are dedicated to creating an open, innovative, responsive learning environment while upholding the standards and ethical obligations of the discipline. The faculty model and instill within students the active pursuit of new knowledge and pathways for contributing leadership roles for the profession and for the discipline.

The SoN faculty are integral members of the PLU community, participating in the life of the University and contributing to its vision, mission, and goals. Within the SoN, faculty function through team-based, collaborative approaches incorporating care, compassion, and shared goals and values. Academic rigor, principled and evidence-based inquiry, thoughtful dialogue, and meaningful evaluative review characterize the approaches used to foster highest quality nursing education, practice, service, and scholarship.

### **Students as the Future Promise of the Discipline**

Students in the School of Nursing are active learners who embody the future promise and obligations of the discipline. Students are nurtured in their ability to provide compassionate, socially responsible care and contribute to professional citizenship in complex healthcare environments. Cross-disciplinary student learning is fostered through integrating the nursing curriculum with the liberal arts and sciences to foster the development of reflective practitioners who pursue excellence and seek to participate in the evolution and expansion of professional roles.

### **Shared Values and Guiding Principles**

We accomplish our work in the School of Nursing with attention to the vision, mission, and values of the SoN, University, and the discipline and profession of nursing. We actively pursue our development as a community devoted to learning and scholarship, collaborative engagement, growth, meaningful service, and love and compassion for all humankind.

3/17/2015 Strategic Planning Work Group edits

3/31/2015 Strategic Planning Work Group edits

5/27/2015, SNO Meeting, Approved

# SoN Strategic Planning Framework and Initiatives 2015-2020

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Following are our shared goals and vision for the SoN, building on current and historical strengths of the programs and accomplishments of and contributions by the faculty, to position the PLU SoN as a regional, state, and national program of preference and distinction.

## SoN Vision/Mission/Philosophy

Establish a shared vision for SoN strategic directions, ensuring that Pacific Lutheran University's mission and national priorities for baccalaureate and graduate nursing education are woven throughout SoN curricula and mentored in faculty-student relationships:

- Appreciative Inquiry approach
- Identification of SoN Values
- Development of SoN Vision Statement
- Review/Revise SoN Mission & Philosophy
- Develop/Refine Strategic Goals and Initiatives
- Infusion of SoN Values & Vision across all
- Linkages to PLU Vision, Mission, Strategic Initiatives
- Linkages to national priorities for baccalaureate and graduate nursing education

## Academic Program Excellence

Demonstrate academic excellence within and across SoN programs by creating systems that ensure curricular integrity, innovative programming with signature areas of excellence, adherence to national healthcare and professional standards, responsiveness to contemporary healthcare needs and priorities, and achievement of program and student learning outcomes:

- Program Quality, Rigor, Innovations
  - Implement Quality Cycle for course, curriculum, and program review
  - Maximize program excellence for existing degree programs
  - Ensure implementation of current professional standards and guidelines
  - Ensure faculty-wide engagement with curricular goals & initiatives
  - Implement revisions needed based on new WAC rules for nursing education
  - Complete curricular content threading with content scaffolding and progressive student development across curricula
  - Explore creative, varied, best practice teaching modalities leading to program innovation
  - Integrate high quality simulation across the curriculum
  - Maximize potential of ATI testing for student preparation and program assessment



- Revitalize and integrate CGEP program
- Review BSN and MSN tracks for relevancy, currency, and necessary revisions
- Develop faculty guidelines for best practices in clinical education
- Continuing Nursing Education
  - Become a CNE leader for the South Puget Sound
  - Design online delivery options
  - Develop new and innovative programming
  - Meet state and regional needs
- New Program Development Opportunities:
  - Review BSN and MSN program array with regional needs assessment
  - Update, revise and market the RN-MSN track
  - Develop Master's-level nurse educator options: MSN Certified Nurse Educator (CNE) track - Adult/Gero and MH direct care concentrations
  - Secure approvals for DNP PMHNP track
  - Develop DNP Executive Leadership/Transformational Leadership, including HC Data Analytics
  - Develop Post-Graduate NP certifications
- New/Innovative Course Opportunities:
  - Develop a sustainable, faculty-directed, international, clinical experience: service + practice, underdeveloped/underserved area, diversity, global health
  - Service learning/Social justice/Significant health disparities course
  - LGBT Health course
  - HC Ethics/interdepartmental collaboration
  - Death-Dying/interdepartmental collaboration
  - DNP program: J-term international studies and regional diversity immersion options
  - Interprofessional collaborations
  - Introduction to Healthcare course

## **Program Accreditation and Approvals**

Evaluate and improve programs and enhance best practices in continuous quality improvement (infrastructure and processes), to ensure accomplishment of national accreditation standards, State of Washington regulatory requirements, and professional standards and guidelines, in all areas:

- Update and implement the SoN Systematic Evaluation Plan, including a robust and ongoing Quality Cycle for course and curriculum review
- Develop and convene a SoN Program Evaluation Committee and processes
- Implement the DNP self-study plan
- Improve use and coordination of electronic data bases, SoN Sakai site, & Nestor files
- Conduct robust course & curriculum reviews with necessary updates and revisions
- Ensure that minutes and program documents are complete, up-to-date, accessible, and reflect a full and responsive quality improvement approach and environment
- Regularly administer and engage faculty in the analysis of student, alumni, faculty, and employer surveys
- Analyze faculty resources and course/clinical staffing for adequacy, compliance with state and national requirements, and consistency with best practices for course and clinical staffing in

- undergraduate and graduate nursing education
- Implement an annual SoN Evaluation Day
- Complete the DNP self-study (Nov 20, 2015 Completion Date) and preparations for a successful DNP accreditation site visit
- Ensure congruence with WAC rules for nursing education
- Maintain best practices in program administration and evaluation on an ongoing basis

### **SoN Infrastructure**

Evaluate SoN administrative structure, roles, and processes to enhance program and faculty effectiveness in promoting student learning and program outcomes:

- Increase and enhance SoN administrative position support with upper-level administrative leadership positions specific to each of the academic programs and specialty areas
- Ensure sufficient and effective SoN administrative support staff
- Ensure that faculty governance is well-developed, well-coordinated, and effective in accomplishing the work of the faculty
- Convene a SoN Advisory Council
- Convene Dean's Student Advisory Councils
- Ensure effective faculty orientation with ongoing mentoring and development
- Effectively leverage SoN position in NW Clinical Consortium to ensure adequate clinical placements
- Enhance organization, use, coordination, and maintenance of electronic data bases
- Improve maintenance, management, and coordination of SoN Sakai & Netstor websites
- Strengthen student policies and handbook
- Develop and implement faculty policies and handbook
- Conduct annual faculty performance evaluations with the dean
- Preserve unscheduled common time for SoN meetings
- Launch external electronic vendor for student clinical requirements and compliance
- Implement NursingCAS for SoN admissions
- Enhance and update SoN website and social media presence

### **SoN Enrollments**

Strategically grow SoN enrollments across an array of nursing and non-nursing programs and courses to increase program revenues and resources:

- Evaluate enrollments across all programs for strategic increases and growth opportunities
- Actively pursue inclusive excellence/diverse student body
- Increase Continuing Nursing Education offerings & enrollments
- Build new undergraduate and graduate course and program options to build overall enrollments and program revenues
- Strengthen the pre-collegiate pipeline for diversity, academic, and inclusive excellence

## **Faculty**

Faculty are sufficient in number and array, well credentialed, diverse, and recognized regionally, nationally, and internationally through their leadership as teachers/learners, scholars, practitioners, and for their service contributions:

- Achieve a faculty mix of 50% Tenure-track/Tenured
- Achieve a faculty that is 50% Doctorally-Prepared
- Demonstrate advanced expertise in all necessary content and clinical areas among the tenure-track/tenured faculty
- Assign program coordinator positions for each of the advanced nursing role programs and specializations
- Ensure that lead faculty/course coordinators are content and clinical experts and provide effective course leadership
- Achieve simulation certification among the faculty
- Achieve 25% Certified Nurse Educator (CNE) credentialing
- Increase faculty participation in campus engagement/university governance
- Foster faculty support for inclusive excellence initiatives and enhance faculty/staff representation of racial/ethnic/sex-gender diversity and under-represented minorities
- Demonstrate strong national-level professional service among the faculty
- Ensure effective program leadership across all areas of SoN activity
- Foster a coherent and participative culture of learning, engaged participation, collaboration, and team-based planning across all program areas
- Mentor teaching excellence through active peer mentoring, improvement initiatives, and a robust culture of teaching/learning scholarship

## **Curriculum**

Curricula are dynamic, progressive, responsive, relevant, innovative, evidence-based, and empower students to achieve learning outcomes consistent with highest quality professional and academic standards and competencies:

- Accomplish updates relative to accreditation requirements and professional standards & guidelines
- Demonstrate curricula that are dynamically informed by health and social policy, trends in healthcare delivery, workforce data, societal and population health needs, and research
- Develop and maintain comprehensive curricular content mapping
- Determine curricular innovations needed/consistent with vision
- Identify and pursue unique, signature program initiatives consistent with PLU and SoN vision, mission, and goals. Examples may include Care Transitions emphasis, Community Partner initiatives, enhanced Mental Health emphasis, clear Gerontologic emphasis, Mindfulness and Nursing...
- Ensure appropriate classroom/clinical learning ratios
- Incorporate effective use of simulation and competency testing
- Develop and sustain an integrative national testing and assessment plan (ATI)
- Foster student-centered pedagogies
- Strategically develop hybrid/electronic delivery capabilities

## **Students and Graduates**

SoN Graduates are exceptionally well-prepared, mature, committed, excellent team members, in high demand, and known for their strong leadership contributions. To achieve this goal, student development is fostered to demonstrate:

- Critical and conceptual thinking, professional formation, ethical awareness, conflict resolution, and depth of content knowledge
- Skilled scholarly writing, evidence-based practice, and quality improvement competencies
- Adaptability, flexibility, creative thinking, and innovation
- Openness and receptivity to feedback and continuous learning/development
- Participation in faculty-student collaborative scholarship
- Integration of liberal education frameworks and habits of mind
- Social and political awareness
- Engagement in professional and service activities
- Participation in leadership development and contributions, on campus, regionally, and nationally

## **Scholarship**

Advance a robust Culture of Scholarship, with identified areas of team-based scholarship and a program of scholarly conferences:

- Increase faculty development in research and scholarship
- Increase the internal and external visibility of faculty and student scholarship (local, regional, and national)
- Achieve the Aggregate Faculty Outcome for scholarship of 80% tenured/tenure-track faculty demonstrate a product of scholarship annually
- Foster a sustainable program of faculty-student collaborative scholarship
- Begin a monthly SoN Speaker Series
- Increase student and faculty participation in scholarly conferences and presentations
- Host an annual SoN Research Conference and keynote speaker
- Launch the PLU SoN chapter of STTI

## **Fiscal Resources**

Acquire targeted fiscal, physical, learning, and technological resources to create a diverse, vibrant, robust, and sustainable learning community:

- Increase and sustain SoN faculty, administrative, and staff lines to match program array, enrollments, and mission-driven SoN initiatives
- Improve faculty salaries to the 50th percentile of AACN salaries for Religious Institutions, Western Region
- Increase funding for faculty, student, and SoN travel

- Increase faculty development resources
- Evaluate and enhance Skills Lab/Simulation equipment needs
- Update and improve classroom technologies
- Fund additional student scholarships
- Build dynamic and progressive faculty/student collaborations in practice, service, research, teaching-learning
- Fund and initiate a SoN Lectureship Series
- Establish a minimum of 6 endowed chair/faculty positions
- Build increased research/scholarship funds
- Provide support for faculty doctoral education
- Improve resources for electronic technologies (teaching/learning and infrastructure)

### **Physical Resources**

Update, modernize, and expand SoN physical resources to meet contemporary nursing program needs for best practices in program delivery:

- Classroom expansion, updates and remodels
- Skills, Simulation, and Health Assessment Lab expansions, updates and remodels
- Administrative space
- Faculty offices
- Collaborative learning spaces
- Common areas & lounges
- Community reception & event areas
- Clinic/faculty practice resources
- Storage & laundry facilities
- Restroom facilities, locker rooms, lactation room

### **Outreach & Engagement**

Develop diverse and innovative collaborations, drawing on the collective expertise of SoN and PLU community members and partners, to optimize program visibility, student learning, client and population health outcomes, and faculty accomplishments:

- Strengthen community outreach for faculty/student collaborative practice and healthcare initiatives. Examples may include Together-We-Care, Pierce County and Tacoma Fire Depts, Care Transitions initiatives, Use of the mobile van, and CGEP initiatives
- Foster strong and visible alumni relations
- Convene SoN Advisory Councils
- Increase collaborations and programming for faith community nursing
- Develop collaborations with culturally diverse populations and communities
- Develop SoN newsletter; Enhance website and social media presence
- Achieve regional, state, and national visibility and recognition for program excellence, leadership, and

accomplishments

### Advancement/Development

- Develop a comprehensive Advancement Plan in partnership with PLU Advancement Offices
- Strengthen alumni relations
- Develop CNE as a revenue center
- Develop a Friends of Nursing organization
- Launch a capital campaign
- Pursue regional & national program grants
- Strengthen partnerships with regional healthcare organizations (eg, joint appointments, HC committee memberships, Dedicated Education Unit, research events and collaborations, student scholarships, etc)

Edits 4/10/2015, Strategic Planning Work Group

Edits 4/24/2105, Strategic Planning Work Group

Edits 4/28/2105, Strategic Planning Work Group

5/27/2015, Reviewed & Affirmed at SNO meeting

# SoN Program Outcomes

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1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations.
2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.
3. Enact the role of service as a professionally educated member of society.
4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.
5. Collaborate in the interprofessional design, management, and coordination of safe, quality care.
6. Pursue practice excellence, lifelong learning, and professional engagement.
7. Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect the improvement of healthcare delivery and/or health outcomes.
8. Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice.

# Integrated Learning Objectives

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## **Integrative Learning Objectives of Pacific Lutheran University**

Pacific Lutheran University's Integrative Learning Objectives are designed to provide a common understanding of how learning at PLU is targeted. These objectives offer a unifying framework for understanding how our community defines the general skills or abilities that should be exhibited by an individual who is granted a PLU bachelor's degree. Therefore, they are integrative in nature.

## **Pacific Lutheran University Global Statements**

- The PLU graduate is expected to have a broad knowledge of the basic liberal arts and sciences.
- The PLU graduate should have an understanding of the interconnections among these basic liberal arts and sciences that provide the broad framework for living with the complexities of life.
- The PLU graduate is expected to develop an in-depth knowledge of a specified area of knowledge designated as a major within the university.
- The PLU graduate should have an understanding of the interconnections among the basic liberal arts and sciences and the in-depth knowledge of her/his specified major area.

## **The Integrative Learning Objectives**

In addition to the knowledge base described above, and an awareness of how different disciplinary methodologies are used, every student at Pacific Lutheran University is expected to develop the following abilities:

### **A. Critical Reflection**

1. Select sources of information using appropriate research methods, including those employing technology, and make use of that information carefully and critically.
2. Consider issues from multiple perspectives.
3. Evaluate assumptions and consequences of different perspectives in assessing possible solutions to problems.
4. Understand and explain divergent viewpoints on complex issues, critically assess the support available for each, and defend one's own judgments.

### **B. Expression**

1. Communicate clearly and effectively in both written and oral forms.
2. Adapt message to various audiences using appropriate media, convention, or styles.
3. Create symbols or meanings in a variety of expressive media, both verbal and nonverbal.

### **C. Interaction with Others**

1. Work creatively to identify and clarify the issues of concern.
2. Acknowledge and respond to conflicting ideas, principles, and traditions, identifying common interests where possible.
3. Develop and promote effective strategies and interpersonal relationships for implementing cooperative actions.

### **D. Valuing**



1. Articulate and critically assess one's own values, with an awareness of the communities and traditions that have helped to shape them.
2. Recognize how others have arrived at values different from one's own, and consider their view charitably and with an appreciation for the context in which they emerged.
3. Develop a habit of caring for oneself, for others, and for the environment.
4. Approach moral, spiritual, and intellectual development as a life-long process of making informed choices in one's commitments.
5. Approach one's commitments with a high level of personal responsibility and professional accountability.

E. Multiple Frameworks

1. Recognize and understand how cultures profoundly shape different assumptions and behaviors.
2. Identify issues and problems facing people in every culture (including one's own), seeking constructive strategies for addressing them.
3. Cultivate respect for diverse cultures, practices, and traditions.

(Note: even though these objectives are listed here as discrete elements, they are highly interconnected.)

# School of Nursing Organizational Chart



SoN Organizational Chart Revised & Updated Jan. 2022

# School of Nursing Leadership Team

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The School of Nursing Leadership team consists of:

Dean

Associate Dean for Academic Affairs

BSN and ELM Level Coordinators

DNP Track Coordinators

Simulation Coordinator

# Administrative Office

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Phone: (253) 535-7672

Fax: (253) 535-7590

email: [nurs@plu.edu](mailto:nurs@plu.edu)

The SoN administrative suite is located in Room 214 of the Ramstad Building on the upper PLU campus. Hours of operation are 7:30 am to 4:30 pm. The SoN offices are closed from Noon to 1:00 pm for lunch and on PLU university holidays.

Several administrative offices are located within the suite, including those of the Dean, Associate Dean of Academic Affairs, Associate Director of Advising, Admissions & Student Support, and the Undergraduate Clinical Onboarding Specialist. The Level Coordinators and Lead Faculty have offices on the 3rd floor in Ramstad.

Office staff in the administration suite includes the Assistant to the Dean, Senior Administrative Assistant, Administrative Assistant - Graduate Programs, Budget and Contract Coordinator, and the student worker(s). In addition to providing support for SoN daily operations, the staff serve as an informational resource for faculty, students, visitors, other PLU offices, and members of the community.

# Accreditation and Approvals

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- [PLU School of Nursing Accreditation](#)
- [Washington State Rules Governing Nurse Education Programs](#)
- [Timeline for SoN Evaluation Activities](#)
- [SoN Program Improvement Plans](#)

# PLU School of Nursing Accreditation

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The following page contains information pertaining to School of Nursing (SoN) accreditation, standards, approvals, and reports.

- **CCNE** (Commission on Collegiate Nursing Education) <https://www.aacnnursing.org/CCNE>
- **NWCCU** (Northwest Commission on Colleges & Universities) <http://www.nwccu.org>
- **WA-NCQAC** (Washington State Nursing Care Quality Assurance Commission) <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission>

## **CCNE BSN & MSN Accreditation Report 2013**

[PLU Self Study Accred Standard I 2013 \(Pages 1 - 8\).pdf](#)

[PLU Self Study Accred Standard I 2013 \(Pages 9 - 21\).pdf](#)

[PLU Self-Study Accred Standard II 2013.pdf](#)

[PLU Self-Study Nursing Accred Standard III 2013 \(Pages 36 - 51\).pdf](#)

[PLU Self-Study Nursing Accred Standard III 2013 \(Pages 52 - 68\).pdf](#)

[PLU Self-Study Nursing Accred Standard IV 2013.pdf](#)

[PLU Self-Study A-J Appendices for 2013.pdf](#)

[PLU Self-Study K-Z Appendices for 2013.pdf](#)

[Substantive Change KE II-C. Fall 2014.pdf](#)

[PLU NTF Criteria Worksheet Final 2013.pdf](#)

[BSN MSN Accreditation Letter Sp 2013.pdf](#)

## **CCNE - DNP Accreditation 2016**

[CCNE.PLU program-information-form-2016.pdf](#)

[PLU DNP Self-Study 2016.pdf](#)

[PLU DNP Self-Study.Appendices 2016.pdf](#)

[PLU Systematic Evaluation Plan.Jan 6 2016.pdf](#)

[SoN Evaluation Timeline.pdf](#)

[PLU DNP.NTF-Criteria-Worksheet-1\\_7\\_16.pdf](#)

[PLU SON Faculty Handbook DRAFT 1.7.16.pdf](#)

[PLU-SoN-Graduate Student Handbook-11.18.2015.pdf](#)

[PLU DNP Handbook.pdf](#)

[PLU FNP Preceptor Manual Sept 2015.pdf](#)

[WA NCOAC PMHNP Substantive Change 2016.pdf](#)

[DNP\\_5yr Accreditation Approval Letter.pdf](#)

### **Post Graduate Certificate Accreditation documents**

[NWCCU Post Graduate Nursing Certificate Accreditation.pdf](#)

[WA NCOAC Post grad Certificate Accreditation letter.pdf](#)

### **CCNE - DNP Accreditation 2021**

[FNP Preceptor Handbook 2021](#)

[2021 Faculty Orientation Handbook](#)

[DNP Self-Study 2021 FINAL](#)

[SEP+2.1\\_SNOapproved\\_v4-29-2020 \(5\) \(1\)](#)

[Preceptor Manual -PLU PMHNP 09-2020](#)

[2020 PLU SON Graduate Student Handbook.pdf](#)

[DNP Project Handbook 2.2021 \(1\)](#)

### **Additional Links & Information**

[CCNE Mission, Values, & History](#)

[NWCCU PLU Accreditation Approval Letter](#)

[NWCCU Three Year Resource Response Approval Letter](#)

[SoN Program Continuing Approval NCOAC 2013.pdf](#)

# Washington State Rules Governing Nurse Education Programs

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Washington State rules governing nursing education programs are under the authority of the Nursing Care Quality Assurance Commission (WA NCQAC). The complete rules for nursing education and practice can be viewed at: <http://app.leg.wa.gov/wac/default.aspx?cite=246-840>. Sections 246-840-500 to 246-840-583 apply to nursing education programs.



# Timeline for SoN Evaluation Activities

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## PLU School of Nursing

### Program Evaluation Timeline

(To accompany SoN Systematic Evaluation Plan)

**BSN & MSN Accreditation:** Spring 2013, 10 year period (Next due Spring 2023)

**DNP Accreditation:** Spring 2016 (Maximum term of accreditation = 5 years, 2021)

**WA State NCQAC Status Report:** June 30, 2017

**CCNE Compliance Report:** October 2018

**CIPRs** due Spring 2018, all programs

**Consider Reaccreditation for all programs in Spring 2021**

PEC = Program Evaluation Committee

NCQAC = WA State Nursing Care Quality Assurance Commission

CIPR = CCNE Continuous Improvement Report

AFO = Aggregate Faculty Outcomes

FARSA = Faculty Activity Report and Self Assessment

SEP = Systematic Evaluation Plan

QCCCR = Quality Cycle for Course & Curriculum Review

PIP = SoN Performance Improvement Plan

### Program Evaluation, Completed Activities, 2014-15 AY:

<b>Academic Term</b>	<b>Focus/Activity</b>
<b>Fall 2014</b>	II-C. New Chief Nurse Administrator, August 2014

**Academic Term****Focus/Activity**

	I-A. Developed SoN Values & Vision
	I-A. Revised SoN Mission Statement
	I-A. Developed SoN Philosophy
	I-A. Developed Strategic Planning Framework & Initiatives
	I-A. Defined Prof Stds & Guidelines used by the academic programs
	I-B. Defined Community of Interest
	I-B. Convened SoN Community Advisory Council
	I-C. Defined Expected Aggregate Faculty Outcomes (RAD)
	I-D, III-F. Developed UG and Grad Student Advisory Councils
	I-D. Began UG and Grad Student Forums
	I-D Updated SoN Organizational Charts (Dean)
	I-E. Website & Facebook Updates
	I-F. Updated UG and Grad Student Handbooks (RAP)
	II-A. Revised Faculty Workload Guidelines (Dean)
<b>Spring 2015</b>	II-A. Revised Contingent Faculty Salaries
	II-A. Secured two additional TT faculty lines (Dean)
	II-A. Participated in Campus Master Planning Process (Dean)
	II-E. Updated Preceptor Database
	III-A. Launched DNP Program
	III-F. Implemented Student Advisory Councils and Student Forums
	III-H. Developed Quality Cycle for Course and Curriculum Review (QCCCR)
	III-H. Annual Course Summaries Implemented with Graduate courses (CIC)
	IV-A. Revised and Updated the SoN Systematic Evaluation Plan (SEP)
	IV-A. Convened Ad Hoc Program Evaluation Committee (PEC); Added PEC to Bylaws
	IV-A. Defined SoN Evaluation Days
	IV-B. Defined Program Completion/Graduation Rates
	IV-D. Initiated collection of employment rate data
	IV-E. Defined Program Outcomes in SEP
	IV-E. Initiated Student End-of-Program Surveys
	IV-F. Defined Expected Aggregate Faculty Outcomes (RAD)
	I-C. Developed SoN Faculty Handbook (Dean, RAD)
	I-F. Identified academic policies needed (Dean, CIC, RAP, PEC)
	III-G. Implemented Performance Progression Alert with at-risk students
	III-H. Began completing Annual Course Summaries for graduate courses
	IV-A. Convened PEC
<b>Summer 2015</b>	IV-A. Developed SoN Program Evaluation Timeline
	IV-B. Initiated tracking of Graduation/ Completion Rates
	IV-C. Updated tracking of NCLEX and certification Pass Rates
	IV-D. Initiated tracking of Employment Rates
	IV-E. Developed and Administered Employer Satisfaction Survey
	IV-F. Initiated tracking of Aggregate Faculty Outcomes
	IV-H. Completed SoN Annual Report
	IV-A,H. Planned SoN Evaluation Days
<b>Fall 2015</b>	IV-A,H. Implemented SoN Evaluation Days
	CCNE Submitted DNP Self-Study
	CCNE DNP Accreditation Site Visit
<b>Spring 2016</b>	WA NCQAC Site Visit and Plan of Correction
	III-H. Began completing Annual Course Summaries for undergraduate courses
	IV-A, H Developed processes for Program Improvement Plans

**Academic Term****Focus/Activity**

<b>Summer 2016</b>	Submitted WA NCQAC Plan of Correction WA NCQAC DNP program approval for both FNP and PMHNP CCNE submitted PMHNP DNP Substantive Change report Administered alumni and employer satisfaction surveys Beginning work on MSN curricular revisions and program updates
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**Required Program Evaluation Activities****Every Semester:**

- Update Preceptor Database (II-E; SoN Staff)
- Complete and submit Preceptor Performance Evaluations (II-E; Clinical Faculty, RAD, CIC)
- Complete Student Course Evaluations (III-D, F; Course Faculty & CIC)
- Complete and submit Clinical Site Evaluations (III-E; Clinical Faculty, CIC)
- Hold SoN Community Advisory Council meetings (I-B; IV-H; Dean, PEC)
- Hold Student Advisory Council meetings and Student Forums (I-D, III-F; Dean, PEC)
- Complete and submit Student Clinical Performance Evaluations (III-G; Clinical Faculty, CIC)
- QCCCR: Review scheduled courses for Course & Curricular reviews (III-H; Course Faculty, CIC)

**Every Fall:**

- Appoint student members of committees (I-D; SNO committees)
- Update Faculty Database (II-D; SoN Staff)
- Submit Faculty CVs (II-D; SoN Faculty)
- Administer Faculty Satisfaction Survey (II-F; RAD)
- Administer Alumni Satisfaction Survey (IV-E; PEC)
- Conduct SoN Evaluation Day (IV-H; PEC, SNO Committees, SoN Faculty)
- Update SoN Program Improvement Plan based on results of program evaluation activities (IV-H; PEC, SNO Committees, SoN Faculty)

**Every Spring:**

- Bylaws Review (I-D; Exec Comm)
- Catalogue Updates (I-E; SoN Staff)
- Update UG and Grad Student Handbooks (I-F; Dean, RAP)
- Budget review & analysis (II-A; Dean)
- Update Workload Guidelines (II-A; Dean)
- Calculate annual Program Completion/Graduation Rates, NCLEX & Certifications Pass Rates, Employment Rates (IV-B,C,D; SoN Staff, PEC)
- Complete and submit FARSAs (SoN Faculty)

**Every Summer:**

- Update Faculty Handbook (I-C; Dean, RAD)
- Update SNO Committee Rosters (I-D; SoN Staff)
- Identify academic policies & updates needed (I-F; Dean, PEC)

- Conduct analysis of NCLEX test plan and ATI results (III-H, IV-C, IV-H; CIC)
- Conduct analysis of Program Outcomes: Key Assignments, Portfolios, Student Exit Surveys, Alumni Satisfaction, Employer Satisfaction (IV-E; PEC)
- Compile Aggregate Faculty Outcome data (IV-F; SoN Staff)
- Conduct Faculty Performance Reviews (IV-F; Dean)
- Complete SoN Annual Report (IV-H; Dean)
- Plan SoN Evaluation Day (IV-H; PEC)

**Ongoing/As Needed:**

- Ensure website & facebook information is up-to-date and accurate (I-E; SoN Staff)
- Documentation of formal complaints; Use to foster program improvements (IV-G, IV-H; RAP, Dean, PEC)

**SoN Program Evaluation Timeline, Fall 2015 - Summer 2018:**

F	Sp	Su	F	Sp	Su	F	Sp	Su
2015	2016	2016	2016	2017	2017	2017	2018	2018
CCNE Self-Study Due - DNP & PG APRN Programs	CCNE & NCQAC Site Visit - DNP & PG APRN Programs	WA NCQAC Plan of Correction; NCQAC DNP Program approval			WA NCQAC Status Report on Plan of Correction;		CCNE CIPR Due: BSN, MSN, DNP, PG APRN	
<b>Std I</b>							I-A. Review & Update	
I-A. Develop 2015-2017 SoN Goals (Dean's Leadership Council, Exec Comm)	I-B. Conduct Needs Assessment for MSN-level Programming (Assoc Dean for Grad Programs)					I-A. Develop 2017-2019 SoN Goals (Dean's Leadership Council, Exec Comm)	SoN Values, Vision, Mission, Philosophy Statements (Dean's Leadership Council, Exec Comm)	

F	Sp	Su	F	Sp	Su	F	Sp	Su
2015	2016	2016	2016	2017	2017	2017	2018	2018

I-C.  
Review &  
Update  
AFOs  
(RAD)

**Std II**

II-A. Develop plan for Ramstad Renovations (Dean)

II-F. Implement regularly scheduled administration of Faculty Satisfaction Survey (RAD)

**Std III**

III-A. Submit PMH DNP track for University approvals (Assoc Deam for Grad Programs)

III-A/H. Begin Review and Update of BSN & MSN Program Outcomes, including MSN Program deliverables/ Program array (CIC)

III-A. Implement PMH DNP and PG APRN Certificate Programs

III-A-H. Continue BSN & MSN Review and Update (CIC)

III-A-H. Complete BSN & MSN Review and Update (CIC)

III-A. Develop and submit PG APRN Certificate Programs (Assoc Deam for Grad Programs, CIC)

III-A:  
Review &  
Update  
DNP  
Program  
Outcomes;

Review &  
Update  
DNP  
Course  
Objectives

(CIC)

<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>
<b>2015</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2018</b>
III-B. Develop policies for Curriculum Implementation: III-A/H. Testing policy; Use of ATI; Key Assignments - Link to Program Outcomes; Guidelines for Portfolio development; Use of Simulation; Clinical Competency Evaluations; Use of APA; Clinical Practicum for Grad programs; Expectations for faculty teaching clinical; Preceptor roles (CIC)	Begin Review & update of RN-MSN and Nurse Educator programs (CIC)			Begin Review & Update course objectives for BSN & MSN programs (CIC)				
III-H. QCCCR: Review Spring 2015 Annual Course Summaries, Grad Program (CIC)	III-B. Review & Update Prof Stds & Guidelines used and curricular alignment tables, BSN & MSN programs (CIC)							
III-H. Develop schedule for Course & Curricular reviews (CIC)								

<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>
<b>2015</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2018</b>
III-H. QCCCR: Plan BSN & MSN Curriculum Reviews & Updates/Revisions (CIC)	III-B. Ensure ELMSN and RN-MSN demonstrate achievement of the BSN and MSN Essentials (CIC)						III-B. Review & Update Prof Stds & Guidelines used and curricular alignment tables, BSN, MSN, DNP programs (CIC)	
<b>Std IV</b>								
IV-A. Implement regularly scheduled SoN Evaluation Day (PEC)	IV-E. Implement use of Key Assignments and Portfolios						IV-A. Review and revise SEP (PEC, Dean)	
IV-A. Write DNP & PG APRN Accreditation Self Study (Assoc Dean for Grad Programs, SNO Committees, SoN Staff)	for evaluating Program Outcomes (CIC)							
IV-E. Develop process for using Key Assignments and Portfolios in evaluation of Program Outcomes  (PEC)								

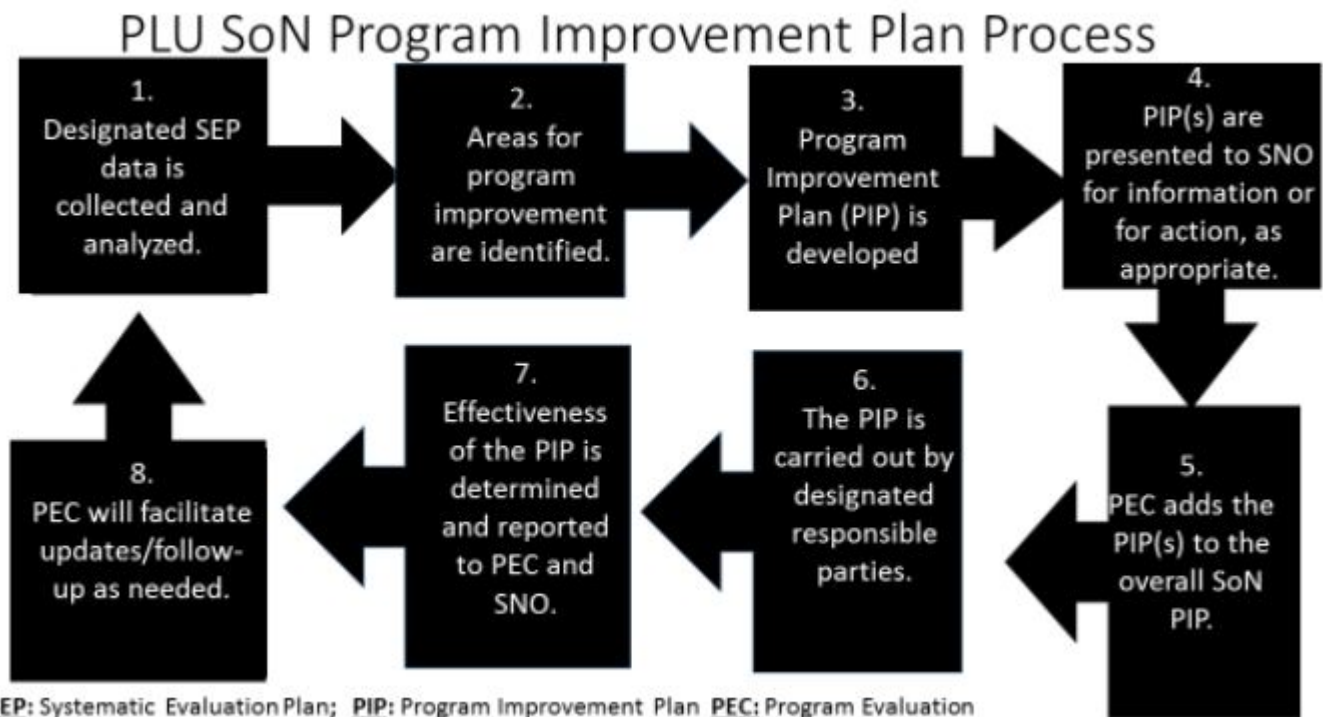
<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>	<b>F</b>	<b>Sp</b>	<b>Su</b>
<b>2015</b>	<b>2016</b>	<b>2016</b>	<b>2016</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2018</b>	<b>2018</b>
IV-E. Develop and begin regularly scheduled administration of Alumni Satisfaction Survey								
(PEC)								
IV-G. Clarify policy on Formal Complaints (RAP, Dean);								
IV-G. Develop Database of Student Petitions (Dean)								
IV-H. Develop SoN Program Improvement Plan based on results of program evaluation activities (PEC)								
PEC, 7/24/2015; Updates Aug 2016, SKS								
SoN Evaluation Timeline								



# SoN Program Improvement Plans

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**Purpose:** The Program Evaluation Committee (PEC) facilitates the development, maintenance, and implementation of School of Nursing (SoN) evaluation/assessment activities and processes as described in the Systematic Evaluation Plan (SEP). This process is achieved through collaboration with appropriate SoN committees for the review and analysis of evaluation reports, and with the SoN for discussion, analysis, and quality improvement decision making. The outcome is to recommend SoN improvement initiatives based on the analysis of assessment/evaluation data and is documented in the comprehensive Program Improvement Plan (PIP). This process occurs throughout the academic year according to the SEP. A fall evaluation day is sponsored by the PEC in which targeted evaluation processes identified in the SEP are discussed by committees based on cyclical measurements that have been collected. The outcomes include mini PIP's that are collected by the PEC to be compiled into a composite PIP that is reviewed annually. The 8-step process is depicted in the following graphic.



## SoN Program Improvement Plan template:

Title/Aim:

Date:

Data/Discussion:

Goal(s):

Action(s):

Timeline:

Accountability:

Evaluation:

Outcome:

# Helpful Acronyms

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Below are common acronyms used in this SoN Faculty Handbook and in SNO meetings.

**AACN:** American Association of Colleges of Nursing

**AFO:** Aggregate Faculty Outcomes

**CCNE:** Commission on Collegiate Nursing Education

**CAPP:** Curriculum, Advising, and Program Planning

**CIC:** Curriculum and Instruction Committee

**CCNL:** Center for Continued Nursing Learning

**DNP:** Doctor of Nursing Practice

**EC:** Executive Committee

**ELMSN:** Entry Level Masters of Science in Nursing

**EPC:** Educational Policy Committee (PLU campus)

**eFAR:** Electronic Faculty Activity Report

**FERPA:** Family Education Rights and Privacy Act of 1974

**FNP:** Family Nurse Practitioner

**HPRB:** Human Participants Review Board

**NONPF:** National Organization of Nurse Practitioner Faculties

**NWCCU:** Northwest Commission on Colleges and University

**PEC:** Performance Evaluation Committee

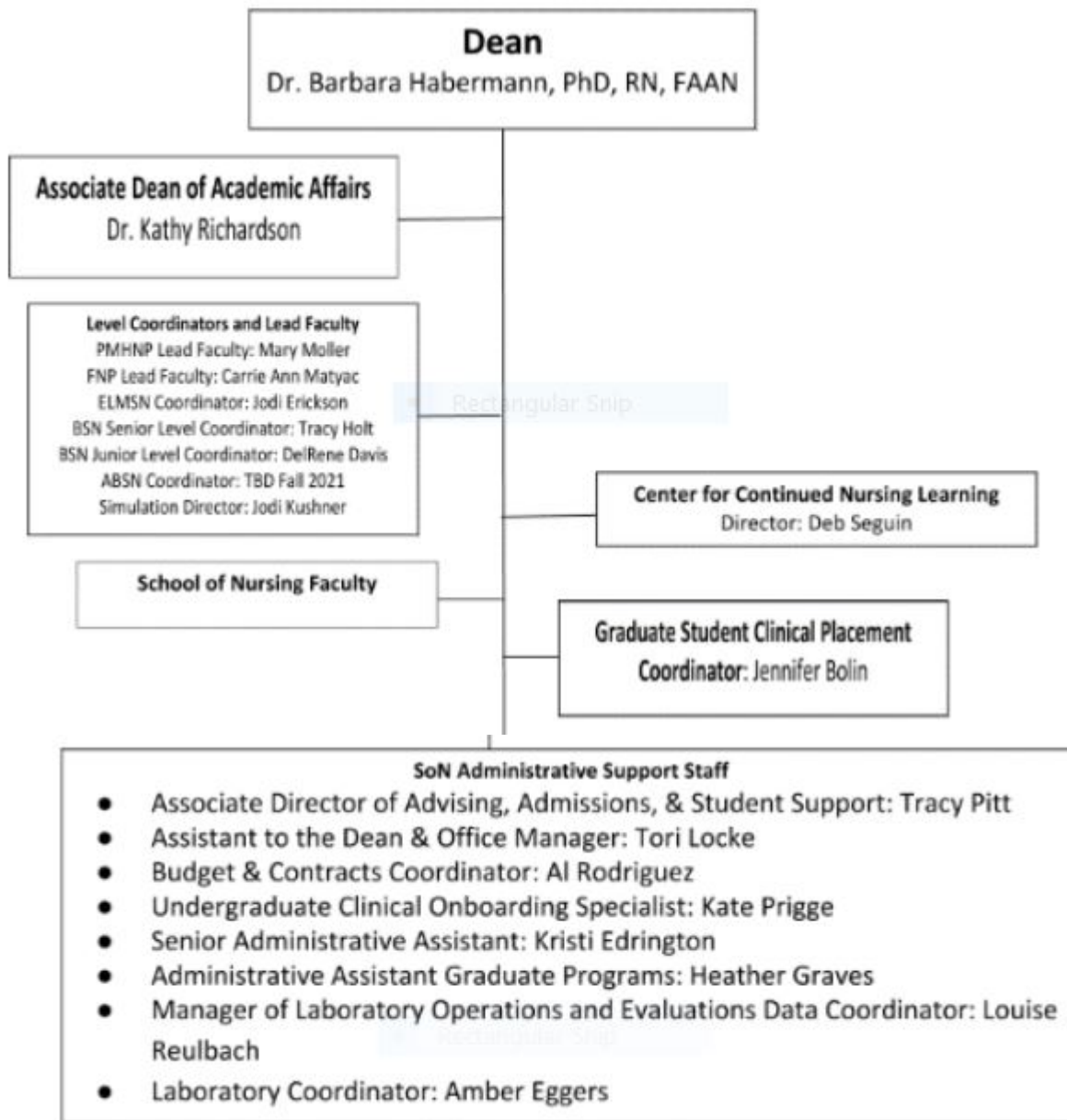
**PMHNP:** Psychiatric Mental Health Nurse Practitioner

# School of Nursing Organization (SNO)

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- [Organization Chart](#)
- [Bylaws](#)
- [Executive Council \(EC\)](#)
- [Student Recruitment, Admissions, and Progressions Committee \(RAP\)](#)
- [Curricula and Instruction Committee \(CIC\)](#)
- [Faculty Recognition, Advancement, and Development Committee \(RAD\)](#)
- [Program Evaluation Committee \(PEC\)](#)

# School of Nursing Organization Chart



# Bylaws

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[2022 Faculty Recognition, Advancement, and Development \(RAD\) Committee Bylaws](#)

[2020 School of Nursing Organization \(SNO\) By-Laws](#)

# Executive Council (EC)

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The purpose of the Executive Council (EC) is to: Coordinate the governance of the School of Nursing Organization, to facilitate the achievement of the SoN mission, goals, and program outcomes as set forth by the faculty.

# **Student Recruitment, Admissions, and Progressions Committee (RAP)**

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The purpose of the Student Recruitment, Admissions, and Progressions Committee (RAP) committee is to: Facilitate the development, maintenance, and implementation of School of Nursing (SoN) recruitment, admissions, and progressions policies and procedures; foster student development; and coordinate development of School of Nursing policy relating to students.



# Curricula and Instruction Committee (CIC)

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The purpose of the Curricula and Instruction Committee (CIC) is to: Develop, monitor, update, and evaluate the SON curriculum and teaching/ learning methods. The CIC is responsible for policies related to curriculum and teaching/learning, including but not limited to: testing, grading, textbook policies, simulation, computer assisted learning, and curriculum evaluation and revision.

# Faculty Recognition, Advancement, and Development Committee (RAD)

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The purpose of the Faculty Recognition, Advancement, and Development (RAD) Committee is to: Collaborate in the recruitment of tenure track faculty; support the advancement and development of all faculty; facilitate team-building within the School of Nursing; and foster collaborative alumni relations.

[Faculty Recognition, Advancement, and Development \(RAD\) Committee Bylaws](#)

# Program Evaluation Committee (PEC)

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The purpose of the Program Evaluation (PEC) Committee is to: Facilitate the development, maintenance, and implementation of School of Nursing (SoN) evaluation/assessment and improvement activities and processes.

# Position Descriptions

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## School of Nursing Dean

### **School of Nursing Dean**

The School of Nursing Dean serves as the Chief Nurse Administrator for the School of Nursing with responsibility for all aspects of SoN administration, operations, budget, personnel, and academic programs. Minimum credentials include the earned doctorate in Nursing or related field, a graduate degree in Nursing, and RN licensure in the State of Washington. Reports to the Provost and Senior Vice President for Academic Affairs. The Dean's responsibilities include the following:

1. Leads the development, evaluation, and administration of the activities of the faculty, staff and of the academic programs of the School of Nursing, including curriculum, instruction, advising, and scholarship.
2. Provides leadership within the School, University, and broader community, based on an in-depth knowledge and valuation of the integral relationship between liberal education and professional development.
3. Advises the Provost on matters of academic programming, budget, facilities, personnel, and support services.
4. Acts as a strong advocate for and representative of the School of Nursing.
5. Encourages and maintains professional and academic standards, and administers professional and academic regulations within the School with vision for future direction.
6. Seeks input, develops, and administers the School of Nursing budget.
7. Organizes, represents, leads, supervises, and collaborates with the faculty and staff of the School of Nursing.
8. Seeks gift and grant support for the School, working cooperatively and collaboratively with University Advancement.
9. Promotes professional development, research and other scholarly and creative activities, including research collaboration between faculty and students.
10. Fosters a climate of collaboration, participation, and collegiality within the School of Nursing and in relation to all areas of the University.
11. Establishes and maintains appropriate records relating to programs, faculty, students, and alumni of the School.
12. Recommends to the Provost all personnel matters relating to the appointment, evaluation, promotion, and tenure of School of Nursing faculty.
13. Supports and expands partnerships within the School of Nursing, across the University, and within the broader health community, including those involving collaborative teaching, research, service, and practice.
14. Fosters relationships with national and international nursing colleagues and organizations, promoting public service, leadership, and encouraging outreach activities that serve the community and the professions.
15. Works cooperatively and collaboratively with the academic deans of other schools and divisions, the associate provosts, and other members of the University leadership team.

16. Provides leadership in affirmative action, cultural diversity, international education, and interdisciplinary studies.
17. Works closely with the Associate Provost for Graduate Programs and Continuing Education, to assist in providing leadership for lifelong learning through graduate studies and continuing education.
18. Ensures consistency with the PLU dean responsibilities as outlined in the PLU Faculty Handbook:
  - Provide leadership for and supervise the academic programs of the School of Nursing.
  - Provide reports essential for effective administration of the School of Nursing and its academic programs.
  - Establish and recommend the budget of the School of Nursing.
  - Recommend and supervise department, program, and school budgets.
  - Make recommendations for faculty appointments, promotions, salaries, sabbatical and special leaves, and oversee or write required faculty evaluations.
  - Make recommendations for undergraduate and graduate student awards.
  - Encourage and facilitate the professional growth and teaching competency of the faculty.
  - Support academic leadership and collaboration among department, program and school administrators.
  - Support the development and competency of the staff of the school.
  - Advance the financial support base of the programs and facilities of the School of Nursing.
  - Work cooperatively with the other deans to foster the liberal arts and their integration with major and professional degree curricula.

### **[Associate Dean of Academic Affairs](#)**

#### **Associate Dean of Academic Affairs**

The Associate Dean of Academic Affairs will report to the Dean of Nursing and provide overall administrative leadership for academic matters including new program development and approval; program quality; educational methods; national, regional and specialty accreditation; and policy development and implementation.

#### **Specific Job Related Duties**

- Foster a climate of academic excellence, collaboration and interdisciplinary initiatives.
- Execute an ongoing comprehensive assessment, planning and evaluation process of the academic programs that are linked to the SON mission, strategic goals, and objectives and consistent with SON policies, university policies, accreditation requirements, and other external regulatory bodies in collaboration with the Program Evaluation Committee.
- Assumes administrative accountability for ensuring the quality of educational degree-granting programs (BSN, MSN, DNP).
- Provide leadership in the accreditation process, including oversight of self-studies and site visits and the preparation of all administrative reports bearing on academic programs.
- Provide leadership in overseeing the SON academic organizational effectiveness, evidence-based education practices, and the impact of innovations in education including the effective use of technology in the teaching/learning environment.

- Monitor action plans for goal achievement in alliance with SON strategic plan.
- Serve as a clearinghouse and data source for assessment reports and reports required by accrediting and regulatory bodies
- Coordinates activities and resources of SON academic programs with university academic support systems.
- Represents the SON's interest internally which includes service on all SON related academic teams and committees and externally to university and community constituents on all matters related to academics.
- Participate in recruiting and interviewing of prospective faculty candidates and makes recommendations to the Dean.
- Conducts performance evaluations, recommend salary, and works collaboratively with PLU human resources to resolve issues for direct reports.
- Collaborate with the leadership of the Clinical Learning and Simulation Center in overseeing all SON clinical simulation.
- Collaborate with the leadership of the Center for Continued Nursing Learning in overseeing all Continuing Education offerings.
- Responsible for the development and adherence to academic affairs budget.
- Identify and obtain extramural funding to support innovations and advancements in existing and new academic programs.
- Plans faculty teaching assignments in collaboration with program directors.
- Participates in appropriate professional organizations/meetings.
- Approve training and project grants related to academic programs.
- Represent the Dean and School of Nursing at local, state, and national organizations, events, and meetings as needed.

## **Director of Nursing Professional Development**

### **Director of Nursing Professional Development**

The Director of Nursing Professional Development provides SoN leadership in two major areas: 1) Director for student clinical placements, providing leadership for the planning, coordination, and implementation of student placements in the clinical practice sites. The director for student clinical placements collaborates with faculty, students, agencies and clinical placement consortia to assure appropriate educational experiences for undergraduate and graduate nursing students. Responsible for complex communications and problem solving to maintain positive working relationships with a variety of contacts inside and outside the University. The director operates from a solid understanding of nursing education and practice, combined with knowledge of the organizational environments where nurses practice and learn. Provides direction to SoN office staff regarding day-to-day operations. 2) Director of the Center for Continued Nursing Learning (CCNL), providing professional and Washington State Nurses Association required leadership for SoN nursing continuing education (CNE) operations, including planning, coordination, and implementation of CNE for the SoN. Serves as the formally designated Director of the SoN CCNL and as the primary CNE planner. Assesses the educational needs of the nurses in the State of Washington and surrounding areas. Assures appropriate educational experiences for undergraduate, graduate, and continuing education nursing students consistent with regulatory requirements and professional standards and guidelines. Provides fiscal oversight for

continuing nursing education as a revenue center. Provides direct supervision for the CNE Coordinator.

The Director is responsible for complex communications and problem solving to maintain positive working relationships and deliverables with a variety of contacts inside and outside the University. Collaborates with the SoN Dean, Associate Dean(s), Associate Provost for Graduate Programs and Continuing Education, SoN faculty and staff, and professional administrative staff. Reports to School of Nursing Dean.

### **Responsibilities:**

- Reviews SoN program and student clinical site requests and available preceptors for the various undergraduate, graduate, and CNE clinical courses.  
Continually evaluates current clinical sites.
- Works with SoN administration, faculty, and support staff and to proactively plan clinical placement needs.
- Conducts needs assessments to develop new clinical sites, preceptors, and continuing education programming.
- Arranges clinical placements for nursing students in a variety of areas and settings, e.g. hospitals, non-profit agencies, community health settings, clinics, schools, day care, long term care facilities, assisted living facilities, home care, and corporations.
- Initiates and/or maintains Educational Experience Agreements (affiliation agreements/ clinical contracts) with clinical agencies.
- Troubleshoots clinical placement conflicts.
- Remains knowledgeable of, provides education on, and ensures compliance with all regulatory requirements (e.g. NCQAC, CCNE, CPNW, clinical agencies, ANCC-COA/WSNA, A-CNE, QSEN)
- Represents the Dean and School of Nursing to the Clinical Placements Northwest Consortium.
- Ensures student/faculty clinical placement data is maintained.
- Works with and provides direction to SoN office support staff as needed.
- Serves on SoN and University committees as appropriate and needed.
- Provides classroom and/or clinical teaching as assigned.
- Identifies and provides timely programming in response to new and innovative areas of continuing nursing education need.
- Maintains fiscal oversight of the CCNL budget, reporting and providing recommendations on budget matters to the SoN Dean.
- Serves as the Primary Nurse Planner for the CCNL Provider Unit, ensuring that CNE course and program offerings meet WSNA and other CNE approver unit requirements.
- Serves as lead contact with the accredited CNE approver unit.
- Prepares reports on all continuing education offerings and ensures compliance with Provider Unit accreditation needs as required.
- Provides supervision for the CNE coordinator.
- Participates in professional organizations as a representative of CCNL and the SoN.
- Ensures that all nurse planners are performing in a manner consistent with the policies, procedures, position descriptions, expectations, criteria and requirements of the Montana Nurses Association, an accredited approver with distinction by the American Nurses Credentialing Center's Commission on Accreditation.
- Performs other duties as assigned.

## **Associate Director of Advising, Admissions and Student Support**

### **Associate Director of Advising, Admissions, and Student Support**

The Associate Director of Advising, Admissions, and Student Support recruits and advises current and prospective students in the highly competitive nursing environment. S/he also coordinates the admission evaluation process for undergraduate and graduate nursing programs and ensures enrollment targets are met. Provides administrative support for a variety of SoN student needs and concerns, including, but not limited to, program progression and scholarships. The Coordinator ensures due process is afforded to all parties for student issues of progression. Minimum preparation includes the Baccalaureate degree and two years of work-related experience. Reports to the Dean of the SoN.

#### **Responsibilities:**

- Responsible for recruitment, admissions processes, and student retention.
- Serves as the primary School of Nursing representative and liaison to the PLU offices of Admissions, Academic Advising, Financial Aid, and Career Connections.
- Coordinates application evaluation process.
- Maintains database of applicant files.
- Composes routine correspondence.
- Coordinates the SoN scholarship program.
- Maintain statistics and completes reports.
- Serves on the SoN Recruitment, Admission, and Progression (RAP) committee and other appropriate school and/or university committees, as assigned.
- Supports RAP activities and facilitates due process for at-risk students.
- Coordinates student recruitment visits and information sessions, and manages recruiting materials.
- Coordinates visits from military/agency recruiters.
- Conducts individual advising appointments with PLU pre-nursing students.
- Organizes, coordinates, and facilitates new student orientation and prep meetings.
- Works with other university offices to resolve student-related issues.
- Participates in/presents at PLU recruiting events including but not limited to Fall Preview, Presidential Scholars Weekend, Lute OverKnight, and the Graduate Fair.
- Provides direction to SoN administrative support staff and student workers in the areas of recruitment, admissions, scholarships, progressions, and database management.
- Supports and serves as a resource for faculty advising activities.
- Maintains a database of student petitions and grievances.
- Performs other duties as assigned

## **Family Nurse Practitioner Lead Faculty**

### **Family Nurse Practitioner (FNP) Lead Faculty**

The FNP Lead Faculty member provides direct oversight for the family nurse practitioner track (Doctoral and Certificate). With support from the Associate Dean, the FNP lead Faculty coordinates



staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery. Collaborates with PMHNP lead faculty and DNP project faculty to oversee core DNP Courses. Minimum credentials include the earned doctorate in Nursing or related field, a graduate degree in Nursing, national certification as a Family Nurse Practitioner with prescriptive privileges in the State of Washington, and RN licensure in the State of Washington.

### **Responsibilities:**

- Provides role and content expertise for the FNP & DNP programs.
- Ensures that all didactic content in the FNP & DNP programs are current and evidence-based.
- Participates in program and curricular review and revision for the FNP & DNP programs.
- Ensures that the FNP & DNP programs remain congruent with national professional standards and guidelines for NP, FNP and Doctoral educational programs.
- Works with the FNP & DNP faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for FNP students.
- Confirms clinical contracts are in place and current for all clinical sites.
- Ensures that clinical preceptors are appropriately qualified and experienced and a current (within 2 years) CV is on file.
- Coordinates and Participates in the orientation of clinical preceptors.
- Collaborates with course lead faculty and placement coordinator to ensure student clinical placements are consistent with course and clinical objectives and to meet the learning needs of the student.
- Validates that clinical faculty are performing clinical site visits every semester, with each student, to evaluate student progress.
- Validates that evaluation of preceptors, clinical sites, and students are conducted at the end of each semester.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Communicates regularly and responsively with lead faculty, clinical faculty, preceptors and clinical sites.
- Participates in the admissions process for FNP & DNP students by reading applications and interviewing when appropriate.
- Ensures completion and filing of every-semester student clinical evaluations and clinical logs.
- Serves as a professional role model for FNP & DNP students.
- Serves as the lead for board certification predictor and prep activities.
- Supports accreditation activities.
- Provides ongoing support, development, and mentoring of faculty.

### **Psychiatric Mental Health Nurse Practitioner Lead Faculty**

#### **Psychiatric Mental health Nurse Practitioner (PMHNP) Lead Faculty**

The PMHNP Lead Faculty member provides direct oversight for the psychiatric mental health nurse practitioner track (Doctoral and Certificate). With support from the Associate Dean, the PMHNP Lead Faculty coordinates staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery. Collaborates with FNP lead faculty and DNP project faculty to oversee core DNP Courses. Minimum credentials include the earned doctorate in Nursing or related field, a graduate

degree in Nursing, national certification as a Psychiatric Mental Health Nurse Practitioner or CNS with prescriptive privileges in the State of Washington, and RN licensure in the State of Washington.

### **Responsibilities:**

- Provides role and content expertise for the PMHNP & DNP programs.
- Ensures that all didactic content in the PMHNP & DNP programs are current and evidence-based.
- Participates in program and curricular review and revision for the PMHNP & DNP programs.
- Ensures that the PMHNP & DNP programs remain congruent with national professional standards and guidelines for NP, PMHNP and Doctoral educational programs.
- Works with the PMHNP & DNP faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for PMHNP students.  
Confirms clinical contracts are in place and current for all clinical sites.
- Ensures that clinical preceptors are appropriately qualified and experienced and a current (within 2 years) CV is on file.
- Coordinates and Participates in the orientation of clinical preceptors.
- Collaborates with course lead faculty and placement coordinator to ensure student clinical placements are consistent with course and clinical objectives and to meet the learning needs of the student.
- Validates that clinical faculty are performing clinical site visits every semester, with each student, to evaluate student progress.
- Validates that evaluation of preceptors, clinical sites, and students are conducted at the end of each semester.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Communicates regularly and responsively with lead faculty, clinical faculty, preceptors and clinical sites.
- Participates in the admissions process for PMHNP & DNP students by reading applications and interviewing when appropriate.
- Ensures completion and filing of every-semester student clinical evaluations and clinical logs.
- Serves as a professional role model for PMHNP & DNP students.
- Serves as the lead for board certification predictor and prep activities.
- Supports accreditation activities.
- Provides ongoing support, development, and mentoring of faculty.

### **ELMSN Coordinator**

#### **ELMSN Coordinator**

The MSN Coordinator provides direct oversight for all MSN producing programs within the school of nursing; including both the prelicensure and postlicensure ELMSN program. With support from the Associate Dean, the MSN coordinator coordinates staffing, scheduling, curriculum and clinical/simulation in support of MSN program and course delivery. The MSN coordinator collaborates with the BSN Junior and Senior level coordinators to facilitate staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery for the prelicensure portion of the ELMSN program. Minimum credentials include the earned master or doctorate in Nursing and unencumbered RN licensure in the State of Washington.

**Responsibilities:**

- Serves as the lead for delivery of MSN programs (includes academic and advising issues).
- Provides role and content expertise for the MSN programs.
- Ensures that didactic content in the MSN programs are current and evidence-based.
- Participates in program and curricular review and revision of the MSN programs.
- Participates in program and curricular review and revision of the BSN (prelicensure ELMSN) program.
- Ensures that the MSN programs remains congruent with national professional standards and guidelines for MSN educational programs.
- Works with the Graduate Placement Coordinator to secure and negotiate clinical placements for MSN clinical rotations and project rotations.
- Works with the BSN Junior and Senior level and Clinical Placement Coordinators to secure and negotiate clinical placements for prelicensure ELMSN students.
- Provides ongoing support, development, and mentoring of faculty.
- Participates in the support, development and mentoring of course lead and clinical faculty.
- Validates, with course lead faculty, that clinical faculty are evaluating student progress and addressing any issues accordingly.
- Participates in the admissions process for MSN students by reading applications and interviewing when appropriate.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Serves as the lead for CNL and other Master level certification prep activities as applicable.
- Collaborates with the BSN Senior level coordinator for NCLEX predictor and prep activities in support of prelicensure ELMSN students.
- Serves as a professional role model for faculty and students.
- Supports accreditation activities.

**BSN Senior Level Coordinator****BSN Senior Level Coordinator**

The BSN Senior Level Coordinator provides direct oversight for the Senior level (1st year) BSN courses. With support from the Associate Dean, the Senior level coordinator works in conjunction with the junior level coordinator to coordinate staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery. Additionally, coordinates with the ELMSN coordinator to inform prelicensure course content, didactic, simulation and clinical faculty coverage/staffing. Minimum credentials include the earned master or doctorate in Nursing and unencumbered RN licensure in the State of Washington.

**Responsibilities:**

- Serves as the lead for Senior level BSN program delivery (includes academic and advising issues).
- Provides role and content expertise for the BSN program.
- Ensures that didactic content in the BSN program is current and evidence-based.
- Participates in program and curricular review and revision of the BSN program.

- Ensures that the BSN program remains congruent with national professional standards and guidelines for BSN educational programs.
- Works with the BSN Senior level faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for BSN students.
- Provides ongoing support, development, and mentoring of faculty.
- Participates in the support, development and mentoring of course lead and clinical faculty.
- Validates, with course lead faculty, that clinical faculty are evaluating student progress and addressing any issues accordingly.
- Participates in the admissions process for BSN students by reading applications and interviewing when appropriate.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Serves as the lead for NCLEX prep activities.
- Serves as a professional role model for faculty and students.
- Supports accreditation activities.

### **BSN Junior Level Coordinator**

#### **BSN Junior Level Coordinator**

The BSN Junior Level Coordinator provides direct oversight for the Junior level (1st year) BSN courses. With support from the Associate Dean, the junior level coordinator works in conjunction with the senior level coordinator to coordinate staffing, scheduling, curriculum, and clinical/Simulation in support of course and program delivery. Additionally, coordinates with the ELMSN coordinator to inform prelicensure course content, didactic, simulation and clinical faculty coverage/staffing. Minimum credentials include the earned master or doctorate in Nursing in Nursing and unencumbered RN licensure in the State of Washington.

#### **Responsibilities:**

- Serves as the lead for Junior level BSN program delivery (includes academic and advising issues).
- Provides role and content expertise for the BSN program.
- Ensures that didactic content in the BSN program is current and evidence-based.
- Participates in program and curricular review and revision of the BSN program.
- Ensures that the BSN program remains congruent with national professional standards and guidelines for BSN educational programs.
- Works with the BSN junior level faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for BSN students.
- Provides ongoing support, development, and mentoring of faculty.
- Participates in the support, development and mentoring of course lead and clinical faculty.
- Validates, with course lead faculty, that clinical faculty are evaluating student progress and addressing any issues accordingly.
- Participates in the admissions process for BSN students by reading applications and interviewing when appropriate.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.

- Works with the BSN Senior level coordinator to administer and evaluate NCLEX predictor activities.
- Supports accreditation activities.
- Serves as a professional role model for faculty and students.

### Course Coordinator-Course Lead

#### **Course Coordinator/Course Lead**

The Course Coordinator/ Course Lead is responsible for providing course-specific leadership in team-taught courses and assumes responsibility for the administrative components of course planning, delivery, and evaluation. Faculty assigned as the sole course faculty have a similar array of course-related responsibility.

#### **Responsibilities:**

- Develops the course syllabus, consistent with academic timelines and curricular guidelines, sequencing, and approved course descriptions, objectives, content outlines, and clinical experiences.
- Schedules course meetings as required and as needed.
- Develops, in collaboration with course faculty, the topical outline and online course materials.
- Collaboratively assigns responsibilities of the teaching team based on course staffing as designated by the Dean.
- Plans and facilitates course progression, teaching approaches, and evaluation of student progress in collaboration with the teaching team.
- Ensures up-to-date course content and approaches, consistent with identified professional standards and guidelines.
- Prepares and ensures appropriate administration of course exams and other measures of student performance evaluation.
- Facilitates key assignment and portfolio needs of the course, consistent with program evaluation requirements.
- Administers standardized testing and facilitates remediation consistent with School of Nursing policy.
- Assures that required course materials are provided to the School of Nursing, including copies of the course syllabus, final examination, grading rubrics, key assignments, examples of student work, and course evaluations.
- Coordinates with School of Nursing staff or committees to facilitate the acquisition of necessary teaching materials (equipment, software, library materials).
- Orients new faculty to course and clinical requirements.
- Mentors new faculty over the course of the academic term.
- Confers with students and faculty about course concerns or performance problems in collaboration with course faculty, clinical preceptors, academic advisors, Associate Dean for Graduate Programs, and Dean, as needed.
- Maintains records of student attendance and grades.
- Submits grades to the registrar.
- Periodically informs the Graduate Program Coordinator and/or SoN Dean of course planning, implementation, and evaluation.
- Participates in meetings with other faculty and course coordinators as needed and directed.
- Completes the Annual Course Review and submits to the SoN Curriculum and Instruction (CIC)

- Committee, informing the CIC of necessary course updates or revisions.
- Contributes to curriculum review, evaluation, and development as a representative of the course team.
- Provides additional course and evaluation data consistent with the School of Nursing Evaluation Plan.

### **Additional Responsibilities for Clinical Course Coordinators:**

- Facilitates new faculty clinical planning and clinical agency orientation.
- Provides the Dean and with incident reports or other data related to situations that have potential for public relations or legal consequences.
- Assures that clinical faculty disseminate information regarding student clinical assignments and course materials to the agency staff at the clinical units/organizations.
- Ensures that preceptor and clinical site evaluations are completed.
- Facilitates open and responsive relationships and communications with clinical agency personnel.
- Secures appropriate agency evaluation data/feedback as required.
- Ensures that student clinical evaluations are completed and submitted for filing in the student academic files.

## **Director of Simulation**

### **Director of Simulation**

The director of simulation education is an innovative, full-time faculty member with deep expertise and experience in all dimensions of simulation as a pedagogical modality in nursing and health sciences education. The director leads and coordinates the integration, implementation, and evaluation of simulation in the undergraduate and graduate nursing curricula, in collaboration with the nursing faculty, facilitates the development of interprofessional simulation across the school, and engages with community partners. The director of simulation education is responsible to ensure that simulation experiences are strategically and effectively integrated into appropriate levels of the various curricula to support achievement of program outcomes, guided by best practice standards for simulation, and the mission and goals of Pacific Lutheran University School of Nursing. The director also works closely with the Deans, program directors, Clinical Learning and Simulation Center Staff, faculty, and non-nursing department leadership. The position reports to the Dean of the School of Nursing.

### **Responsibilities:**

- Serves as an expert resource to faculty in the strategic integration of simulation in undergraduate and graduate nursing curricula.
- Develops, implements and evaluates simulation policies that promote effective learning experiences and safe clinical practice for students.
- Provides leadership for, and collaborates with faculty to develop, plan, implement, and evaluate state-of-the-art simulation experiences in accordance with best practice standards for simulation education.
- Provides oversight of simulation activities in the simulation center environment.
- Models the use of instructional methods which promote students' development of critical thinking, sound decision-making, and clinical competence.

- Facilitates the development and implementation of interprofessional simulation activities.
- Collaborates with faculty to track and evaluate student learning outcomes of simulation, provides relevant data to inform curricula, and makes recommendations for improvement to faculty, School of Nursing deans and program directors.
- Provides continuing professional development to faculty and PLU CLSC staff related to simulation as an educational modality.
- Participates in the development of the budget for simulation experiences across undergraduate and graduate curricula.
- Collaborates with the Simulation Center Operations and Budget Manager for effective utilization of resources and staff for simulation activities.
- Participates in personal professional development and networking to effectively advance simulation as an educational modality and to remain current with best practice standards.
- Develops and implements a plan to achieve Society of Simulation in Healthcare Accreditation for the PLU CLASC.
- Manages the simulation schedule for fall, spring and summer classes, in coordination with the program directors and course faculty.

### **Lab Operations Manager**

Provides leadership for the planning, coordination, operations, and maintenance of School of Nursing lab facilities and activities. Includes the SoN skills lab and health assessment lab for the undergraduate and graduate nursing programs. Ensures up-to-date and effective laboratory learning environments. Collaborates with the SoN faculty, Dean, Associate Dean(s), SoN staff, and other constituents for effective laboratory operations.

Responsibilities:

- Collaborates in the development and implementation of educational resources, policies, and procedures for the SoN learning labs
- Serves as a resource to faculty for laboratory teaching/learning experiences
- Collaborates with the faculty to determine purchases and improvements necessary to maintain and enhance the SoN learning labs
- Schedules and monitors learning lab experiences
- Manages Lab Coordinator and oversees lab setup and activities, including assisting with lab set-up needs
- Collaborates with lab faculty for adequate open labs and lab faculty manning throughout the calendar year to meet nursing program needs
- Monitors and maintains all of the lab's supplies and equipment, including equipment circulation processes, maintenance, servicing, and operational needs
- Maintains an accurate, ongoing database/inventory of learning lab supplies, equipment, costs, expenditures, and purchases
- Manages ordering of routine and recurring supplies and equipment
- Projects annual supply and equipment needs, including per-item and per-student costs
- Maintains the labs in a clean, safe, and well-organized state
- Serves as a resource to SoN university safety committee
- Coordinates lab activities with and serves as a resource for SoN, university, and community

constituents for student recruitment, tours, demonstrations, community service events, research, or other purposes

- Performs other duties as assigned



# Professional Conduct

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## **Social Media and Electronic Communication**

Nursing faculty are discouraged from “friending” students on social media. The School of Nursing and/or Nursing Commissions may investigate reports of inappropriate disclosures on social media by faculty and students on the grounds of unprofessional conduct.

## **Netiquette**

Etiquette in online communication includes the same principles that are used in all other realms of interpersonal communication and professional relationships. The following guidelines are intended to prevent harm and avoid later and/or unintended consequences:

- 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 an 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 on 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 own 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.

## **Intimate and Sexual Relationships**

Intimate and/or sexual relationships between faculty or members of the instructional team and students are strictly prohibited. Sexual misconduct of any kind is not tolerated. All suspected inappropriate relationships will be reported to the PLU Title IX Coordinator, and are subject to disciplinary action by the university. See PLU Title IX Policy and PLU Sexual Misconduct Policy.

## **Sexual Misconduct**

All SoN faculty and staff are mandatory reporters of sexual misconduct, harassment, assault, stalking, or dating violence, as required by University policy. Known information regarding student experiences of or engagement in sexual misconduct must be reported. Please use great care in assigning work or classroom discussions that asks students to information about their personal relationships.

## **Faculty Role**

In addition, nursing faculty must recognize that their role in relation to students is that of faculty member, not professional counselor. Faculty are advised to refer students to university or healthcare

counseling for their personal counseling needs.

# Faculty Administrative Policies, Practices, & Procedures

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## [Academic Credit Policy](#)

### **Academic Credit Policy, 15-week semester**

#### **Undergraduate Programs**

One credit of direct classroom instruction = one 50-minute class period/credit/wk for 15 weeks

One credit of seminar instruction = two 50-minute class periods (total 100 minutes/credit/week for 15 weeks)

One credit of nursing lab = two 50-minute class periods (total 100 minutes/credit/week for 15 weeks)

One credit of faculty-directed nursing clinical practice = 3 hrs/week (42 hours clinical time over 15 weeks)

One credit of Precepted clinical = 3 hrs/week (42 hours clinical time over 15 weeks)

#### **Graduate Programs**

One credit of direct classroom instruction = one 50 minute class period/credit/week for 15 weeks

One credit of seminar = two 50 minute class periods (100 minutes/credit/week for 15 weeks)

One credit of nursing lab = two 50 minute class periods (100 minutes/credit/week for 15 weeks)

One credit of faculty-directed nursing clinical practice = 4 hrs/week (60 hours clinical/credit for 15 weeks)

One credit of Precepted clinical = 4 hrs/week (60 hours clinical/credit for 15 weeks)

## [Attendance at Formal Academic Ceremonies & Faculty Development](#)

### **Attendance at Formal Academic Ceremonies and Faculty Development**

Faculty with > 0.5 FTE appointment are expected to attend SoN and PLU formal academic ceremonies and faculty development, unless excused due to other obligation or scheduling conflict. These include PLU University Conference, PLU Opening Convocation, Fall Return to Campus Workshops, Fall Evaluation Workshop, J-Term Faculty Development, SoN Recognition Ceremony, Blessing of the Hands,

and PLU Commencement ceremonies. Academic regalia is required for Opening Convocation, SoN Recognition, and PLU Commencement ceremonies. Regalia can be rented through the PLU Provost Office.

### **University Conference**

One week before the start of the fall semester PLU officially begins the academic year with a series of presentations from Keynote Speakers, the University President, Provost, Faculty Chairs and a multitude of workshops centered on the theme for the conference and staff/faculty training. Meals are provided for the first two days of the conference, but registration is required. From the provost website, click on Faculty Resources tab, Important Dates, then on University and Faculty Conference.

### **Opening Convocation**

Each academic year formally begins with the University Convocation, held the first day of each fall semester. Steeped in rich tradition, the ceremony is designed to welcome new students and faculty as well as to recognize new appointments, achievements and honors earned by both faculty and students. Classes are suspended during the ceremony. All students and faculty are highly encouraged to participate in opening ceremony events in full regalia unless excused due to other obligation or scheduling conflict.

### **School of Nursing Recognition Pinning Ceremony**

The SoN Recognition Ceremony includes the presentation of school pins to undergraduates and pre-licensure ELMSN students graduating from one of the SoN degree programs. In addition, faculty and student awards are also announced. The Recognition Ceremony is held throughout the year for each graduating cohort. The ceremony is planned by the RAP committee and graduating students. All faculty are strongly encouraged to attend the PLU SoN Recognition Ceremony; faculty with a  $\geq 0.5$  FTE position are expected to attend, unless excused due to other obligation or scheduling conflict.

### **PLU Commencement Ceremony**

The university holds a formal Commencement Ceremony in December and May. Although nursing students are also recognized during the SoN Recognition Ceremonies, SoN faculty should encourage students to participate in the university's Commencement Ceremony. Faculty will need to direct nursing students that are graduating to the [PLU's Office of the Registrar Graduation Information](#) for applicable requirements, policies, and information. . All SoN faculty are strongly encouraged to attend the PLU commencement ceremonies. Faculty that hold a faculty position with  $\geq 0.5$  FTE are expected to attend, unless excused due to other obligation or scheduling conflict.

### **[Banner Web](#)**

### **BannerWeb**

[BannerWeb](#) is used for course schedules, course registration, and student information. An orientation to BannerWeb will be scheduled early in the fall term or can be arranged through Ms. Kristi Edrington.

## **Clinical Faculty On-Boarding**

### **Faculty Credentialing Requirements, Health Requirements, and Clinical On-Boarding**

For faculty who will be teaching clinically will need to complete all Clinical Placements Northwest requirements located on the Castle Branch Website

- Phone # to be reached during clinical rotations
- American Heart Association Basic Life Support for Healthcare Provider certification
- Tuberculin status
- Hepatitis B vaccine series with titers
- MMR
- Varicella
- Tetanus/Diphtheria/Pertusis
- Annual Influenza
- 10-panel drug screen if assigned to Multicare or Franciscan Health Care Systems

The above requirements are at the faculty member's expense. Copies of documents or print-outs of electronic verification are required to be submitted to the SoN office. Additional items may be required. Evidence of renewal is required upon expiration. Liability insurance is provided through Pacific Lutheran University for all appropriately credentialed faculty. National (time of hire) and State of WA (annually) criminal background checks are conducted on all faculty.

Faculty are required to maintain compliance with all health care facility and Northwest Clinical Placement Consortium health and on-boarding requirements. Failure to comply with these requirements may result in delay of students' clinical experiences and/or consequences for faculty performance reviews.

## **Clinical Teaching Expectations**

### **Clinical Teaching Expectations**

Faculty teaching in clinical are expected to:

- Complete clinical placement arrangements and their own clinical on-boarding within the established timeframes.
- Abide by SoN placement policies for working with the Clinical Placement Coordinator and in accord with applicable requirements of the Clinical Consortium Northwest.
- Maintain a high level of clinical competency and up-to-date practice skills for the faculty member's designated area(s) of clinical practice and assigned clinical teaching responsibilities.
- Maintain appropriate professional appearance, attire, communications, activities, and role modeling in all clinical practice activities.
- Adhere to policies, procedures, and other requirements of the clinical site/agency.
- Provide the unit manager or other most closely engaged agency personnel with faculty contact information, including for in-clinic and after hours contact needs.
- Build respectful, responsive, and collaborative relationships with clinical partners and all related

personnel.

- Establish effective mechanisms and demonstrate timely and responsive communications with students, agency personnel, the course coordinator and other members of the course team, and the Clinical Placement Coordinator.
- Provide agency personnel with clear information regarding students' clinical schedules, requirements, practice competencies, expectations, objectives, level of independence in practice, and requirements for supervision.
- Ensure the assignment of appropriate clinical experiences for students' course requirements and curricular level, meeting State of WA and CCNE criteria for direct-care experiences and clinical hours as applicable.
- Effectively teach and supervise student practice with the goal of progressively and intentionally advancing student practice to achieve excellence in patient care delivery.
- Employ current professional standards and guidelines, regulatory requirements, and accepted agency protocol in the delivery of patient care.
- Maintain patient/client, student, family member, agency personnel, and community member safety in all faculty-directed student practice activities  
Ensure that clinical assignments are appropriately challenging and meaningful for accomplishing clinical objectives and for a depth and breadth of clinical learning.
- Practice early identification of students whose practice performance is at-risk or under-developed for the curricular level, addressing the practice concerns clearly, directly and appropriately; devising appropriate and safe remediation to accomplish the necessary improvements; issuing a Performance Progression Alert or other student warnings as needed; and ensuring appropriate progression consequences for insufficient improvement or unsatisfactory performance.
- Follow all SoN and agency policies for incident and error reporting. Events resulting in patient harm, significant risk of patient harm, or diversion of legend drugs or controlled substances must be reported to the Dean within 24 hours and to the WA NCQAC within two business days.
- For precepted clinical experiences, clinical faculty are expected to be in direct communication with both the students and clinical preceptor, providing contact information and communicating/responding to communications in a timely manner. At least one in-person clinical site visit must be conducted. Additional site visits are expected for students who are not demonstrating expected practice competencies, behaviors, or accomplishments.
- Conduct mid-term and final clinical evaluations with all students, regardless of direct- or indirect supervised clinical experiences. Provide students with meaningful feedback to promote effective learning and practice improvement.
- Complete and file clinical evaluations in a timely manner, ensuring that all required documentation is completed within 1-2 weeks following the conclusion of the academic term or practicum experience.

## **Communication**

### **Communication**

#### **E-Mail**

Official PLU email addresses are used for communication from the School of Nursing office and from School of Nursing faculty and staff. Email is the main vehicle used by the School of Nursing to provide

faculty and students with essential information and announcements. Texting of students is not an appropriate mechanism for formal student communications.

### **Google Calendar**

SoN and university scheduling is primarily conducted through the calendar function of Gmail. Faculty are expected to use Gmail calendar for scheduling purposes and to maintain their calendar up to date.

### **Sakai**

The Sakai electronic course management system is used by 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 course activities.

The “SoN Program Site” Sakai project site has been created by the School of Nursing as a way to distribute and store SoN program information. Faculty are responsible for checking the SoN Program Site prior to SNO and committee meetings for minutes, agendas, and attachments. Committee chairs are responsible for ensuring that the committee folders are up to date with minutes and attachments.

## **[Contingent Faculty Reviews](#)**

### **Contingent Faculty Reviews**

The following processes for conducting contingent faculty reviews are in accord with the *PLU Faculty Handbook, 8th ed., pages 87-90*.

Each SoN contingent faculty member is reviewed annually by the SoN Dean following processes stipulated for the yearly faculty activity reports (FARSA reports). All faculty are expected to complete and submit their activity report by June 1 of the academic year.

The 3rd year and every subsequent 5th year evaluation for SoN contingent faculty members includes a comprehensive review by the Dean, as stipulated in the *PLU Faculty Handbook*. The report submitted by the contingent faculty member includes an in-depth self-evaluation for areas of teaching and role responsibilities, a portfolio of materials reflecting teaching and other assigned responsibilities, reflections on available teaching evaluations and course feedback forms, and a discussion of goals and priorities for the coming academic year with regard to teaching, scholarly/professional activity, and service. The Dean’s review includes observations of classroom and clinical teaching, in addition to any other formally assigned responsibilities. Criteria used in the review process are those used for appointment, promotion, and rank described in the PLU Bylaws to Article V of the Faculty Constitution and reflecting the SoN Contingent Faculty Expectations for Role, as published in the SoN Faculty Handbook.

3rd year and subsequent 5th year reviews for contingent faculty will occur in either fall or spring semester of the 3rd and subsequent 5th year academic years of appointment. Candidates are encouraged to invite peer reviews of classroom and clinical teaching as part of the process. Final due dates for review materials will be scheduled according to dates published in the *PLU Faculty Handbook*. The candidate may request reasonable alterations to this schedule in writing and with the Dean’s

approval, with the exception of the date materials are due to the Provost, currently listed as April 30 of 3rd academic year.

Annual performance reviews in the years prior to and following the 3rd and subsequent 5th year reviews are conducted as part of the annual faculty review/FARSA process with materials due by June 1. An updated CV, self-assessment, and updated portfolio materials are due at that time. A meeting of the faculty member and the Dean is scheduled prior to September 1st, for review of teaching effectiveness and other role contributions. The Dean's review of the contingent faculty member is due to the Provost's office by September 15.

Annual performance reviews including the 3rd year review are regarded and retained as part of the faculty member's formal record in the SoN.

#### **Specific 3rd Year and Subsequent Every 5th Year Review Procedures:**

**1. Planning Meeting.** A meeting will be scheduled early in the fall semester with the contingent faculty candidate and the Dean to discuss the review process, establish the timeline, clarify materials needed, identify potential external faculty reviewers, and to review the overall process.

**2. Portfolio Materials.** The candidate will prepare a portfolio of materials reflecting and providing evidence of performance in teaching (classroom and clinical, as applicable) and other assigned role responsibilities. As applicable, materials reflecting scholarly/professional activity and service should also be included.

Portfolio materials will include a full academic CV; self-evaluation of performance reflecting PLU and SoN contingent faculty expectations for role; raw course evaluation data and statistical summaries from all courses taught; syllabi and examples of classroom and clinical teaching materials; materials providing evidence of performance in other assigned areas of role responsibility, as applicable; evidence of scholarly work and service activities, as applicable; and other materials the candidate feels will best represent her/his contributions to PLU and the SoN. Peer reviews, organized independently by the contingent faculty candidate, are recommended as part of the contingent faculty member's review process. If peer reviews are included, a report from the peer reviewer should be included in the portfolio materials.

The portfolio materials will be complete and made available to the SoN Dean by October 1 or by a date to be negotiated with the Dean, no later than one month in advance of the formal review meeting.

**3. Letters.** The SoN Dean will request, in writing, confidential review letters from:

- a. All full-time faculty colleagues in the SoN;
- b. Members of the candidate's teaching teams;
- c. Other faculty members or professional colleagues as the candidate may designate.

The Dean's written invitation shall request letters that:

- a. Evaluate the candidate's strengths and areas for improvement;
- b. Address the SoN Contingent Faculty Expectations for Role, as listed in the SoN Faculty Handbook.

Review letters will be due to the Dean at the same time as the portfolio materials. If the letter writer



wishes their review letter to be shared with the candidate, the writer will send a copy to the candidate. The Dean will construct from letters received a composite summary of the letters. The summary will be shared with the candidate and submitted as part of the dean's review. The summary will note the faculty member's strengths and areas for improvement.

**4. Completion of the Review.** The Dean will complete an independent review of the candidate based on the following:

- Classroom and/or clinical observations of teaching
- Review of the candidate's portfolio materials
- Review of the letters received
- The candidate's FARSA reports
- Data available to the dean through the normal course of supervisory interactions

A meeting of the candidate and the Dean will be scheduled to discuss all materials and the candidate's performance relative to PLU and SoN criteria.

The Dean will write a comprehensive review, providing a draft copy of the review to the contingent faculty member by the date stipulated in the *PLU Faculty Handbook* (currently April 30). The review will specify expectations of continued competence and/or reasonable progress toward PLU and SoN performance criteria and, when needed, suggestions for improvement

The contingent faculty member will be provided with the review and invited to make factual corrections, and to submit a response and additional materials as desired, due to the Dean no later than April 1.

The Dean will finalize the review and any recommendations for improvement. The Dean and contingent faculty member will both sign the review, indicating that the contingent faculty member has met with the Dean, seen the review, and been provided an opportunity to make factual corrections. The contingent faculty candidate may append a response or additional information, which the contingent faculty member and Dean will also sign.

A copy of the final review and recommendations will be sent to the Provost by the date indicated in the *PLU Faculty Handbook* (currently April 30).

## **Course and Academic Level Meetings**

### **Course and Academic Level Meetings**

Faculty are expected to participate in course, level, and other curricular meetings congruent with their assigned courses and areas of program responsibility. Course coordinators will convene course meetings at least twice per semester and as needed to conduct course business and to ensure effective planning. All members of the course team are expected to participate in the courses meetings. Level and/or specialty meetings (professional foundations, med-surg, leadership, etc) will be held as needed for overall curricular coordination and planning.

## **Course and Clinical Assignments & Scheduling**

## **Course & Clinical Assignments & Scheduling**

Course and clinical scheduling are determined by the Dean's office. The established course and clinical scheduling template will be followed in most instances. Requests for revisions to the course schedule must be approved by the Associate Dean of Academic Affairs. Clinical scheduling is dependent upon approval of requested clinical hours by the NW Clinical Consortium. Requests for changes in clinical scheduling, sites, units, assigned preceptors, and any other logistics of clinical scheduling must be coordinated through the Undergraduate Clinical Onboarding Specialist and the NW Clinical Consortium or the Graduate Student Clinical Placement Coordinator as applicable.

## **Credentialing and Health Requirements**

### **Credentialing and Health Requirements**

Faculty Credentialing Requirements, Health Requirements, and Clinical On-Boarding

**The following materials and verifications are required at the time of hire for all faculty:**

- Official Transcripts for:
  - highest degree earned
  - copies of all nursing degrees for faculty that are nurses
- Copy of national criminal background check
- Mailing address
- Contact phone #s and email address

*-Drug screen (facility determined)*

#### **For faculty who are Nurses:**

- Current, unencumbered Nursing licensure for the State of Washington
- Copy of national and Washington criminal background check

*-Drug screen (facility determined)*

#### **For faculty who are nationally certified as Advanced Registered Nurse Practitioners:**

- Current National Certification
- Unencumbered Washington State licensure as an Advanced Registered Nurse Practitioner

The above requirements are at the faculty member's expense. Copies of documents or print-outs of electronic verification are required to be submitted to the SoN office. Additional items may be required. Evidence of renewal is required upon or before expiration. Liability insurance is provided through Pacific Lutheran University for all appropriately credentialed faculty. National (time of hire) and State of WA (annually) criminal background checks are conducted on all faculty.

## **Development of SoN Policy Changes**

## **Development of & Changes to SoN Policies**

The SoN policies addressed in the SoN Faculty and Student Handbooks establish the operational framework for the SoN. It is expected that SoN policies will be documented, adhered to, and implemented fairly and consistently.

SoN policies emerge from nursing professional standards and guidelines, national and regional best practices in nursing education, Washington State regulatory requirements, and nursing education accreditation requirements. As a result, while congruence with PLU policy is maintained whenever possible, some SoN variance from and greater specificity than PLU policy is expected and necessary for nursing program operations.

Development of and changes to SoN policies occurs through appropriate administrative and/or faculty governance channels and processes. Whenever possible the appropriate SoN administrator or standing committee is expected to address policy needs associated with its scope of responsibility. Should a policy issue need to be addressed while faculty are out of session, or if a standing committee is unable or unwilling to address the need, the SoN Dean will determine action needed relative to policy development or revision. The SoN Dean holds final approval on SoN policies.

Students are notified of changes to student policies through electronic notification via email, Sakai announcements, revisions to the electronic version of the Student Handbooks, and/or postings to the School of Nursing web pages.

Notice on changes to faculty policy is provided in SNO meetings, through the governance process, via email or Sakai notification, and/or through revisions to the SoN Faculty Handbook.

## **[eFAR & AFO](#)**

### **Aggregate Faculty Outcomes (AFO)**

SoN Aggregate Faculty Outcomes (AFOs) have been developed for each of the areas of faculty role, including teaching, service, scholarship, and practice. The Aggregate Faculty Outcomes document the AFOs, expected outcomes, and data used to measure the outcomes. AFOs are determined annually based on data provided by all SoN faculty members through the PLU FARSA and annual reporting process.

### **SoN AFO Information 2014 - 2017**

[AFO Results Aggregate Faculty Outcomes 2014-2015](#)

[AFO-RAD\\_SNOApproved\\_3-18-15](#)

[AFO-RAD\\_SNOApproved\\_2-17-16\\_Projections](#)

[AFO-RAD\\_SNOApproved\\_rev2-17-16](#)

## **AFO Dimensions**

### **Domain: Teaching**

1. 75% of all student evaluations of teaching demonstrate agree/strongly agree on overall teaching effectiveness.
  - a. Overall teaching effectiveness is defined as student responses to item #8 on the PLU Uniform Teaching Evaluation form: "Overall, instructor was very effective."
  - b. Measurement/Data source: Provost's Office, Uniform Teaching Evaluation raw data for individual faculty as provided to the School of Nursing Dean's office.
2. 90% of continuing faculty with  $\geq 0.5$  FTE appointment in the School of Nursing complete and submit an annual teaching self-assessment with identification of areas for development or and/or improvement.
  - a. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

### **Domain: Scholarship**

1. 90% of continuing Registered Nurse faculty with  $\geq 0.5$  FTE appointment in the School of Nursing demonstrate annual nursing professional development that is relevant to their faculty role and consistent with the Washington State NCQAC definition for continuing competency.
  - a. Nursing professional development is defined as an activity that contributes toward fulfilling continuing nursing education of 45 hours over 3 years as specified in WAC 246-840-202 and WA DOH Publication 669-332 (April 2014), available at:  
<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/ContinuingCompetency>
  - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.
2. 80% of continuing faculty holding rank of assistant professor, associate professor, or professor will demonstrate a product of scholarship annually.
  - a. Scholarship is defined in the PLU Faculty Handbook, Eighth Edition (v11/23/15), p25, and the School of Nursing Faculty Handbook (2016). These may include products reflecting the scholarship of discovery, integration, application and/or teaching.
  - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

### **Domain: Service**

1. 90% of faculty with  $\geq 0.5$  FTE appointment in the School of Nursing participate in at least one School of Nursing committee or approved special project.
  - a. Measurement: Committee rosters and Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.
2. 90% of all continuing faculty with  $\geq 0.5$  FTE appointment in the School of Nursing demonstrate at least one professional service commitment annually.
  - a. A professional service commitment is defined as activities emanating from professional preparation and expertise that contribute to meeting the needs of the university, profession, or community. Examples include:
    - i. University - committee work, projects, special appointments, volunteer activities supporting

- university mission and/or operations
- ii. Profession – specific to discipline or specialty, committee work, leadership, presentations, educational offerings, advocacy
- iii. Community – volunteer, donate time, pro-bono work, presentations, educational offerings, advocacy
- b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

### **Domain: Practice**

1. 75% of all continuing faculty with  $\geq 0.5$  FTE appointment in the School of Nursing demonstrate engagement in practice that is relevant to their faculty role.
  - a. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.
2. 70% of all continuing Registered Nurse faculty hold national specialty certification.
  - a. Defined as attaining and/or maintaining any national nursing specialty certification during the assessment period.
  - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA), CV records, and/or a proxy tool.
3. 100% of faculty required to maintain national certification for their teaching demonstrate participation in clinical practice consistent with certification requirements.
  - a. Defined as attaining and/or contributing to the practice requirements needed to maintain national certification during the assessment period.
  - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Approved: SNO, 3/18/15

Revised and approved: SNO, 2/17/2016

## **Electronic Faculty Activity Reporting (eFAR)**

### **Faculty Activity Reports & Peripherals**

The PLU annual electronic Faculty Activity Report (eFAR) is submitted electronically via Banner web using your epass. A copy of the eFAR, a copy of the Self-Assessment, and an updated CV are due to the Dean's Office by June 1 of every academic year.

The Self-Assessment Essay should:

- Include an analysis of teaching evaluations that you have in your possession at this time.
- Review priorities that you set last year, and give an indication of accomplishments or revisions related to those priorities.
- Describe your priorities for the coming year related to teaching, scholarship, and service.

Faculty that are planning on continuing to teach with the SoN at the end of the academic year and who

had a  $\geq 0.5$  FTE appointment for the current AY must complete the following Faculty SoN activity reporting activities no later than June 1:

Faculty performance reviews are conducted annually by the Dean as part of the reappointment process for contingent faculty, and as specified in the PLU Faculty Handbook for tenured and tenure-track faculty. Staff performance reviews are conducted annually as specified in PLU Human Resources policies.

## **Faculty Appointment**

### **Faculty Appointment**

School of Nursing faculty appointments are designated as tenured/tenure track or contingent.

Tenure track appointments require an available tenure track position and a full search, as specified by university policy. Candidates for tenure track appointments are recommended to the Dean by the SoN Faculty Search & Screen subcommittee of the Faculty Recruitment, Development, and Advancement (RAD) committee. The university Provost makes the final determination on hiring faculty for tenure track positions.

Contingent faculty appointments are either benefited ( $> 50\%$  FTE) or non-benefited ( $< 50\%$  FTE). Contingent faculty are contracted for the current academic year or for a specific academic term. Reappointment is dependent upon continuation of the position, demonstration of good performance, and sufficient student enrollments and School of Nursing budget allocations. Faculty with appointments of  $> 50\%$  FTE are expected to participate in SoN governance, serve on SoN committees, and maintain a student advising assignment. Voluntary participation in SoN governance and committees is welcome at any level of appointment:

*Faculty Fellow*

*Clinical Instructor*

*Clinical Assistant Professor*

*Clinical Associate Professor*

*Assistant Professor*

*Associate Professor*

*Professor*

## **Faculty Illnesses, Absences, and Emergencies**

### **Faculty Illnesses, Absences, and Emergencies**

Faculty are expected to make alternative arrangements for covering classes or clinical experiences in

the event of scheduled professional travel or illness. If scheduled classroom, clinical, or service commitments cannot be met due to illness or personal emergency, the faculty member is expected to notify the SoN Dean's office and appropriate clinical site personnel. The SoN Dean's office will provide assistance with such notifications in the case of personal and family emergencies.

Faculty collegial coverage for clinical absences may require agency on-boarding. Faculty need to check with the Clinical Placement Coordinator, for required preparations.

## **Final Exam Scheduling**

### **Final Exam Scheduling**

SoN faculty are expected to follow the established SoN curricular plan for the inclusion of course final exams, as well as PLU final exam scheduling and administration guidelines.

## **Guidelines for Faculty Workload**

### **Definition**

Faculty workload consists of activities assigned to each faculty member by the SoN Dean. Allocation is determined by the SoN's mission components of teaching, service, scholarship, and practice; nursing education regulatory requirements; SoN budget allocations; assigned administrative responsibilities; contractual requirements; and priority strategic initiatives.

School of Nursing (SoN) faculty workload guidelines are developed by the Dean and guided by PLU Faculty Handbook statements on university mission and objectives; appointment, rank, and tenure; and PLU faculty role expectations and instructional responsibilities. In addition, the development of SoN faculty workload guidelines is informed by collegiate nursing education professional standards and guidelines, and by national and State of Washington regulatory requirements. The development of faculty workload guidelines is an iterative process, incorporating the requirements of course and program delivery, SoN budget allocations, and other essential SoN initiatives.

Normally, the standard fulltime teaching load is 24 equated semester hours per school year. Advising, committee assignments, and other activities are also included in the scope of a faculty member's basic responsibilities (PLU Faculty Handbook). SoN service contributions including membership on a SoN committee are expected for faculty members with > 50% FTE position.

While precise equality cannot always be guaranteed in the allocation of workload credits, every attempt is made to ensure equity and compliance with state and national regulatory requirements. In determining credit equivalencies and allocations, consideration is given to the level of the student, numbers of students, extent of students' need for supervision, complexity of the teaching, new course assignments, course leadership, and classroom/lab/clinical workload distinctions.

### **Procedure**

Each year, the School of Nursing Dean evaluates the needs and resources of the School of Nursing for the next academic year. Taking into account faculty members' goals, assigned administrative responsibilities, and any contractual requirements, the Dean determines the workload responsibilities for each faculty member. In assigning workload responsibilities, the Dean considers faculty areas of experience and expertise, historical course assignments, curricular need, program enrollments, strategic initiatives, and faculty members' preferred course assignments. The Dean communicates with faculty members individually to the extent possible regarding workload preferences and necessary adjustments.

### **Essential Considerations**

Teaching is the primary mission of the university and is the primary basis for the quantitative determination of faculty load. In accord with the PLU Faculty Handbook, the workload for each academic year is generally described in terms of 24 equated semester hours or workload teaching units (WTUs). The expectation of 24 semester hours is the guideline used in assigning course and clinical teaching.

Faculty role expectations for service, advising, and scholarship are also included in the faculty member's scope of responsibility, in addition to the required teaching load. At this time the SoN does not have sufficient allocated resources to award workload credit for these additional responsibilities.

A faculty practice day and 3 cr release per AY is provided to faculty who are required to maintain practice for national certification. Course release for administrative responsibilities, strategic initiatives, and funded grants and programs is individually determined.

Required nursing education regulatory standards and guidelines adhered to in this document include: Commission on Collegiate Nursing Education (CCNE) Accreditation Standards (2013); National Task Force Guidelines for Nurse Practitioner Education (2016); current State of Washington Nursing Commission Quality Care administrative code (NCQAC WAC); and Licensure, Accreditation, Certification, and Education guidelines (LACE, 2011). Other nursing education regulatory standards and guidelines are consulted as necessary.

## **Undergraduate Courses**

### **Didactic Course Instruction**

Undergraduate:

1 course credit hour = 50 minutes classroom instruction = 1 WTU

1 course credit seminar = 100 minutes classroom instruction = 1.5 WTU

In courses taught by more than one faculty member, the WTUs are split proportionately, based on the percentage of instruction provided

In team-taught courses and at the discretion of the Dean, the course lead/course coordinator receives an additional 0.5-1.0 WTU, depending on available resources and the complexity of the coordinating activities. Generally, 1.0 additional WTU is awarded to the faculty member serving as course lead.



New course preps are allocated an additional 0.5 WTU and large section size (> 50 UG students) is allocated an additional 1.0 WTU

### **Clinical Instruction**

#### **Direct-Supervised Clinical Instruction**

Section size = 8 students; 10 students in some instances. 1 Clinical Credit = 42 Clinical Hours = 1.7 WTUs. The standard 2 cr clinical (84 hours) is 3.4 cr.

Clinical sections with greater than the standard number of students are allocated credit on a proportional basis for those additional students.

Clinical sections with less than 42 hours will be prorated (ie 36 clinical hours = 1.3 WTU)

#### **Lab-Based Clinical Instruction**

Section size = 10-15 students. 1 Lab Credit = 100 minutes lab instruction = 1.5 WTUs

#### **Precepted Clinical**

Section size = 10 students maximum. 1 Clinical Credit = .60 WTU (.06 WTU/student). Thus, N499 = 5 clinical credits = .3 WTU/student or the proportionate amount thereof, based on number of students supervised. More than one clinical section may be assigned provided student supervision can be limited to no more than 10 students at any given time.

### **Graduate Courses**

#### **Graduate Didactic Course Instruction**

1 course credit didactic = 50 minutes classroom instruction = 1 WTU

1 course credit seminar = 100 minutes classroom instruction = 1.5 WTU

In courses taught by more than one faculty member, the WTUs are split proportionately, based on the percentage of instruction provided.

In team-taught courses and at the discretion of the Dean, the course lead/course coordinator receives an additional 0.5-1.0 WTU, depending on available resources and the complexity of the coordinating activities. Generally, 1.0 additional WTU is awarded to the faculty member serving as course lead.

#### **Graduate DNP Project Supervision**

DNP Project chair = .3 WTU/student, maximum 6 students per section.

New course preps are allocated an additional 0.5 WTU.

Large section size (> 24 grad students) is allocated an additional 1.0 WTU.

Extra-large section size (> 35 grad students) is allocated an additional 1.5 WTU or an additional section is scheduled.

DNP Project coordinator (coordinates chairs and activities) is allocated an additional 1.0 WTU for each project course.

### **Graduate Clinical Instruction**

#### **Direct-Supervised Instruction**

N540 ELM/MSN, section size = 10-15 students. 0.5 Clinical hours = 30 precepted clinical hours = .1 WTU/student. Workload assigned based upon number of students, not clinical hours.

#### **Lab-Based Instruction**

Section size will vary, depending on lab activities and capacity.

1 Lab credit = 100 minutes lab instruction = 1.5 WTUs

#### **Precepted Clinical**

N531/532 MSN advanced generalist practicum, section size = 10-15 students. 1 Clinical Credit = 60 clinical Hours = .1 WTU/student. Workload assigned based upon number of students, not number of clinical hours.

NP precepted practicum (FNP & PMHNP), section size = 6 students maximum. 1 Clinical Credit = 60 clinical hours = .25 WTU/student. workload assigned based upon number of students, not number of clinical hours.

#### **Other Graduate Programs**

ELMSN, FNP and PMHNP program lead faculty are credited 6 WTU per year for program lead responsibilities. Release time can be provided for funded grant initiatives, according to the terms of the grant award. Variable WTUs may be assigned for other essential program needs, administrative responsibilities, major service contributions, or major faculty development initiatives. APRN faculty teaching APRN courses may be credited up to 3 WTU per year for clinical practice

#### **Course and other Workload Assignments**

Faculty assignment to courses, clinical sections, and other components of faculty load is the responsibility of the SoN Dean or the Dean's designee. Input from faculty as to their course and workload assignment preferences will be sought on a periodic basis and as needed.

### **Office Assignments**

#### **Office Assignments**

Faculty office assignments are determined by the SoN Dean's office. Consideration is given to the faculty member's role, percent FTE, length of service, and office space availability. Office and classroom keys can be obtained from the SoN Dean's office. Faculty and staff are responsible for maintaining appropriate classroom, office, and SoN building use and security as part of daily activities.

### **Office Hours**

## **Office Hours**

Faculty with > 0.5 FTE appointment are expected to post office hours and offer students an opportunity to meet with faculty for a face-to-face meeting each week. A minimum of 2 hours are required, with an opportunity for other flexible forms of faculty-student interaction made available outside of class. Full-time faculty are expected to maintain a minimum of 3 hours for face-to-face student meetings. If the available hours are by appointment, faculty must provide students with reliable mechanisms for contacting the faculty member and scheduling meeting times.

## **[Process for Posting School of Nursing & Committee Documents to Sakai & NetStor](#)**

### **Process for Posting SoN and Committee Documents to NetStor and Sakai**

It is very important to keep our SoN electronic repositories up-to-date with information and documents from the committees. SoN Committees are responsible for posting SoN and committee documents to our shared electronic repositories of NetStor and Sakai.

- **NetStor** is maintained as a complete repository for all working documents. Draft documents need to specify “draft,” either as a watermark or in the title.
- **Sakai** is maintained for final versions of documents, posted in PDF form.
  - All documents need to include the date of the document and approving body at the end of the file.

#### **Process:**

- Following a committee meeting, the administrative assistant assigned to a committee is responsible for posting the agenda, minutes, and any attachments to NetStor. All documents are to be titled, dated, and include any approving body.
- Final versions are saved to Sakai in PDF format, with reference to “draft” removed.

## **[Room Scheduling](#)**

### **Room Scheduling**

Ramstad Hall and university room scheduling requests can be made through the SoN Dean’s office.

Please be aware that a 2-3 day lead time may be needed, especially if the request requires accommodation for larger numbers (~20+) of individuals. Senior Administrative Assistant is available to assist with room scheduling as needed.

## **[School of Nursing Student Handbooks](#)**

[PLU School of Nursing Student Undergraduate Handbook](#)

[PLU School of Nursing Student Graduate Handbook](#)

## Shared Nature of SoN Curriculum

### **Shared Nature of SoN Curriculum**

Academic programs, courses, and curricula of the SoN are developed jointly by the faculty as a group. Accountability to one's faculty colleagues relative to curricular integrity, cohesion, and continuity is of utmost importance for program sustainability. While course content or assignments may be developed by a specific faculty member, the SoN retains an interest in courses and/or curricular materials developed while under contract as a faculty member. At such time as a faculty member decides to leave PLU, with retirement, or with assignment to new courses, the following curricular materials are expected to be archived as part of SoN records: the course syllabus with all required components; a listing of course activities; examples of key assignments; course exams or other means of assessing student performance; course rubrics; and the intact Sakai course site.

Courses belong to the curriculum and to the SoN rather than to individual faculty members. While specific content, assignments, course resources, and course grading may be revised, faculty are expected to adhere to Curriculum Committee policy regarding course revisions. Content and assignments are expected to be maintained up-to-date and reflective of applicable curricular plans and current professional standards and guidelines, with updates being the responsibility of the assigned faculty member.

As a matter of collegial courtesy and academic professionalism, the sharing of course content delivered as part of SoN approved courses and curricula is highly encouraged and appreciated. Preceding the use of another faculty member's curricular materials, it is expected that appropriate permissions will be obtained and that the author of the materials will be appropriately credited. None of the above precludes the faculty author of curricular materials from publishing or presenting such materials, consistent with the PLU policy on academic freedom.

## Student Academic Files

### **Student Academic Files**

SoN Student Academic Files are housed in the SoN Administrative Office, R 214. The Student Academic File is the official SoN record of student academic performance and is to be maintained up-to-date. FERPA regulations apply to the file and materials there-in.

Sections of the file include:

#### **BSN Student Files:**

- Student identifying information; the Information Check Sheet for Student File; Advising Notes including the Junior Review;
- Application materials and Academic Program Contract;
- Standardized test results (i.e. Kaplan) and Transcripts;
- Official Correspondence (eg., letter of welcome, advisor, course faculty, RAP proceedings/recommendations, and/or SoN administrative correspondence); any Notice of Deficiency;

- Clinical Evaluations, Clinical Logs;
- Criminal Background Checks, HIPAA documentation, Health documents.

### **ELMSN Student Files:**

- Student identifying information and photograph; the Information Check Sheet for Student File; Advising Notes;
- Application materials and Academic Program Contract;
- Standardized test (i.e. Kaplan) results;
- Transcripts;
- Official Correspondence (e.g., letter of welcome, advisor, course faculty, RAP proceedings/recommendations, and/or SoN administrative correspondence); any Notice of Deficiency;
- Clinical Evaluations (separate sections for prelicensure and graduate courses), Clinical Logs;
- Criminal Background Checks, HIPAA documentation, Health documents.

### **MSN and DNP Student Files:**

- Student identifying information; the Information Check Sheet for Student File; Advising Notes;
- Application materials and Academic Program Contract; Gap Analysis for post-masters students;
- Transcripts;
- Correspondence (e.g., letter of welcome, advisor, course faculty, RAP proceedings/recommendations, and/or SoN administrative correspondence); any Notice of Deficiency;
- Clinical Evaluations (graduate courses), Clinical Logs;
- Criminal Background Checks, HIPAA documentation, Health documents.

Faculty are required to place advising notes in the student academic file and submit Clinical Evaluations, Clinical Logs, and any Performance Progression Alert issued prior to the end of finals week for the academic term.

Faculty submissions to the Student Academic File (clinical materials, correspondence) are provided to the SoN Senior Administrative Assistant, in either paper or electronic format.

Faculty use of the Student Academic Files is restricted to the SoN Administrative Office and is for academic purposes only.

Students may review their SoN Academic File by permission of the SoN Dean, Associate Dean of Academic Affairs, and/or the Associate Director of Admissions, Advising, and Student Support. An appointment with and in the presence of the Associate Director of Admissions, Advising, and Student Support is required.

## **Student Mail Folders**

### **Student Mail Folders**

Nursing student mail folders are in the foyer outside the main Nursing program office. Faculty may use the folders to return course materials, communicate messages, share information regarding course scheduling and availability of scholarships, and to provide other relevant information. Any graded

coursework or sensitive information needs to be placed in a sealed envelope (see FERPA policy, below). Students also use their mail folders for peer to-peer communication. Nursing students are expected to check their mail folders regularly when they are on campus.

## **Team-Teaching**

### **Team-Teaching**

Much of the teaching in the SoN is conducted in a team-teaching environment. By its nature, this requires close cooperation and communication among all persons assigned to a course, its clinical sections, and any co-requisite courses taught in the same semester of the program. Lead course faculty are responsible for assisting their course team members with course and clinical orientation, course planning, communications, and mentoring less senior faculty in their development as expert teachers. All course faculty are responsible for ensuring that communications are timely and responsive; that shared course expectations have been developed and are adhered to; that messages to the students are consistent and supportive of course team members; and that all are participating equitably in the work of course delivery. The experience of the student should be one of an integrated and highly committed faculty team, working together and cooperatively to provide an exceptional, up-to-date, and deeply meaningful learning experience. Advance communications and planning are necessary and expected, to ensure a well-organized, expertly delivered course experience

## **Tenure-Track Faculty Reviews**

### **Tenure-Track Faculty Reviews: The 3rd, 4th, and 5th Years**

The following processes for conducting the 3rd, 4th, and 5th year tenure-track faculty reviews are in accordance with the *PLU Faculty Handbook, 8th ed.*, pages 87-91. Each tenure-track faculty member will be reviewed in their 3rd, 4th, and 5th years of service to the SoN.

These reviews are conducted by the SoN dean and differ from the yearly faculty self-evaluations (FARSA reports), which all faculty are expected to produce by June 1 of the academic year.

The 3rd year evaluation toward tenure will constitute the mandatory annual review of pre-tenure faculty as stipulated in the *PLU Faculty Handbook*, and will include, from the Dean to the Provost, a formal recommendation for action addressing the advisability of retaining the faculty member as a member of the SoN faculty.

In accordance with the *PLU Faculty Handbook*, 3rd year reviews must include a faculty member from outside the SoN. An outside reviewer is also recommended for the 4th and 5th year reviews, especially for reviews of faculty not yet at the rank of Professor.

3rd year reviews will normally occur in spring semester (i.e., evaluations due in 2016 are due in spring 2016). The review will be scheduled according to dates published in the *PLU Faculty Handbook*. The candidate may request reasonable alterations to this schedule in writing and with the Dean's approval, with the exception of the date materials are due to the Provost.

4th and 5th year reviews are conducted as part of the annual faculty review/FARSA process with materials due by June 1. An updated CV, self-assessment, and updated portfolio materials are due at that time. The faculty member is asked to schedule a meeting with the Dean prior to July 1st, for review of progress toward and materials for tenure.

The 3rd, 4th, and 5th year reviews are evaluated and retained by the Dean as part of the faculty member's formal faculty record in the SoN.

### **Specific 3rd Year Review Procedures**

**1. Planning Meeting.** A meeting will be scheduled with the faculty candidate and the Dean to discuss the review process, establish the timeline, clarify materials needed, identify potential external faculty reviewers, and to review the overall process. Materials required for the upcoming university tenure review process will be discussed, with the faculty member strongly encouraged to begin developing their materials in accord with the university's required format (i.e., "the evidence box") by the time of the 3rd year review.

**2. Appointment of the External Faculty Reviewer.** The Dean will confer with the faculty candidate regarding potential names for the external reviewer. The Dean will then contact potential external faculty reviewers regarding their willingness to serve in this capacity. Names will be forwarded to the Provost for final selection of the external faculty reviewer.

**3. Portfolio Materials.** The candidate will prepare a portfolio of materials ("the box") reflecting and providing evidence of performance in teaching, scholarly/professional activity, and service. If required for the candidate's position or teaching responsibilities, practice and administrative activities will be included as well.

Portfolio materials will include a full academic CV; self-evaluation of performance reflecting the PLU criteria for rank and SoN tenure and promotion guidelines; raw course evaluation data and statistical summaries from all courses taught; syllabi and examples of course materials; publications, presentations, and other scholarly work; evidence of service activities; and other materials the candidate feels will best represent her/his contributions to PLU and the SoN.

It is advised that the portfolio ("the box") be prepared in a manner consistent with the PLU Rank and Tenure Committee requirements for materials to be submitted in the tenure decision year. The portfolio materials will be complete and made available to faculty members of the SoN and the appointed outside reviewer by the date indicated in the PLU Faculty Handbook.

**4. Letters.** The SoN Dean will request, in writing, confidential review letters from:

- a. All full-time faculty colleagues in the SoN;
- b. Members of the candidate's teaching teams;
- c. The appointed external faculty reviewer;
- d. Other faculty members or professional colleagues as the candidate may designate.

The Dean's written invitation shall request letters that:

- a. Evaluate the candidate's strengths and areas for improvement;
- b. Address rank and tenure criteria listed in the *PLU Faculty Handbook* (pp. 24-26) and in the SoN

Tenure and Promotion Guidelines (*SoN Faculty Handbook*, Appendix C, pp 120-124).

Review letters will be due by the date specified in the PLU Faculty Handbook. If the letter writer wishes their review letter to be shared with the candidate, the writer will send a copy to the candidate. The Dean will construct from letters received a composite summary of the letters. The summary will be shared with the candidate and submitted as part of the dean's review. The summary will note the faculty member's strengths and areas for improvement.

**5. Completion of the Review.** The Dean will complete an independent review of the candidate based on the following:

- Classroom and/or clinical observations of teaching
- Review of the candidate's portfolio materials
- Review of the letters received
- The candidate's FARSA reports
- Data available to the dean through the normal course of supervisory interactions

A meeting of the candidate and the Dean will be scheduled to discuss all materials and the candidate's performance relative to PLU and SoN criteria.

The Dean will write a comprehensive review, providing a copy of the review to the faculty member by the date stipulated in the *PLU Faculty Handbook*. The review will specify expectations of continued competence and/or reasonable progress toward PLU and SoN tenure and promotion criteria and, when needed, suggestions for improvement

As specified in the *PLU Faculty Handbook*, the Dean's 3rd year review will include a formal recommendation to the Provost addressing the advisability of retaining the faculty member as a member of the SoN faculty.

The faculty member will be provided with the review and invited to make factual corrections, and to submit a response and additional materials as desired.

The Dean will finalize the review and recommendation. The Dean and faculty member will both sign the review, indicating that the faculty member has met with the Dean, seen the review, and been provided an opportunity to make factual corrections. The faculty candidate may append a response or additional information, which the faculty member and Dean will also sign.

A copy of the final review and recommendation will be sent to the Provost by the date indicated in the *PLU Faculty Handbook*.

The 4th and 5th year reviews will proceed as above with the following exceptions:

- The appointment of an external reviewer is optional rather than required. An external reviewer may be requested by the faculty candidate or may be stipulated by the Dean. Decision making on the external reviewer will occur as a joint decision between the faculty candidate and the Dean.
- Letters may be submitted as part of portfolio materials but will not be requested by the Dean.



## Use of National Standardized Testing Across the Curriculum

### **Use of Nationally-Standardized Testing Across the Curriculum**

The PLU SoN uses nationally-standardized testing across the undergraduate curriculum to facilitate student learning and preparation for NCLEX-RN content mastery and testing environment. All courses for which components of nationally-standardized testing have been purchased are expected to utilize these products as well as the additional resources available through the manufacturer web-site, help students prepare, and assist students with recognizing the significance of strong performance on the exams.

# Awards

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## Teaching Awards

### Dean Smith Scholarship of Teaching Award

Recognizing that teaching is the primary mission at PLU and that excellence in teaching for the SON is core to our mission of educating best-prepared BSN, MSN, and DNP nurses for the State of Washington and nationally, Dean Emeritus Sheila K. Smith established the Dean Smith Scholarship of Teaching Award to recognize excellence in teaching and to foster such excellence among the faculty in the PLU SoN.

This recognition is awarded annually at the SoN Research Day. The recipient is recognized through a certificate, a check for \$500, and their name and credentials being displayed on the Teaching Award Plaque located in the SoN administrative offices.

The nominee should represent the following criteria:

- Actively pursues the development of current, evidence-based content for the nursing curricula and for her/his area(s) of expertise
- Incorporates practices from the scholarly literature on teaching and nursing education into course and content delivery
- Recognition for significant expertise in an area of specialization
- Engages in the scholarship of teaching through research, publications, conference presentations, or workshops to further advance teaching excellence and expertise
- Demonstrates teaching excellence as characterized by challenging learners intellectually; communicating effectively; and showing a commitment to learning
- Makes substantive and ongoing contributions to the School of Nursing curricula and academic programs

Nomination Process:

- Pacific Lutheran University faculty and staff may nominate a faculty member
- Individuals may nominate only one candidate
- Faculty members may self-nominate
- Any faculty member regardless of tenure or position are eligible
- Nominees will have the option to accept or reject their nomination
- Completion of the Dean Smith Scholarship of Teaching Form
- Nominations are due to the RAD Chair by April 15 of the current academic year

## Student Awards

SoN faculty help to determine winners for three student awards that are presented during the SoN Recognition Ceremony. These awards include, the Ruth Carlson Excellence in Clinical Nursing Award, the Jessie Alice Gould Masters in Nursing Excellence Award, and the Maria Fulton Gould Doctor of

## Nursing Practice Excellence Award.

Student awards are named after Maria (Fulton) Gould (1853-1937), Mr. Tom Carlson's maternal great-grandmother. Jessie Alice (Gould) Smith (1884-1956), is Mr. Carlson's maternal grandmother. Both Maria and Jessie are listed as nurses in the 1900 US Federal census in Minneapolis, Minnesota. Starting in 1898 and continuing each summer until about 1910, Minneapolis and Saint Paul had typhoid fever outbreaks. In 1900 both Maria and Jessie served as nurses. The Gould family had been exposed to typhoid fever in 1892 when they were in the San Francisco Bay area, intent on emigrating from Manitoba, Canada to USA. They got sidetracked when John and Maria Gould's only son died of typhoid fever. Maria was hospitalized in Oakland's Fabriola Hospital[1] for a long time. When she recovered, the family returned to Manitoba. They re-entered the USA in Minnesota in 1898. Maria was born in Nova Scotia, Jessie in Manitoba. Maria and husband John Logan Gould are buried in Tacoma Cemetery. Flowers along bottom of John and Maria's headstone represent where they lived—may flower (Nova Scotia), prairie crocus (Manitoba), California poppy, purple lady's slipper (Minnesota), and a rhododendron (Washington state).

Under the direction of the RAP Chair, a call for student nominations is sent out to faculty in the spring (for May graduates) and fall (for December graduates). Once student nominations are received, faculty are asked to vote among a selection of student nominees for each of the awards. The awards are held in secrecy until they are revealed during the SoN Recognition Ceremony by the Dean. Students receive a monetary award as well as having their name engraved on a plaque that hangs in the SoN administrative offices.

### **The Ruth Carlson Excellence in Clinical Nursing Award**

Is awarded to a BSN student at the SoN Recognition Ceremony on the basis of faculty nomination for excellence in clinical performance. The award is provided through the support of the Carlson family in recognition of their mother, Mrs. Ruth Carlson, and her strong values in support of baccalaureate nursing education.

### **The Jessie Alice Gould Masters in Nursing Excellence Award**

This award was first established in May, 2017 by Mr. Tom Carlson. The Jessie Alice Gould Smith Masters in Nursing Excellence Award is awarded to a graduating Master of Science in Nursing student who demonstrates excellence in nursing leadership, practice, service, and scholarship that promotes transformational leadership within complex health systems. Please consider the following criteria in submitting your nomination for this award:

- MSN project demonstrates high-level mastery of an area of nursing practice;
- MSN project has the potential to directly or indirectly influence outcomes related to health care, practice, or policy;
- Exemplifies outstanding leadership;
- Exemplifies outstanding professionalism;
- Exemplifies integrity and fairness in nursing practice;
- Demonstrates responsiveness, positive communication skills, and caring relationships.

### **The Maria Fulton Gould Doctor of Nursing Practice Excellence Award**

The Maria Fulton Gould Doctor of Nursing Practice Excellence Award is awarded to a graduating DNP

student who demonstrates exemplary accomplishments as an advance-prepared practitioner-scholar, dedicated to highest quality health outcomes and effective nursing leadership in our nation's healthcare systems. Please consider the following criteria in submitting your nomination for this award:

- DNP project demonstrates high-level mastery of an area of advanced nursing practice and focuses on the translation of evidence into practice;
- Exemplifies outstanding leadership;
- Exemplifies outstanding professionalism;
- Exemplifies integrity and fairness in nursing practice, scholarship, and leadership;
- Demonstrates responsiveness, positive communication skills, and caring relationships.

Developed May 2017 by S. Smith, SoN Dean; Updated August, 2015; August, 2016; August, 2019.

[1] Today the Fabriola Hospital where Maria Gould was treated for typhoid fever in is a Kaiser Permanente office building at 3801 Howe Street, Oakland, California.

# Request for Funding for Professional Faculty Development

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Faculty in the PLU SoN feel that an integral role of a faculty member is continued growth in their academic and professional realm. This can be accomplished through continuing professional development by attending professional conferences and training. Faculty can apply for development funds based on availability of funds and approval by the Dean.

## **Application Process for Conference/Training & Reimbursement**

[Travel- Pre Travel Authorization form 2011](#)

[Travel Expense Voucher - - Travel beginning from 1-01-16 ONLY](#)

# Grievance Process

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Formal complaints are defined as student, faculty, or staff complaints that are submitted through the SoN or the University's formal grievance, complaint, or other reporting processes such as through Human Resources.

## Student Concerns

The SoN maintains a petition process for students who are requesting an exception to policy, permission to step out of the nursing curriculum sequence, to address professional conduct issues, or to dispute a grade. Policies regarding student concerns or grievances can be found in the respective student handbooks.

The student who feels s/he has a complaint should first address the concern and seek resolution through normal academic and/or administrative processes, as applicable for the situation, addressing the concern at the lowest and least formal level possible. If this proves unsatisfactory the student may use the petition process described in the SoN Student Handbook. The petition process is initiated by the student appealing to the Recruitment, Admission, and Progression (RAP) Committee with a formal statement explaining the circumstances of their situation. Students work with their academic advisor to help them determine the best course of action: what type of petition the student should pursue, how to craft this petition, and the process involved. The RAP committee will make a recommendation to the Dean, who will make the final determination. Students may contact the [University Dispute Resolution Committee](#) (UDRC) if they feel the processes for the petition did not follow School of Nursing or University policy. The UDRC review is limited to whether a School of Nursing or University policy, including the policy on Equal Opportunity, was violated.

**Note:** Faculty members and academic advisors assisting students with a dispute are expected to ensure that informal dispute resolution channels have been fully utilized, beginning at the lowest level possible, prior to advising students to pursue formal dispute resolution and/or the petition process. Internal SoN mechanisms, including communications with the Course Lead/Coordinator, Level Leads, FNP or PMHNP Lead Faculty, Associate Dean for Academic Affairs, and the SoN Dean are expected to be utilized **before** proceeding to the university level whenever possible and as applicable.

## Faculty Concerns

Faculty with concerns should first address the concern and seek resolution through normal collegial, governance, or administrative channels as applicable for the situation at either the SoN or University level, addressing the concern at the lowest and least formal level possible, including communications with other involved parties, and as needed, with the SoN Dean. If the faculty member is not satisfied with the results of efforts to informally resolve her/his concern, a written complaint may be filed with the University Dispute Resolution Committee (UDRC). The process and timeframes for UDRC review and decision making are posted on the PLU Human Resources website:

<https://www.plu.edu/udrc/resolving-disputes-at-plu/>

# Guidelines for Responding to Requests for Confidential or Sensitive Information

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Front office staff or faculty who receive inquiries from visitors about campus community members or requests for specific information about campus facilities should follow these response guidelines outlined below.

## [PLU Students, Staff & Faculty](#)

### **PLU Students, Staff & Faculty**

Information on individual PLU community members should not be shared with visitors/callers. Although a vast majority of these inquiries are harmless or routine in nature, there have been incidents of unwanted persons attempting to locate community members who do not want to be contacted or identified by these individuals.

For the safety of the community member it is important for PLU staff and faculty to maintain the privacy of the individual's location or status. In some cases, visitors should be directed to specific departments for assistance.

Inquiries about individual PLU community members may happen by phone or in person. Our response to these inquiries should be consistent and considerate of the privacy and safety of our community members.

For staff and faculty inquiries by phone, check the PLU website for the PLU member's office phone. If they are listed on our website you can provide the office number or transfer the call when possible. If the member is not on the website but you are aware the person is still a member of the PLU community, **do not reveal any information.** Tell the caller that the person is not listed on our directory. Some community members have their information removed from our website for personal reasons. You should then email the person to make them aware of the inquiry.

For in-person inquiries you can direct the person to contact the respective department's office. You can provide directions to the building and/or phone number for the department but do not provide directions to the staff or faculty member's individual office. A courtesy call to the department to advise them of the visitor and the nature of the inquiry would be appropriate.

Inquiries about individual PLU students should be referred to the Office of Student Life (x7200). PLU staff members should not confirm whether a student is active or where they reside even if the caller states they are family or a friend. The Office of Student Life will follow up with the student and pass on the message of the inquiry. It will be up to the student to contact the caller.

## **Campus Departments or Facilities**

### **Campus Departments or Facilities**

General inquiries about what programs are offered at PLU are acceptable to answer. Questions about security measures, chemical storage, or specialized science equipment should be directed to the respective departments and not addressed by general staff members.

Suggested Response: *“I am not familiar with the specifics of that area but I can refer you to that department for answers.”*

You can provide directions or contact information for the department’s main office. Follow up with a call to that office and advise them that a visitor was inquiring and may be heading to that department.

If you feel the contact was suspicious in nature contact Campus Safety to provide a description of the individual and the nature of the visit.

## **Individuals Calling for Background Checks**

### **Individuals Calling for Background Checks**

PLU is routinely visited by background investigators from various governmental and accreditation agencies. Many jobs require the individual to pass a background check, especially when the position involves a license, is related to law enforcement, or military service. These are routine checks to verify prior employment or a student’s educational status and prior conduct.

- Inquiries about students should be directed to the office of Student Rights and Responsibilities (x7462)
- Inquiries about staff or faculty should be directed to Human Resources Department (x7185)

Do not try to verify the status of the individual yourself. These offices routinely address these requests.

After making the referral, a courtesy call to the respective department advising of the incoming visitor is appropriate.

## **Law Enforcement Inquiries**

### **Law Enforcement Inquiries**

Most law enforcement agencies will contact Campus Safety directly for assistance. If an officer/agent comes directly to your office you can direct them to the Campus Safety department at PLU (x7441). You can inform the officer/agent that the Director of Campus Safety is a law enforcement officer and that the Director can aid with the investigation.

*Note:* PLU will not provide immigration information on students outside of the International Student Services program. A court order will be required for PLU to share immigration information on general



students. Any requests for immigration information should be sent to the Director of Campus Safety who will then consult with the VP for Student Life and PLU's legal counsel.

If an officer/agent contacts you to discuss an active investigation where you are a witness, victim or otherwise involved, you do not need to refer them to Campus Safety. You will be speaking to the officer as an individual and not a representative of PLU. If you have questions about your situation the Director of Campus Safety is available for consultation.

## [Wellness Check](#)

### **Wellness Check**

If the person is reporting a concern about a student they should be referred to Campus Safety (x7441) for follow up. Campus Safety will not reveal information about the student but will take the information and conduct wellness checks on students when appropriate.

Campus safety procedures for a wellness check are conducted under the direction of a Campus Safety Officer. Following are the steps to take to perform a wellness check:

- For residential students the on-duty Residential Director (RD) will be contacted and advised of the report to coordinate the wellness check.
- For non-residential students the caller will be advised to contact the police agency where the student is residing. Information on the student and the concern should be gathered and an incident report generated by Campus Safety staff.
- During normal business hours the Office of Student Rights and Responsibilities should be notified of the situation.
- During after hours, the Student Life Administrator on Duty should be notified of the situation.

Office of Student Rights and Responsibility (SR&R) or the Administrative Representative on Duty will handle any follow up communication with the reporting person (i.e., family or friend). Campus Safety or faculty should not be reporting information back to the caller unless directed by SR&R or Administrative Representative on Duty.

## [Vendor & Contractor Access](#)

### **Vendor & Contractor Access**

PLU utilizes contractors and vendors across campus. Construction and other mechanical work is coordinated through Facilities Management. Facilities will provide Construction Alerts to affected areas to provide advanced notice of any disruption to the workplace and the presence of non-PLU individuals.

Contractors and service vendors who are on campus for long durations of time may be issued temporary access cards. This process is coordinated with the Access Administrator and Campus Safety. In these scenarios' contractors will come to Campus Safety each day and checkout keys/access cards for the workspace.

These workers are not issued individual visitor passes that are visible on their person. If a PLU staff or faculty member has a concern about the presence of a suspected contractor/vendor they can call Facilities Management (x7380) to confirm that the individuals should be present in the space. For afterhours inquiries contact Campus Safety (x7441).

# Councils, Advisory Boards & Constituent Relations

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## **Dean's Leadership Team**

The Dean's Leadership Team meets regularly and is advisory to the Dean. The Leadership Team consists of the Associate Dean for Academic Affairs, Level and ELM Coordinators, DNP Track Leads, Simulation Coordinator, and the Assistant to the Dean.

## **School of Nursing Community Advisory Board**

The SoN Community Advisory Council provides a mechanism for significant community partners, alumni, and constituents to provide input into the School of Nursing's strategic initiatives; to foster advancement of the SoN; and to strengthen our regional impact through meaningful partnerships. The Community Advisory Council meets twice a year.

## **Student Assemblies**

Open Forums for Undergraduate and Graduate Students are held once per semester for undergraduate and graduate students. The open forums provide an opportunity for students to interact directly with the Dean relative to their needs, concerns, challenges, and suggestions for improvement. Results are evaluated by the Dean and PEC and recommendations are made annually.

## **SIGMA Psi at-Large Chapter**

PLU belongs to the SIGMA (previously Sigma Theta Tau International) Psi at-Large Chapter along with the University of Washington (Seattle), Seattle Pacific University (Seattle), Northwest University (Kirkland), and Olympic College (Bremerton). Faculty are encouraged to participate in SIGMA local and national events, serve the organization by taking a leadership role by serving on the Psi at-Large Chapter board or as a PLU Counselor. Faculty are also encouraged to talk to students about the benefits of joining the organization.

Faculty must be members of SIGMA if they wish to attend any of the Psi at-Large Chapter meetings (Psi at Large), national conferences, or serve on the board or as a PLU faculty counselor. Counselors are responsible for planning and executing SIGMA new member induction ceremonies for PLU and the Psi at-Large Chapter. Faculty can join SIGMA as community members if they never had the opportunity to join SIGMA as a student.

SIGMA Psi at-Large Chapter recognizes students, faculty, and community members who demonstrate outstanding scholarly achievement and professional promise. Nominations for student inductees are by invitation only based on Undergraduate and Graduate student eligibility requirements. After J-Term of each year, PLU Faculty Counselors request and receive a list of students and their GPAs from the SoN office. PLU Counselors evaluate student's GPAs and academic records and select students that meet the criteria outlined below. An invitation for membership into the nursing honor society is sent out by the

PLU faculty Counselors through an online SIGMA system. Induction of new student, faculty and community members are held in the spring semester and planned and coordinated by PLU faculty Counselors. All students and faculty are highly encouraged to participate in the induction ceremony.

### **SIGMA Undergraduate student eligibility requirements**

- Rank in the top 35% of their graduating class;
- Completed 1/2 of the nursing curriculum;
- Maintained a cumulative GPA of a minimum of 3.0 out of 4.0
- Meet professional expectations.

### **SIGMA Graduate student eligibility requirements**

- Completed 1/3 of the graduate curriculum;
- Maintained a cumulative GPA of 3.5 out of 4.0;
- Meet professional expectations.

### **Center for Continued Nursing Learning (CCNL)**

The PLU SoN is an approved provider of nursing continuing education through the Montana Nurses Association. Continued Nursing Education (CNE) events are planned and by an appointed Director of CCNL. Faculty interested in becoming a nurse planner for a CNE event should contact the current CCNL Director. Please note that several months of planning and ample time allowed for marketing are needed to accomplish all of the necessary steps as defined by CNE regulations.

### **Community Based Clinicals (CBC)**

CBCs are conducted as practice-based community service learning projects. Faculty utilize the PLU SoN mobile health van to schedule community-based health screening, health promotion, community clinics, or other activities, most typically in underserved areas or with vulnerable and underserved populations. Faculty interested in driving the SoN mobile health van must have special training prior to taking the van out. To schedule use of the van or to ask about training, please contact DNP Project Coordinator.

### **Delta Iota Chi**

[Delta Iota Chi](#) is PLU's Nursing service club and constituency school for the National Student Nurses Association. The mission of Delta Iota Chi is to promote and encourage leadership through networking, community service, and advocacy. Students can also hold membership in the [Nursing Students of Washington State](#) (NSWS) and the [National Student Nurses' Association](#) (NSNA).

# Peer Review

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## Policy

**Purpose:** Peer review fosters a continuous learning culture, development and sharing of best practices in teaching, and is consistent with professional accountability and self-regulation associated with the practice of nursing.

The School of Nursing (SoN) recognizes and values the following principles of peer review:

- Generally, a peer is someone of the same rank or expertise. However, reviewers of different rank and expertise can also be requested.
- Peer review is teaching and/or practice focused.
- Peer review is an opportunity to learn from others' experience.
- Feedback is timely and not anonymous.
- Feedback incorporates the instructor/faculty members' developmental stage in teaching and/or practice.
- Feedback promotes high standards.
- Peer review feedback is put into action.

## Guidelines

- It is recommended that instructors and faculty participate in peer review of didactic and/or clinical courses annually.
- Peer review is mandatory for all instructors and faculty new to didactic and/or clinical teaching or new to the SoN.
- Instructors or faculty members can request peer review at any time, particularly if course assignments change.
- Instructors and faculty reserve the option to include or exclude peer review feedback with their annual review.
- Refer to the Peer Review Procedure for peer review guidelines and forms.

## Reference

<https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#eval>

RAD: March 2018, SNO Approved: May 2018

## Procedure

Peer Review is coordinated through the RAD Committee. Information, peer review documents, and sign up forms (Google forms link) are posted on the SoN Excellence in Teaching and Learning Sakai site under the Peer Review tab found in the Table of Contents menu. A call for peer reviewers and those

faculty who would like to participate in the peer review process will be posted each semester. Established deadlines for the Academic Year will be posted by the RAD Chair to the SoN Excellence in Teaching and Learning Sakai site under the Peer Review tab found in the Table of Contents menu.

## [PROCESS TO INITIATE A PEER REVIEW](#)

### **Process**

#### **How to assess teaching practices?**

In many institutions, inventories of teaching practices are combined with assumptions about what is conducive to student learning. It is important for the peer reviewers and the administrators who guide them to be conscious of what they regard as effective teaching and the appropriate evidence for it before committing to an observation process, lest the peer review gather invalid or unreliable data, and lest the process invite peer biases and unexamined pedagogy into the evaluation. A reasonably representative list of teaching practices, along with more or less explicit value for learning, would include the following:

#### **Content knowledge**

- Selection of class content worth knowing and appropriate to the course
- Provided appropriate context and background
- Mastery of class content
- Citation of relevant scholarship
- Presented divergent viewpoints

#### **Clear and effective class organization**

- Clear statement of learning goals
- Relationship of lesson to course goals, and past and future lessons
- Logical sequence
- Appropriate pace for student understanding
- Summary

#### **Varied methods for engagement, which may include...**

- In-class writing
- Analysis of quotes, video, artifacts
- Group discussions
- Student-led discussions
- Debates
- Case studies
- Concept maps
- Book clubs
- Role plays
- Poster sessions

- Think aloud problem solving
- Jigsaws
- Field trips
- Learning logs, journals
- Critical incident questionnaire (see [Brookfield's discussion](#))

### **Presentation**

- Project voice
- Varied intonation
- Clarity of explanation
- Eye contact
- Listened effectively
- Defined difficult terms, concepts, principles
- Use of examples
- Varied explanations for difficult material
- Used humor appropriately

### **Teacher-Student Interactions**

- Effective questioning
- Warm and welcoming rapport
- Use of student names
- Encouraging of questions
- Encouraging of discussion
- Engaged student attention
- Answered students effectively
- Responsive to student communications
- Pacing appropriate for student level, activity
- Restating questions, comments
- Suggestion of further questions, resources
- Concern for individual student needs
- Emotional awareness of student interests, needs

### **Appropriateness of instructional materials**

- Content that matches course goals
- Content that is rigorous, challenging
- Content that is appropriate to student experience, knowledge
- Adequate preparation required
- Handouts and other materials are thorough and facilitated learning
- Audio/visual materials effective
- Written assignments

### **Student engagement**

- Student interest
- Enthusiasm
- Participation

- Student-to-student interaction

### **Support of departmental/program/school instructional efforts**

- Appropriate content
- Appropriate pedagogy
- Appropriate practice

### **In-class, formative assessment practices**

- Background knowledge probes, muddiest point exercises, defining features matrix and other “classroom assessment techniques” described in greater detail here
- Ungraded in-class writing exercises, such as minute papers
- Discussions
- Questioning

### **Out-of-class, summative assessment practices**

- Class participation
- In-class writing exercises, graded
- Presentations
- Examinations
- Projects

## **Evidence of Student Learning**

### **Evidence of Student Learning**

**End-of-course student work:** To more thoroughly assess the effectiveness of instruction, peer reviewers may collect evidence of student learning in the form of examinations, written assignments, and other projects from the course of the teacher under review. Collecting this evidence may be helpful in assessing core competencies expected from the course.

**Student work throughout the course:** Evidence of student learning may be more thoroughly assessed by collecting examples of student work at various times during a course so as to gain perspective on student growth and development. To do this requires some preparation and lead-time to ensure the teacher under review is sure to collect work from students and gain their consent for sharing it.

**Grades:** Student grades also may be used as an indicator of student performance, if they are accompanied by contextual information such as a grade distribution, the criteria used to assign those grades, and samples of student work at A, B, C, D, and failing levels.

**Reference:** <https://cft.vanderbilt.edu/guides-sub-pages/peer-review-of-teaching/#eval>



## **Peer Review Forms**

### **Peer Review Forms**

The peer review forms are available as Word documents for faculty to print off for their reviewer to complete. There are two options available for use. Faculty will choose one peer review form.

#### **PROCESS TO INITIATE A PEER REVIEW**

[2021 Peer Review Calendar](#)

[Peer Review Form Option 1](#)

[Peer Review Form Option 2](#)

# Faculty-Student Hand-off Policy

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**Purpose:** Hand-offs between faculty enhance communication and promote quality transitions during student progression through the nursing programs. To facilitate faculty communication and student success, faculty will use a standard communication tool or hand-off form. The hand-off form is not placed in student files.

**Process:** Faculty teaching didactic and clinical courses in undergraduate and graduate programs participate in hand-offs of student cohorts, within courses when applicable, and level to level, up to the time students petition to graduate.

Beginning finals week, the course lead will facilitate filling out the hand-off form(s) along with the annual course evaluation form. Completed hand-offs forms may be kept by faculty and placed in a file in the faculty member's office. The standard checklist serves as a guideline for conducting faculty-student hand-offs.

# School of Nursing Conceptual Frameworks

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The School of Nursing faculty fully embraces these concepts and further hold beliefs about **nursing**, **persons**, **environment**, and **health** which direct the development of programs and guide the educational process.

- **Nursing** is an intellectual discipline that is both an art and a science.
- **Persons** are individuals, families, and communities, and have inherent dignity and worth.
- **Environment** is integral to, and inseparable from person, consisting of both internal and external realms of influence.
- **Health** and wellbeing are defined by all persons within the constructs of the environment in which they live.

## Nursing

Nursing is an art, a humanistic science, and an intellectual discipline of informed caring (Swanson, 1993). Informed caring represents the essence of nursing by reflecting caring as a nurturing way of relating to others toward whom one has a professional commitment and by unifying the diverse knowledge, skills, and processes of nursing into an integrated whole. In the context of “informed caring for the well-being of others” (Swanson, 1993, p. 352), nursing exists as a profession that directs its diverse, integrated elements in a person-centered manner toward assisting person to achieve health, quality of life, well-being, and/or quality of death.

## Person

Person represents the client—the central focus of informed caring—and may be an individual, family, community, population, or system. Person includes spiritual, cultural, social, psychological, and bio-physical dimensions. These dimensions are brought by person into any interaction. Person is not only at the center of care, but is also recognized “as the source of control and full partner in providing compassionate and coordinated care.”(QSEN, 2011).

## Environment

Environment is local and global and includes, but is not limited to, physical, psychological, cultural, financial, regulatory, technological, and political elements. Environment directly affects a person’s health, health-related behaviors, and overall well-being. The nurse’s concept of environment provides the structure for understanding the impact of multidimensional external elements on person. To facilitate an environment that is conducive to optimum health, the nurse must understand how individual and family relationships, values and beliefs about one’s culture and resources available within the home and community shape environment as well as one’s actual physical living space. The culture of the practice environment—whether inpatient, outpatient, or in-home—is complex and creates the need for interprofessional collaboration and collaboration with person in order to optimize management of each person’s needs within a cost-effective framework. Through the educational

experience, it is essential for the nurse to grasp how the dynamic interaction of environmental factors affects health outcomes.

### **Health**

The word “health” derives from the word “whole.” Health is reflective of the multidimensional nature of persons. The harmonious interconnectedness of the dimensions of person is necessary to achieve health and well-being. Health and well-being are defined by persons with those definitions being influenced by the constructs of the society and culture in which they live. All persons have the right to access health care and to participate fully in decisions affecting their health, quality of life, and/or quality of death. Persons have significant impact on their health through their life choices. Supporting the optimal health of persons includes disease prevention and promoting healthy lifestyle behaviors, regardless of clinical diagnosis.

### **Advocacy**

A philosophical view in which nursing practice supports the well-being of persons through the promotion of self-advocacy as much as possible and through indirect advocacy by the nurse when required. As a patient advocate, a nurse provides services that support and/or empower the client to support quality of life, promotes patients’ rights, and ensures the person’s needs and preferences are the primary concern of health professionals. Being an advocate is a significant role for nurses in any setting. Nurse advocates take other leadership roles to educate, improve healthcare delivery, ensure safety and cost-effectiveness of care, have a voice in healthcare policy decisions, and promote nursing by maintaining a positive image of the profession.

### **Competency**

Competency can have several meanings. A nurse who performs at an expected level is demonstrating competence. Competence can be described as the ability to act effectively using critical thinking, efficient problem-solving, and ethical decision-making. Competency can also reflect a measureable level of performance that integrates knowledge, psychomotor, communication, diagnostic and problem-solving skills in clinical practice. The ability to perform at an expected level is the responsibility of the individual nurse and can be achieved through the process of lifelong learning.

### **Evidence-Based Practice**

A problem-solving approach that combines best evidence from current research, the clinician’s expertise, and the preferences of each person. As part of a leadership role, the nurse serves as a role model and mentor for staff making evidence-based decisions. Incorporating EBP into nursing care allows the nurse to take ownership of his or her practice by serving as a strong patient advocate and transforming health care through quality improvement.

### **Informed Caring**

The result of applying empirical, aesthetic, ethical, and personal understanding to aspects of a given health interaction with the goals of fostering quality of life and well-being while maintaining belief in, knowing, and intervening on behalf of and enabling the person.

## **Interprofessional Teams**

Healthcare teams include person, the nurse, and other healthcare professionals that cooperate, collaborate, communicate, and integrate care which ensures that healthcare delivery is high-quality, person-centered, continuous, and reliable. The nurse is an integral member of the interprofessional team which strives to establish collegial relationships aimed at improving patient health outcomes through shared respect and trust. The nurse has an awareness of the unique discipline-specific knowledge which can impact patient care. Communication among interprofessional teams includes collaborating to identify shared goals, communicating clear role expectations, and engaging in a flexible decision-making process through the establishment of open communication patterns and leadership.

## **Liberal Arts Education**

Liberal arts education prepares students to understand the world better and to become a contributing member of society, whether local or global. Academic studies cover the arts, humanities, languages, social sciences, and physical sciences. It is this broader understanding of the human condition that is integrated into nursing practice.

## **Person-Centered Care**

Health care that establishes a partnership among healthcare professionals and clients (or person) to ensure that decisions respect clients' wants, needs, and preferences and that clients have the education and support they need to make decisions and participate in self-care. It also means considering clients' cultural traditions, personal values, family situations, social circumstances and lifestyles. Four key attributes of person-centered care are: (1) "whole person" care, (2) coordination and communication, (3) client support and empowerment, and (4) ready access to healthcare services.

## **Nursing Informatics**

Nursing informatics is a broad field where nursing science merges with technology to enhance the quality of nursing practice through improved communication and overall efficiency. Nurses utilize the concepts of information management to identify, collect, record, analyze, and disseminate data pertinent to safe, quality nursing care. The nurse in advanced practice may have responsibilities for education, research, project management from development through implementation, and systems testing and evaluation. These responsibilities serve to support nursing in direct and indirect care delivery as well as to support the health of people through information processing and communication.

## **Professional Service**

Service is action performed for the benefit of another. Professional service involves specialized education, knowledge, judgment and skill; it is the nature of the action, rather than the person, that identifies service as professional. The nurse will exhibit compassion in all professional relationships and respect the dignity, worth and uniqueness of every person.

## **Professional Values**

Nursing is a caring profession. The values associated with caring include, but are not limited to, compassion, empathy, altruism, integrity, respecting human dignity, and social justice. These core values inform practice and the actions of the nurse.

## Quality Improvement (QI)

QI is the continuous process of increasing the safety of healthcare delivery, improving the quality of healthcare services, and attaining desired health outcomes. From a clinical perspective, this means avoiding preventable injuries, reducing medical errors, improving practice flow, using evidence-based research in practice, and utilizing resources appropriately. From a systems perspective, this means creating an organizational climate where excellence is valued and practiced. Organizational commitments to quality can include policies, procedures, tools, systems, and performance measures that support a safe and high-quality healthcare delivery system.

## Transformational Leadership

Leadership is described as transformational when there is a positive change in thinking and movement toward a desired state through creating a vision, goal setting, encouragement and direction. A transformational leader shapes and fosters a unified purpose and continuous quality improvement through open, constructive communication; critical thinking; affirmation of others' beliefs and values; empowerment of individuals; and consistent demonstration of responsibility and accountability.

## Ways of Knowing

The body of knowledge that a nurse uses in nursing practice is derived from ways of thinking that have fundamental patterns. Understanding these patterns involves attention to what kind of knowing is of value to nursing. Carper (1978) identified four patterns within nursing knowledge:

- **Empirical** knowing is concerned with the science of nursing and includes general laws and theoretical frameworks from nursing and related disciplines. The nurse draws from a broad knowledge base to use critical thinking for decision-making and relies on evidence to guide practice.
- **Aesthetic** knowing is the art of nursing that is a fluid and dynamic approach to understanding and attaching meaning in a situation. Aesthetic knowing allows the nurse to perceive and empathize with the situations of persons, foster compassion, actively listen, and nurture. Nursing as an art is based on caring and respect for human dignity.
- **Personal** knowing is concerned with interactions and relationships between nurse and person. Personal knowing is a way of employing "therapeutic use of self" by viewing the person as a human being, rather than an object or a diagnosis, and understanding the person in his world.
- **Ethical** knowing is concerned with the "right action" within a situation and the moral obligations inherent in that situation. Ethical knowing goes beyond knowing the norms or ethical code of nursing by recognizing that all voluntary actions are subject to the judgment of right and wrong.

Conceptual Frameworks Approved 2015 by SoN Faculty

# BSN Program

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- [BSN Conceptual Framework](#)
- [BSN Program Outcomes](#)
- [LPN to BSN Programs of Study](#)

# BSN Conceptual Framework

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At the baccalaureate level, the professional relationship between person and nurse is the health interaction. The nurse interacts as a facilitator or collaborative leader with person in four professional roles: 1) Provider of direct/indirect care; 2) Designer, manager, and coordinator of safe, quality care; 3) Interprofessional collaborator; and 4) Professional. The health interaction is nested in the context of informed caring and defined by an ethical decision making framework that respects diverse values and beliefs and incorporates moral concepts, advocacy, professional ethics and law. Nursing uses a facilitative or collaborative leadership process to assist persons in the promotion and maintenance of health behaviors, health restoration, and the prevention and management of disease. Leadership evolves from the integration of educational preparation and professional experience and is enacted by a willingness to identify and act on complex problems in an ethical, person-centered manner. Nursing knowledge and practice are derived from empirical, personal, aesthetic and ethical ways of knowing. Nursing is built on a strong liberal arts foundation, professional values, clinical competency, evidence-based practice, information management, leadership, and professional service. These dimensions are brought by the nurse into any situation. The goal of the health interaction between nurse and person is to support the person's movement toward optimum health, quality of life, well-being, and/or quality of death.



# BSN Program Outcomes

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The PLU Bachelor of Science in Nursing curriculum is based on the American Association of Colleges of Nursing *Essentials of Baccalaureate Education in Nursing (2008)*. The BSN curriculum builds on the PLU core liberal education in the arts, humanities, and sciences as the cornerstone for the practice of nursing. Achievement of the following program outcomes enables graduates to practice as generalist nurses within complex healthcare systems:

1. Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations.
2. Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.
3. Enact the role of service as a professionally educated member of society.
4. Employ principles of ethical leadership, quality improvement, and cost effectiveness to foster the development and initiation of safety and quality initiatives within a microsystem or entire system.
5. Collaborate in the interprofessional design, management, and coordination of safe, quality care.
6. Pursue practice excellence, lifelong learning, and professional engagement.
7. Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect the improvement of healthcare delivery and/or health outcomes.
8. Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice.

## BSN Programs of Study

### Year 1

Fall	BIOL 205 Human Anatomy and Physiology I	4 Credits
	PSYC 101 Introduction to Psychology	4 Credits
	WRIT 101 Writing Seminar	4 Credits
	PHED 100 Personalized Fitness	1 Credit
January Term	General Education Program Element (GenEd) First-Year Residency Requirement	4 Credits
	PHED Physical Activity	1 Credit
Spring	BIOL 206 Human Anatomy and Physiology II	4 Credits
	CHEM 105 Chemistry of Life	4 Credits
	General Education Program Element (GenEd)	4 Credits
	Inquiry Seminar 190 GenEd	4 Credits

### Year 2

Sophomore 1	BIOL 201 Introduction to Microbiology	4 Credits
	PSYC 320 Development Across the Lifespan	4 Credits
	STAT 231 Introductory Statistics	4 Credits
	NURS 220 Nursing Competencies I	4 Credits
	PHED Physical Activity	1 Credit

January Term	STAT 231 Introductory Statistics (If not taken in previous semester)	4 Credits
Sophomore 2	NURS 260 Professional Foundations I	4 Credits
	NURS 270 Health Assessment / Promotion	4 Credits
	NURS 280 Pathological Processes	4 Credits
	General Education Program Element (GenEd)	4 Credits
<b>Year 3</b>		
Junior 1	NURS 320 Nursing Competencies II	2 Credits
	NURS 330 Pharmacology & Therapeutic Modalities	4 Credits
	NURS 340 Nursing Situations in Adult Health I	4 Credits
	NURS 350 Nursing Situations in Mental Health	4 Credits
January Term	General Education Program Element (GenEd) or required nursing course with clinical rotation	4 Credits
Junior 2	NURS 360 Nursing Research & Informatics	4 Credits
	NURS 365 Culturally Congruent Healthcare	4 Credits
	NURS 370 Nursing Situations in OB	4 Credits
	NURS 380 Nursing Situations in Pediatrics	4 Credits
<b>Year 4</b>		
Senior 1	NURS 420 Leadership & Resource Management	4 Credits
	NURS 430 Nursing Situations in Communities	5 Credits
	NURS 440 Nursing Situations in Adult Health II	4 Credits
	NURS 441 Nursing Situations Seminar	1 Credit
January Term	General Education Program Element (GenEd) or required nursing course with clinical rotation	4 Credits
Senior 2	NURS 460 Healthcare Systems & Policy	2 Credits
	NURS 480 Professional Foundations II	2 Credits
	NURS 499 Nursing Synthesis	6 Credits
	General Education Program Element (GenEd)	4 Credits
<b>Total Credits</b>		<b>128</b>

# LPN to BSN Programs of Study

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L.P.N. students are strongly encouraged to make maximum progress toward completing general education requirements before beginning the nursing sequence.

<b>Prerequisites</b>	BIOL 201 Introductory Microbiology	4 Credits
	BIOL 205 Human Anatomy and Physiology I	4 Credits
	BIOL 206 Human Anatomy and Physiology II	4 Credits
	CHEM 105 Chemistry of Life	4 Credits
	PSYC 101 Introduction to Psychology	4 Credits
	PSYC 320 Development Across the Lifespan	4 Credits
<b>Year 1</b>		
Sophomore 2	NURS 260 Professional Foundations I	4 Credits
	NURS 270 Health Assessment / Promotion	4 Credits
	NURS 280 Pathological Processes	4 Credits
	STAT 231 Introductory Statistics	4 Credits
<b>Year 2</b>		
Junior 1	NURS 320 Nursing Competencies II*	2 Credits
	NURS 330 Pharmacology & Therapeutic Modalities*	4 Credits
	NURS 340 Nursing Situations in Adult Health I*	4 Credits
	NURS 350 Nursing Situations in Mental Health	4 Credits
Junior 2	NURS 360 Nursing Research & Informatics	4 Credits
	NURS 365 Culturally Congruent Healthcare	4 Credits
	NURS 370 Nursing Situations in OB	4 Credits
	NURS 380 Nursing Situations in Pediatrics	4 Credits
<b>Year 3</b>		
Senior 1	NURS 420 Leadership & Resource Management	4 Credits
	NURS 430 Nursing Situations in Communities	5 Credits
	NURS 440 Nursing Situations in Adult Health II	4 Credits
	NURS 441 Nursing Situations Seminar	1 Credit
Senior 2	URS 460 Healthcare Systems & Policy	2 Credits
	NURS 480 Professional Foundations II	2 Credits
	NURS 499 Nursing Synthesis	6 Credits
	General Education Program Element (GenEd) or Elective	4 Credits
<b>Total Credits</b>		<b>128</b>

**\*Note:** Courses that may be waived based on demonstration of competency, a strong academic record, and more than one year of post-licensure experience. All course waivers must be established before beginning the program

# MSN Program

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- [MSN Conceptual Framework](#)
- [MSN Program Outcomes](#)
- [MSN Programs of Study](#)

# MSN Conceptual Framework

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At the graduate level the nurse builds on the baccalaureate foundation by using higher level thinking and conceptualization skills to lead and implement systems change. Master's-prepared nurses are prepared to lead change by using nursing and related sciences, research evidence, interprofessional collaboration, and informatics/healthcare technologies to design effective person-centered care. Master's-prepared nurses use integration of scientific evidence in more complex ways to optimize health among persons, whether person represents an individual, family, community, population, or system (which includes the complex dimensions of policy, finance, organizational structure, and information management). The professional relationship between nurse and person is transformational leadership as the nurse interacts with person in four advanced professional roles: 1) Provider of direct/indirect complex care; 2) Designer, manager and/or coordinator of systems; 3) Interprofessional collaborator, and 4) Contributor to the profession. Transformational leadership involves advocating for, implementing, and evaluating change toward the goal of quality improvement by creating and promoting an environment in which person is challenged and supported in envisioning possibilities and transforming shared vision into reality. Through transformational leadership, the nurse values the contribution of each person to the delivery of care, motivates individual and system change by exemplifying behaviors which influence positive outcomes and develop intrinsic quality improvement. The nurse also contributes to a culture of advocacy and safety by establishing an environment of open communication.

# MSN Program Outcomes

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The PLU Master of Science in Nursing curriculum is based on the American Association of Colleges of Nursing [\*Essentials of Master's Education in Nursing \(2011\)\*](#) and equips nurses for roles within a complex health system. Master's education at PLU prepares nurses with the knowledge and skills to lead change, promote health, and elevate care, regardless of the setting.

**The MSN program outcomes are:**

1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care.
2. Integrate knowledge of technology, information systems, policy, organization, and financing into the improvement of health care delivery and health outcomes.
3. Demonstrate a commitment to ethical decision making, social justice, and advocacy for vulnerable and diverse populations.
4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system.
5. Advance the profession through collaboration, adherence to nursing standards and values, service, and commitment to lifelong learning.
6. Collaboratively design client-centered strategies for clinical prevention and health promotion.
7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.

# MSN Programs of Study

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## Entry Level Master's Sample Program of Study

### Pre-Licensure

#### Year 1

Summer	NURS 220 Nursing Competencies I	4 Credits
	NURS 260 Professional Foundations I	4 Credits
	NURS 270 Health Assessment and Promotion	4 Credits
	NURS 280 Human Pathological Processes	4 Credits
Fall	NURS 320 Nursing Competencies II	2 Credits
	NURS 330 Pharmacology and Therapeutic Modalities	4 Credits
	NURS 340 Situations with Individuals: Adult Health I	4 Credits
	NURS 350 Situations with Individuals: Mental Health	4 Credits
J-Term	NURS 375 Nursing Research	2 Credits
	NURS 380 Situations with Families: Childrearing (Peds)	4 Credits
Spring	NURS 370 Situations with Families: Childbearing (OB)	4 Credits
	NURS 430 Situations with Communities	5 Credits
	NURS 440 Situations with Individuals: Adult Health II	4 Credits
	NURS 441 Situations Seminar	1 Credit

#### Year 2

Summer	NURS 499 Nursing Synthesis	6 Credits
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### MSN Core

Fall	NURS 523 Role of the Advanced Practice Nurse	2 Credits
	NURS 525 Theoretical Foundations	3 Credits
	NURS 544 Advanced Nursing Management of Illness and Disease	4 Credits
	NURS 534 Informatics & Nursing Healthcare	2 Credits
J-Term	NURS 541 Advanced Health Assessment & Health Promotion	3 Credits
Spring	NURS 527 Evaluations and Outcomes Research	3 Credits
	NURS 526 Leadership and Management	3 Credits
	NURS 531 Care and Outcomes Manager I	3 Credits
	NURS 542 Advanced Pathophysiology & Pharmacology for Nursing Practice	3 Credits

#### Year 3

Summer	NURS 530 Resource Management	3 Credits
	NURS 596 Scholarly Inquiry	2 Credits

**Total Credits Pre-Licensure**

**56 Credits**

**Total Credits MSN Core**

**31 Credits**

## MSN Care and Outcomes

#### Year 1

Summer	NURS 580 Advanced Pathophysiology	3 Credits
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	NURS 523 Role of the Advanced Practice Nurse	3 Credits
Fall	NURS 525 Theoretical Foundations	3 Credits
	NURS 526 Leadership and Management	3 Credits
J-Term	NURS 524 Advanced Health Promotion	2 Credits
	NURS 540 Illness and Disease Management	2 Credits
	NURS 527 Evaluations and Outcomes Research	3 Credits
Spring	NURS 530 Resource Management	3 Credits
	NURS 531 Care and Outcomes Manager 1	3 Credits
<b>Year 2</b>		
Summer	NURS 532 Care and Outcomes Manager 2 (6)	6 Credits
	NURS 596 Scholarly Inquiry (2)	2 Credits
	<b>Total Credits</b>	<b>33</b>

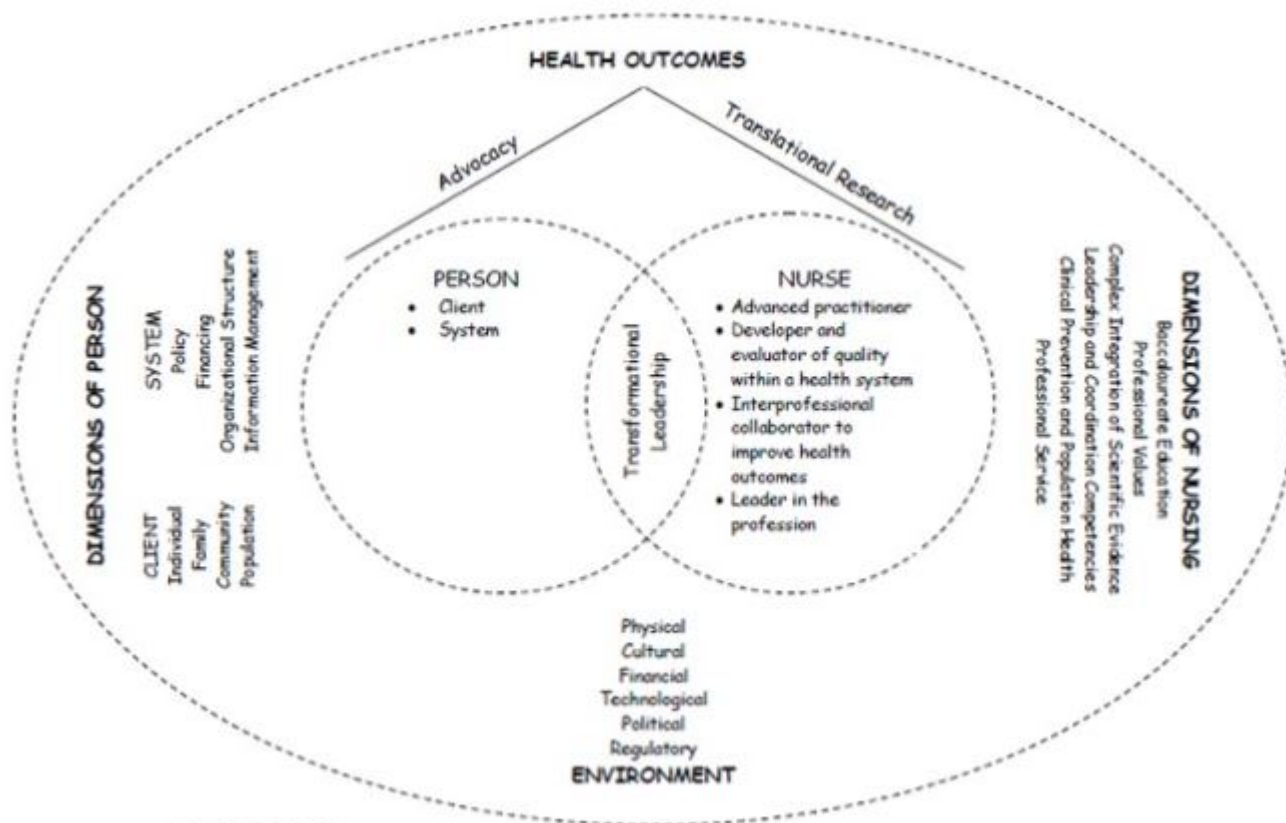


# DNP Program

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- [DNP Conceptual Framework](#)
- [DNP Program Outcomes](#)
- [DNP Sample Programs of Study-FNP Tracks](#)
- [DNP Sample Programs of Study - PMHNP Tracks](#)

# DNP Conceptual Framework



approved by SNO 9/25/13

# DNP Program Outcomes

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The PLU Doctor of Nursing Practice (DNP) program is based on the American Association of Colleges of Nursing [\*Essentials of Doctoral Education for Advanced Nursing Practice \(2006\)\*](#) and prepares registered nurses to become either Family Nurse Practitioners or Psych Mental Health Nurse Practitioners. If already a master's-prepared ARNP with another role or population focus, the post-MSN DNP student is prepared to advance their practice to the doctoral level. A post-MSN non-ARNP track is also available.

Successful completion of the BSN or non-ARNP MSN to DNP program qualifies students to sit for national certifying examinations for Family Nurse Practitioner or Psych Mental Health Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure. All DNP graduates will be prepared to play key roles in providing strong, effective nursing leadership and ensuring the continued quality of patient care and evidence-based outcomes in our nation's healthcare systems.

## **The DNP program outcomes are:**

1. Integrate and actively use science-based theories and concepts in advanced nursing practice.
2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.
3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.
4. Use information systems/technology to support and improve patient care and healthcare systems.
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.
6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.

# DNP Sample Programs of Study-FNP Tracks

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## BSN to DNP Full-Time - Family Nurse Practitioner

### Year 1

	NURS 700 Advanced Practice Roles	3 Credits
Summer	NURS 701 Theoretical Foundations	2 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
	NURS 703 Organizational and Systems Leadership	3 Credits
Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
	NURS 730 Advanced Pathophysiology	3 Credits
Spring	NURS 731 Advanced Pharmacotherapeutics	3 Credits
	NURS 743 Evaluation and Outcomes Research	3 Credits

### Year 2

Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
	NURS 770 Primary Care Procedures	3 Credits
Fall	NURS 771 Psych for Primary Care	2 Credits
	NURS 772 Family Nurse Practitioner I - 120 hrs clinical	5 Credits
J-Term	NURS 705 Resource Management	3 Credits
	NURS 773 Family Nurse Practitioner II - 120 hrs clinical	5 Credits
Spring	NURS 790 Translating Research	3 Credits
	NURS 791 Proposal Seminar - 60 hrs clinical	1 Credit

### Year 3

Summer	NURS 774 Women and Children - 120 hrs clinical	4 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
Fall	NURS 775 Family Nurse Practitioner III - 120 hrs clinical	5 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
	NURS 776 Family Nurse Practitioner IV - 120 hrs clinical	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits

<b>Total Credits</b>	<b>80</b>
<b>Total post-BSN clinical hrs:</b>	<b>1080</b>
<b>Total FNP clinical hrs:</b>	<b>600</b>

## BSN - DNP Part-Time - Family Nurse Practitioner

### Year 1

Summer	NURS 700 Advanced Practice Roles	3 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 743 Evaluation and Outcomes Research	3 Credits
<b>Year 2</b>		
Summer	NURS 701 Theoretical Foundations	2 Credits
Fall	NURS 703 Organizational and Systems Leadership	3 Credits
J-Term	NURS 705 Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits
<b>Year 3</b>		
Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
Fall	NURS 770 Primary Care Procedures	3 Credits
	NURS 771 Psych for Primary Care	2 Credits
	NURS 772 Family Nurse Practitioner I - 120 hrs clinical	5 Credits
J-Term	International/ Global Elective	
Spring	NURS 773 Family Nurse Practitioner II - 120 hrs clinical	5 Credits
	NURS 790 Translating Research	3 Credits
	NURS 791 Proposal Seminar - 60 hrs clinical	1 Credit
<b>Year 4</b>		
Summer	NURS 774 Women and Children - 120 hrs clinical	4 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
Fall	NURS 775 Family Nurse Practitioner III - 120 hrs clinical	5 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
Spring	NURS 776 Family Nurse Practitioner IV - 120 hrs clinical	4 Credits
	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits
	<b>Total Credits</b>	<b>80</b>
	<b>Total post-BSN clinical hrs:</b>	<b>1080</b>
	<b>Total FNP clinical hrs:</b>	<b>600</b>

## MSN - DNP Non-ARNP

### Year 1

Summer	None	
Fall	NURS 720 Analytical Methods (Research I)	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 705 Clinical Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits

### Year 2

	NURS 702 Information Systems and Patient Care Technology	3 Credits
Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
	NURS 770 Primary Care Procedures and Diagnostics	3 Credits
Fall	NURS 772 FNP I: Diagnosis and Management of Common Episodic and/or Stable Chronic Illnesses - 120 hrs clinical	5 Credits
J-Term	NURS 704 Policy and Politics: Implications for Health Care	3 Credits
	NURS 790 Translating Research	3 Credits
Spring	NURS 791 Proposal Seminar - 60 hrs practicum	1 Credit
	NURS 773 FNP II: Diagnosis and Management of Acute and Complex Health Problems - 120 hrs clinical	5 Credits
<b>Year 3</b>		
Summer	NURS 792 DNP Scholarly Project I - 120 hrs practicum	2 Credits
	NURS 774 Women and Children in Primary Care - 120 hrs clinical	4 Credits
	NURS 771 Psych for Primary Care	2 Credits
Fall	NURS 793 DNP Scholarly Project II - 120 hrs practicum	2 Credits
	NURS 775 DNP III: Diagnosis and Management of Chronic and Complex Health Problems - 120 clinical hours	5 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs practicum	2 Credits
	NURS 799 DNP Scholarly Project IV	3 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 776 FNP 4: Diagnosis and Management of Complex Comorbid Patients - 120 hrs clinical	4 Credits
	<b>Total Credits</b>	<b>69</b>

# DNP Sample Programs of Study - PMHNP Tracks

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## BSN to DNP Full-Time - Psychiatric Mental Health Nurse Practitioner (PMHNP)

### Year 1

	NURS 700 Advanced Practice Roles	3 Credits
Summer	NURS 701 Theoretical Foundations	2 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
	NURS 703 Organizational and Systems Leadership	3 Credits
Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
	NURS 730 Advanced Pathophysiology	3 Credits
Spring	NURS 731 Advanced Pharmacotherapeutics	3 Credits
	NURS 743 Evaluation and Outcomes Research	3 Credits

### Year 2

Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
	NURS 651 Psychopharmacology Across the Lifespan	3 Credits
Fall	NURS 652 Management of Substance-Related and Addictive Disorders	2 Credits
	NURS 653 PMHNP I - 180 hrs clinical	7 Credits
J-Term	NURS 705 Resource Management	3 Credits
	NURS 654 PMHNP II - 180 hrs clinical	5 Credits
Spring	NURS 790 Translating Research	3 Credits
	NURS 791 Proposal Seminar - 60 hrs clinical	1 Credit

### Year 3

Summer	NURS 655 PMHNP III - 120 hrs clinical	5 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
	NURS 656 PMHNP IV - 120 hrs clinical	5 Credits
Fall	NURS 712 Trauma Informed Care	3 Credits
	NURS 750 Primary Care for Psych Mental Health	2 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
	NURS 657 PMHNP Capstone - 180 hrs clinical	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits

**Total Credits** **90**

**Total post-BSN clinical hrs:** **1260**

**Total PMHNP clinical hrs:** **780**

## **BSN - DNP Part-Time - Psychiatric Mental Health Nurse Practitioner (PMHNP)**

### **Year 1**

Summer	NURS 700 Advanced Practice Roles	3 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 743 Evaluation and Outcomes Research	3 Credits

### **Year 2**

Summer	NURS 701 Theoretical Foundations	2 Credits
Fall	NURS 703 Organizational and Systems Leadership	3 Credits
J-Term	NURS 705 Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits

### **Year 3**

Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
	NURS 651 Psychopharmacology Across the Lifespan	3 Credits
Fall	NURS 652 Management of Substance-Related and Addictive Disorders	2 Credits
	NURS 653 PMHNP - 180 hrs clinical	7 Credits
J-Term	International/ Global Elective	
	NURS 654 PMHNP II - 180 hrs clinical	7 Credits
Spring	NURS 790 Translating Research	3 Credits
	NURS 791 Proposal Seminar - 60 hrs clinical	1 Credit

### **Year 4**

Summer	NURS 655 PMHNP III - 120 clinical hours	5 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
	NURS 656 PMHNP IV - 120 hrs clinical	5 Credits
Fall	NURS 712 Trauma Informed Care	3 Credits
	NURS 750 Primary Care for Psych Mental Health	2 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
	NURS 657 PMHNP Capstone	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits

**Total Credits**

**90**

**Total post-BSN clinical hrs:**

**1260**

**Total FNP clinical hrs:**

**780**

## **MSN - DNP Non-ARNP**

### **Year 1**

Summer None



Fall	NURS 720 Analytical Methods (Research I)	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 705 Clinical Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits
<b>Year 2</b>		
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
	NURS 651 Psychopharmacology Across the Lifespan	3 Credits
Fall	NURS 652 Management of Substance-Related and Addictive Disorders	2 Credits
	NURS 653 PMHNP I - 180 hrs clinical	7 Credits
J-Term	NURS 704 Policy and Politics: Implications for Health Care	3 Credits
	NURS 654 PMHNP II - 180 hrs clinical	5 Credits
Spring	NURS 790 Translating Research	3 Credits
	NURS 791 Proposal Seminar - 60 hrs clinical	1 Credit
<b>Year 3</b>		
Summer	NURS 655 PMHNP III - 120 hrs clinical	5 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
	NURS 656 PMHNP IV - 120 hrs clinical	5 Credits
Fall	NURS 712 Trauma Informed Care	3 Credits
	NURS 750 Primary Care for Psych Mental Health	2 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs practicum	2 Credits
	NURS 657 PMHNP Capstone - 180 hrs clinical	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits
	<b>Total Credits</b>	<b>77</b>

# Curricular Policies, Practices and Procedures

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- [Syllabus Template Policy for Undergraduate Courses](#)
- [Professional Standards and Guidelines](#)
- [DNP Post Master's Evaluation of Prior Learning](#)
- [Textbook Policy](#)
- [Grading Policy](#)
- [Testing Policy](#)
- [Standardized Testing and Interactive Learning System \(STILS\) Policy for BSN and ELMSN Pre-licensure](#)
- [APA Policy](#)
- [Portfolio Guidelines](#)
- [Performance Progression Alert \(PPA\)](#)
- [Key Assignment Policy](#)
- [Course Description Outline](#)
- [Consent for Invasive Procedures](#)

# Syllabus Template Policy for Undergraduate Courses

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## **Syllabus Policy and Curricular Matters Requiring CIC Review, Action, and Approval**

The School of Nursing course syllabi are essential documents in describing, organizing, documenting, and maintaining the integrity of the SoN curriculum. As such they are approved through the SoN governance process, first by the CIC and then by the SoN faculty as a whole through SNO.

Faculty are obligated to maintain the intent, purpose, and approved components of the courses to which they are assigned. Faculty are also obligated to submit their course syllabi annually and to participate in completing the annual course review at the end of each academic year or as required for program review purposes. Additionally, faculty are obligated to provide syllabi and course review materials intact to the next person who will be teaching in the course, should they no longer be assigned to teach in a given course.

**The following syllabus components are approved through the CIC and SNO, documented in the course syllabus, and may not be revised by the faculty without prior approval by CIC:**

- Course Title and Number
- Course Description
- Credits awarded and allocation to classroom, lab, seminar, and/or clinical
- Placement in the curriculum and pre-requisite courses
- Course Delivery Format (face-to-face, online, or hybrid)
- Course Objectives
- Alignment with AACN Essentials, SoN Program Outcomes, and other Professional Standards and Guidelines
- Required Course Materials (textbooks, software, technology, equipment, or other required purchases)
- Content Outline
- Clinical Requirements and Experiences
- Clinical Competencies
- Lab/Simulation Components
- Clinical Competency testing
- Key Assignments
- Other Major Course Assignments
- Student Evaluation Methods
- Kaplan Testing Used

**The following syllabus components may be revised by the faculty member with collaborative agreement of the course team. These components are shared with CIC for information purposes:**

- Minor revisions to course delivery format (affecting less than 20% of the course)

- Added course content
- Method of delivery for lab components
- Minor revisions to key assignments and other major course assignments
- Added course materials
- Minor revisions to student evaluation methods

**The following syllabus components may be revised by the course faculty without notifying CIC:**

- Course schedule
- Selection of specific course readings from the approved textbooks
- Faculty-developed teaching materials
- Didactic, Lab, and Clinical materials provided to the students
- Test questions, based on the approved test plan for the course
- Faculty-developed grading rubrics
- Specific weighting of assignments for determination of the course grade

### **Syllabus Template Policy for Undergraduate Courses**

The School of Nursing utilizes a shared template for content and structure of course syllabi (see Appendix D). This template is not meant to remove the faculty member's academic freedom or professional responsibility for a course but to ensure consistency, maximize communication coherence, and aid in data collection for program evaluative.

**Course syllabi must include (in this sequence):**

- Course name, semester, year, and number of credits
- Verbatim course description from the catalogue
- Cohort placement in the curriculum (i.e. Sophomore II, Junior I, etc)
- Class schedule and classroom
- Course instructor contact information (For lead and supporting faculty)
  - Name
  - Email
  - Office phone & [optional (your preference): cell phone]
  - Office location
  - Office hours
- SNO approved course objectives from Sakai
- Instructional materials and technologies
  - Required books, software, technology
  - Recommended books, software, technology
- Course content & schedule
- Evaluation Methods
  - List all assignments and percentage of grade for each assignment
- Description of assignments
- Final course grade break down
- Course academic policies
  - Specify course policy for each of the following
    - Attendance/tardiness

- Class participation [classroom, forum, discussion board expectations, etc.]
- Submission of assignments
- Taking tests/exams
- Late assignments
- Missed tests or assignments
- Labeling of files
- Course communication between student and faculty
- Technology and electronics
- Professional behavior
- University and School of Nursing Academic Policies
  - See Appendix D for mandatory language related to
    - Academic integrity
    - Academic accommodations
    - Essential qualifications
    - Performance Progression Alert
    - The list of reasons for giving a Performance Progression Alert should be updated based on the individual course
- PLU Academic Support Services
- Supplemental Content:

If there is no additional supplemental content to add to your syllabus, state “no additional content”

Additional content may be added to the end of the syllabus. This content can include

- Topical Outline
- Instructional Strategies
- Semester Course Schedule with readings and assignments (if you use a separate course schedule with readings and assignments, please submit a copy to the Administrative Assistant with your course syllabus each semester)

**Required:** Course syllabi will be posted on Sakai and available to the students by the first day of class each semester.

[Syllabus Template Link](#)

# Professional Standards and Guidelines

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The following Professional Standards and Guidelines are used by the SoN academic programs:

Required Professional Standards & Guidelines:

- *BSN Essentials* (AACN, 2008)
- *MSN Essentials* (AACN, 2011)
- *Essentials of Doctoral Education* (AACN, 2006)
- *NTF Criteria for the Evaluation of Nurse Practitioner Programs* (NTF, 2012)
- *Washington NCQAC Administrative Code*

Specialty Standards & Guidelines:

- *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice* (AACN, 2013)
- *Nurse Educator Competencies: Creating An Evidence-Based Practice For Nurse Educators* (Halsted, 2007)
- *Nursing Administration: Scope and Standards of Practice* (ANA, 2009)
- *Consensus Model for APRN Regulation* (LACE, 2008)

Nurse Practitioner Competencies in Specialty Areas:

- *Family NP Competencies* (2013)
- *PMHNP Competencies* (2013)
- *NONPF NP Core Competencies* (2014)

Additional Professional Standards & Guidelines used in the Nursing courses:

- *Code for Nurses with Interpretive Statements* (ANA, 2015);
- *Nursing: Scope and Standards of Practice, 2nd Ed.* (ANA, 2010);
- *Nursing's Social Policy Statement: Essence of the Profession* (ANA, 2010)
- *End-of-Life Nursing Education Consortium (ELNEC) guidelines*  
(<http://www.aacn.nche.edu/elnece/elnece-publications/>);
- *Quality and Safety in the Education of Nurses (QSEN)* (<http://qsen.org/competencies/>)
- *National Council of State Boards of Nursing (NCSBN) National Council Licensure Examination (NCLEX) Test Plan*

# DNP Post Master's Evaluation of Prior Learning

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## Background

The Doctor of Nursing Practice Family Nurse Practitioner curriculum was developed according to guidelines set out by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF). The AACN *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) set competencies that all DNP prepared graduates must achieve. Nurses with previous graduate level coursework are able to apply previous graduate level coursework toward the PLU DNP program. The *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) provides guidelines for determining how a post-MSN student meets the DNP end of program competencies.

*“Post-master’s programs should be designed based on the DNP candidate’s prior education, experience, and choice of specialization. Even though competencies for the DNP build and expand upon those attained through master’s study, post-master’s and post-baccalaureate students must achieve the same end-of-program competencies....The task force recommends that accrediting bodies should ensure that post-master’s DNP programs have mechanisms in place to validate that students acquire all DNP end-of-program competencies. DNP programs, particularly post-master’s options, should be efficient and manageable with regard to the number of credit hours required, and avoid the development of unnecessarily long, duplicative, and/or protracted programs of study.”* (2006, pg. 17).

The PLU School of Nursing conducts a Gap Analysis of the student’s previous coursework and/or prior experience that may be applied to the PLU DNP degree. All Post-Master’s students require 1000 hours of clinical experience post-BSN, therefore a record of clinical hours from previous graduate educational programs will be submitted.

Some post-MSN students may have extensive clinical and practice experience that may meet the objectives of some of the required coursework, therefore a process to evaluate the coursework is required.

## Process for Evaluating Prior Learning

1. All formal, transcribed coursework will be evaluated to determine if the coursework meets the course objectives for the PLU similar course. If the outside course is determined to be closely matched to the PLU course, the student may apply to transfer the course to PLU and credit it to the DNP degree requirements.
2. If the student has strong evidence of meeting all the objectives of a course via clinical or professional experience, they may develop a portfolio demonstrating achievement of the course outcomes. If the portfolio demonstrates achievement of the course outcomes and competencies, the course requirement may be waived. Waived course(s) will appear on the student’s Academic Program Contract (APC), identified as “waived via portfolio.”

3. If a course objectives are partially met, the student will need to enroll in an Independent Study (NURS 591) course to complete activities required to fulfill the objective(s).

### **Portfolio Evidence**

When developing the portfolio of evidence to demonstrate achievement of course outcomes, it is the responsibility of the student to build a substantive file of evidence. The portfolio must include the student's CV and academic transcript.

Evidence may include:

- Projects completed. Must include the final report of completion of the project that includes goals, outcome desired, outcome achieved and current status of project if available.
- Policy work. Provide a copy of a professional or healthcare related policy developed and implemented at the systems level.
- Continuing Education: Extensive continuing education (15 contact hours) specific to a course objective may be used. Portfolio must include CE certificates of completion.
- Written description of the student's practice experience.
- Evidence of expertise in an area (ie teaching classes, conference presentations, national certification).
- Other activities that demonstrate expertise in practice and/or healthcare leadership.
- Publications.

CIC approval, 9/2015

SNO approval, 9/2015



# Textbook Policy

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The Curriculum Instruction Committee maintains a record of the textbooks and resources used in courses throughout the nursing program. Faculty are required to submit to CIC revisions in required textbooks and learning materials as soon as possible and whenever possible in advance of the university deadline for textbook orders. Examples of learning materials include: computer simulation, online learning modules, etc. Revisions that are limited to new editions of same text are expected and not required to be submitted for approval. For courses in which the same text is used, faculty are expected to consult with one another prior to submitting a recommended change.”

Textbook orders to the bookstore are required to be submitted by the nationally determined date (for summer and fall semesters, April 1, for j-term, spring semester, October 1st). Any changes for the following semester must be submitted to CIC then to SNO before this date. See Resource/Textbook Change Form (Appendix K) and also available on the SoN Faculty Sakai site.

CIE, May 13, 2015

Approved by SNO May 27, 2015; Update Aug 2017

[Textbook Order Form](#)

# Grading Policy

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The following grading scale has been adopted by the School of Nursing faculty and is used in all courses required for the nursing degree programs:

4.00 94-100 = A    3.00 84-86.9 = B    2.00 71-75.9 = C    1.00 62 - 64.9 = D  
3.67 90- 93.9 = A-    2.67 80-83.9 = B-    1.67 68-70.9 = C-    0.67 59 - 61.9 = D-  
3.33 87-89.9 = B+    2.33 76-79.9 = C+    1.33 65-67.9 = D+    0.00 58 & below = E

Earning less than a C (2.0 on a 4.0 scale), is defined as failing a course in the nursing program.

**Missing:** Role of the Exam Average in a course for satisfactory performance.

# Testing Policy

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Testing in the School of Nursing is a high-stakes process for students, an essential component of student learning, and a formal component of program curriculum. Testing is one essential method of assessing student learning, program outcomes, and program quality. As such it must be managed with purpose, integrity, consistency across the curriculum, and accountability for the education we provide.

Testing also provides feedback to the students, which is particularly important in their mastery of the curriculum, development of critical thinking skills and as professionals, and preparation for the NCLEX-RN licensure exam. Test results indicate areas of mastery as well as gaps in learning and performance; they also provide important feedback to the faculty as to areas for curricular, communications, and pedagogical improvements.

Testing in the SoN must be appropriately utilized in terms of content alignment, expected outcomes, the learning domain being evaluated (cognitive/affective/psychomotor), the level of learning and thinking expected (knowledge, comprehension, application, analysis, synthesis, evaluation), the style of test questions, and the quality of exam questions. We need reasonable consistency across the faculty in terms of the length of exams, unit vs. cumulative, offering review sessions, evaluating test item quality, incorporating NCLEX-style questions, test-taking conditions, exam grading, responding to students' questions on exam items, rounding of scores, applying curves, allowing extra-credit, providing make-up exams, and the like.

## **The following principles are established for testing in the PLU School of Nursing:**

- All didactic courses that incorporate new required curricular content will include a form of classroom testing that assesses individual student learning.
- Students must achieve an overall combined score of 75% on the exam portion of the course grade in order to pass the course.
- Students need to be well-prepared, well in advance, for the type of testing that will occur, resources they're expected to use, the date and time of the exams, test-taking conditions, content to be covered, item formats to anticipate, any course-specific rules, and opportunities for improvement.
- In exams that are proctored, student access to personal materials and electronics is prohibited. No student-written/electronically-captured materials are permitted to be taken by the student from the exam room.
- Review sessions that incorporate actual exams will also be proctored, and no student-written/electronically-captured materials are permitted to leave the room.
- Incidents of misconduct during or surrounding test-taking need to be addressed immediately with consequences up to and including course failure and dismissal from the program.

## **For test development, the following principles apply:**

- Faculty will develop their own exam questions when possible, rather than relying on textbook-provided test banks or exam items.
- Faculty teaching specific content need to plan to contribute test items for the content that they have prepared and delivered.
- Test items must be reviewed and updated annually.
- All exam items must be grammatically correct; use accurate, clear, and precise language; avoid jargon, slang, or unnecessary abbreviations; and avoid unnecessary or extraneous information.
- Faculty new to test item development or test construction are expected to consult with a faculty mentor for review of their exam questions.
- In developing test items, faculty are expected to consult the NCLEX-RN test plan to ensure that key content areas, competencies, and NCLEX domains are reflected in the exam as appropriate.
- Test items should incorporate a high proportion of items at the application, analysis, synthesis, and evaluation levels of knowledge. Every item should measure something important.
- Moderate difficulty level for most items on the exam will better discriminate between students with varying levels of knowledge, preparation, and ability.
- The format of test items should be varied based on the content being evaluated, learning outcomes, level of the students, and to ensure that students are exposed to multiple formats. A general recommendation is that a full length exam include no more than three different item formats on a given test.
- No test items should be written from a deliberate attempt to “fool” the students.
- There should be a definitive plan (“blueprint”) for the exam so that all major content areas and learning objectives are appropriately covered.
- Tests should be constructed so that a well prepared student would be able to finish the exam working at a normal pace.
- Test-taking conditions need to be established that ensure students are provided sufficient comfortable space and seating, table-top or screen privacy, freedom from extraneous distractions and interruptions, and the absolute minimum of risk or temptation for personal or peer misconduct.
- If administered electronically, steps must be taken to ensure an appropriate level of security for the type of exam being administered.
- If a make-up exam is needed, an alternate version of the exam should be administered.
- Faculty are expected to conduct a review of the quality of exam questions, including item difficulty and discrimination, following initial scoring. Items that fail to perform well should be excluded from final scoring.
- Maintaining exam security is of utmost importance. Faculty are expected to ensure that all practices

surrounding exam development, review, administration, storage, and study support for students are conducted in ways that foster the protection of exam security and minimize student risk for misconduct.

- If exam misconduct is suspected, evidence must be retained and the situation fully investigated. Students have full rights to an equitable, unbiased review and due process.

# Standardized Testing and Interactive Learning System (STILS) Policy for BSN and ELMSN Pre-licensure

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The School of Nursing at Pacific Lutheran University uses the Kaplan Testing Program as a comprehensive tool for testing, remediation, and program evaluation. Use of the testing program begins in the Sophomore I semester, with course specific tests and resources integrated throughout each semester of the nursing program. As a comprehensive program, the resources offered can help students prepare more efficiently for NCLEX as well as course exams. All students enrolled in the BSN and ELMSN program tracks have access to Kaplan resources throughout the curriculum and for 90 days post-graduation.

The Kaplan Integrated Testing Program is comprised of a series of secure proctored online tests designed to evaluate the knowledge of students in a pre-licensure nursing curriculum leading to RN licensure. The tests are timed according to the same requirements allowed on the NCLEX-RN® exam, which is 83 seconds per question. Student performance on the exams assists in the identification of knowledge/ concept deficits in specific content areas, so that early remediation can be implemented.

Students should be aware that their ability to pass the NCLEX-RN® is strengthened by their ability to pass each series of tests at the suggested number of correct answers and at the required percentile ranking. Students should prepare for each Kaplan “Integrated Test” by reviewing related content outlined in *The Basic Book* (Kaplan Review Book), complete “Focused un-proctored tests” as assigned for each course, and review content presented in the theory courses.

**Kaplan Integrated Tests** will be given in the semesters as outlined below. Students are required to complete all Integrated Tests assigned for each course, including students who are repeating a course.

## Kaplan Integrated Test Schedule

Semester	Course	Test Name	Time (minutes)	Number of Questions	Score Threshold % correct	Percent of Course Grade
Soph I	N220: Nursing Competencies I	Fundamentals A	90	75	Norm Group (50th Percentile) 66.6% (52nd Percentile)	5%

<b>Soph II</b>	N270: Health Assessment and Promotion	Wellness/Physical Assessment A	90	75	66.1% (51st)	5%
	N280: Pathological Human Processes	Pathophysiology A	84	70	59%	5%
<b>Junior I</b>	N320: Nursing Competencies II	Dosage Calculations A and B **Student must watch Dosage and Calculation Workshop on Kaplan Website	18 per test	5 per test		5%
	N330: Pharmacology and Therapeutic Modalities	Pharmacological/Parenteral Therapies B	90	75		5%
<b>Junior II</b>	N340: Nursing Situations with Individuals/Adult Health I	Med/Surg I A	108	90	54.4% (52nd)	5%
	N350: Nursing Situations with Individuals/Mental Health	Psychosocial A	90	75	66.6% (52nd)	5%
<b>Junior II</b>	N360: Nursing Research and Informatics	Research A	90	75	65% (53rd)	5%
	N370: Nursing Situations with Families/Childbearing (OB)	OB A	90	75	76% (54th)	5%
<b>Senior I</b>	N380: Nursing Situations with Families/Childrearing (PEDs)	Pediatrics A	90	75	68%	5%
	N420: Intro to Leadership and Resource Management	Management and Professional Issues	90	75	73.3% (51st)	5%
<b>Senior II</b>	N430: Nursing Situations with Communities	Community A	90	75	59% (52nd)	5%
	N440: Nursing Situations with Individuals/Adult Health II	Med/Surg Comprehensive A	90	75	73.3% (53rd)	5%
<b>Senior II</b>	N499: Nursing Synthesis	Kaplan Secured Predictor A	180	150	Probability of Passing NCLEX: 61%-94.1%	20%
		Pharmacological/Parenteral Therapies A	90	75	68% (53rd)	10%

<b>Week after Finals Senior II Semester</b>	Kaplan NCLEX Live Review	NCLEX-RN Prep Process- Phase I			Probability of Passing No NCLEX: grade
	Course	Diagnostic A (students are required to take test on their own time in order to attend the Live Kaplan N-CLEX Review Course)	216	180	65%-94.8%

### Scoring

Kaplan Integrated Tests are scored using the statistical Roush probabilistic model which expresses both item difficulty and test-taker ability on the same scale.

Students receive both a **total percent correct score** (total percent score is strictly the number of questions answered correctly out of the total questions) and a **percentile rank** (the percentile score is the percentage of individuals in the total norm group who achieve scores at or below the individual's score). An individual's percentile rank describes the student's exact position as compared with the norm group. The higher the percentile rank, the better the student has performed on the test. Percentile Rank is a more accurate indicator of performance than the raw percentage to determine students' success on individual tests, because it takes into account the difficulty level of that test.

### Course Grade

Integrated tests are graded and count toward the course grade. The following grading scale will be used for all of the integrated tests to contribute toward course grade, based on the percentile ranking the student achieves on the exam. Students who score below the 50th percentile on Integrated Proctored Tests will be required to take the Integrated Repeat Test assigned to the course. The average of the two scores will be used in calculating the final course grade.

#### Percentile Ranking Course Grade (Out of 100 points)

70th or higher	94 (A)
60th - 69th	90 (A-)
50th - 59th	87 (B+)
40th - 49th	84 (B)
30th - 39th	80 (B-)
Below 30th	76 (C)

### Senior II Semester

Secured Predictor Test A: Integrated Tests will be graded at 20% of the course grade in NURS 499. Pharmacological/Parenteral Integrated Test A will be graded at 10% of the course grade. Predictor Tests have only raw percent scores. The grading scale used for the integrated tests with predictive scores will be posted in the NURS 499 syllabus and Sakai.

Students who score below the recommended threshold for Secured Predictor Test A will be issued a



Performance Progression Alert and referred to their academic advisor for further analysis of test performance. In addition to the required remediation (see Remediation below), a written reflection to questions provided by NURS 499 faculty will be submitted to the course faculty and the student's advisor. Students will also be expected to create a study plan for NCLEX success. The reflection and study plan will be placed in the student's file.

### **Kaplan NCLEX-RN Review Course (Senior II Semester)**

The "Kaplan NCLEX-RN® Review Course" is a live 4-day review course, typically scheduled the week after finals week. Students will have online access to Kaplan resources after completing the review course for 90 days. It is strongly recommended that the NCLEX-RN® licensing examination be completed as soon as possible after graduation. **Students must complete the Diagnostic A Test on their own time prior to attending the NCLEX-RN® Review Course. Students will not be allowed to attend the course if proof of Diagnostic A is not provided to the course instructor.**

### **Kaplan Focused Review Tests**

The Kaplan "Focused Review Tests" are **un-proctored** practice tests assigned to each course as outlined below. These tests review basic nursing content and provide topical retest opportunities. The tests are designed to coach students through specific content. Each test provides rationale for correct and incorrect answers and comprehensive remediation, as well as alternative question stems to enhance student comprehension of the written questions.

**The purpose of the Focused Review Tests is for students to have practice with NCLEX style questions and to increase student knowledge.** The Focused Review Tests are not to be used to evaluate student knowledge. Each semester students will have specific focused review tests assigned.

- Each Focused Review Test consists of approximately 30 questions.
- Tests are specifically placed in the curriculum to coincide with concepts being taught in that course. However, not all content questions on the focused review test will be taught in the course. ***Faculty should require students to complete all of the assigned Focused Review Tests to qualify to take the Integrated Secure Proctored Tests.***
- Students who repeat a course are required to complete all focused review tests assigned in that semester in order to take the Integrated Tests for that Semester.
- Students must pass the Focused Review Tests at 90% in order to take the RN Integrated (secured and proctored) exam(s) at the end of the semester.
- Students must complete all the Focused Review Tests assigned in the course to receive a course grade.
- Students may take the Focused Review Tests as many times as it takes to achieve the 90% passing requirement.
- Students will not be given extra credit in the course for completing these tests. Students take these tests on their own time in preparation for taking the secured proctored test at the end of the semester.
- Students are required to remediate all questions on the Focused Review Tests. Reference the Remediation section, below, for specific details.

### **Focused Review Tests by Semester- \*Required to complete prior to taking Integrated Tests**

**Semester Course****Focused Review Test**

<b>Soph I</b>	N220: Nursing Competencies I	Fundamentals of Nursing A and B Basic Math Watch “Dosage and Calculation Workshop”
<b>Soph II</b>	N270: Health Assessment and Promotion  N280: Pathological Human Processes	Health Assessment Watch “Dosage and Calculation Workshop” Pathophysiology A Watch “Dosage and Calculation Workshop”
<b>Junior I</b>	N320: Nursing Competencies II  N330: Pharmacology and Therapeutic Modalities  N340: Nursing Situations w/Individuals/Adult Health  N350: Nursing Situations w/Individuals/Mental Health	Level II Math Fluid and Electrolyte Balance A Pharmacology/Parenteral Therapies A, B, and C Endocrine A Neurology A Hematology A GI A and B Renal A Musculoskeletal A  Psychiatric A, B, and C
<b>Junior II</b>	N360: Nursing Research and Informatics N370: Nursing Situations w/Families/Childbearing (OB) N380: Nursing Situations w/Families/Childrearing (PEDs)	Maternity/Gyn Nursing A, B, and C  Pediatrics A, B, and C Pediatric Math
<b>Senior I</b>	N420: Intro to Leadership and Resource Management N430: Nursing Situations with Communities  N440: Nursing Situations w/Individuals/Adult Health II	Management of Care A, B, and C  Community A Critical Care Math Cardiovascular A and B Respiratory A and B
<b>Senior II</b>	N499: Nursing Synthesis	

**Remediation**

All students are required to participate in remediation for both the Focused Review Un-proctored Tests and the Integrated Proctored Tests. Students are required to meet with their faculty advisor during their Junior II Review and Senior I semester to review scores, and trends, and to develop an individualized plan for NCLEX-RN® preparation. See Faculty/Advisor and Student Responsibilities.

\*\*\*Student remediation that does not reflect purposeful engagement in analysis of one’s performance, both to reinforce what one knows and to correct underlying knowledge deficits, will result in loss of all points/percentages assigned to the Integrated Proctored Tests for that course.

## **What is remediation?**

- The intentional study of content to improve student learning.
- There is a difference between review and remediation. Review is “going over,” whereas remediation is taking the time to understand what you didn’t know.
- Remediation is the process of improving or correcting a situation.
- Remediation in this sense is a way of conducting self-feedback and evaluation to improve knowledge. Remediation confirms that you understand the information.

## **When should I remediate?**

- Remediation should happen immediately after completing a test
- Review the question until you understand why the correct answer is the best answer, and why the other choices are wrong.
- Remediation is available 24 hours a day, seven days a week, in multiple formats so students can correct knowledge deficits. Remediation tools include:

1. Online remediation explanations with links to essential content from Kaplan Nursing and various nursing textbooks

2. The Kaplan *Basic Book*

3. Kaplan PowerPoint review and videos

- Reference the document “Analyzing & Remediating your Kaplan Integrated Tests” on your course website for specific instructions.

## **Remediation for Focused Review Un-proctored Tests**

- Students are required to participate in remediation of all questions on the Focused Review Tests.
- Students can view their results and access remediation by clicking on “review results” on their homepage.
- The question will appear followed by rationale for each possible answer to the question.
- Topic Review: there may be up to 3 bolded areas:
  - Kaplan Overview - general information on the topic
  - Essential Nursing Care - more in-depth information that includes assessment, implementation, and outcomes
  - Background for Nursing Care - additional information on patient teaching, pathophysiology, and complications

## **Analysis and Remediation of Integrative Proctored Tests**

Students will receive a detailed test summary report after completing the Integrated Test. This report includes important information for analysis of your performance. The percentile rank (on Integrated Tests) is positioned above the overall or raw percent correct on the screen. The number correct, the number incorrect, and the number of test items not completed. If there are questions students did not reach, it is because the student ran out of time or quit the test before completing it. Answer-changing behavior is detailed on the right mid-screen.

On the detailed test summary report, students will not see test questions. Students will be shown information about specific content the question focused on and level of difficulty. A student's performance according to level of difficulty, nursing process, clinical concept, demographic, and client need category is provided in bar graphs. Checkmarks indicate the number of questions that were answered correctly. Blue lines indicate the number of questions omitted. "N" indicates the total number of questions for each category.

### **Overall Faculty Responsibilities for Creating a Climate of Success**

- Course leads are required to take the Integrated Proctored Test assigned to their course and review remediation tools associated with the test.
- Course leads and new faculty must attend a training session with a Kaplan Nurse Educator.
- Course leads must attend an annual update of "Kaplan Live" session organized by and held at the School of Nursing. The review session will be led by a Kaplan Nurse Educator. Course leads may also set up a personal online review session with a Kaplan Nurse Educator in lieu of attending the live course.
- Documentation of completion of the review session will need to be provided by the faculty member and included with their annual review.

### **New Nursing Student Orientation**

- Provide incoming nursing students with an introduction to Kaplan with a presentation by Kaplan Nurse Educator.
- Provide student with SON policy for Standardized Testing and Interactive Learning System.
- Brief intro to NCLEX. Emphasize it is an individual exam, computerized, multiple question formats, math calculations using online screen, test of content knowledge and critical thinking.
- Stress and anxiety management need to be practiced throughout the Nursing program, not just in relation to NCLEX preparation/testing.
- Provide students with username/password and brief overview of website.

### **Faculty/Academic Advisor Responsibilities:**

- Review Kaplan website each academic year to stay current with changes and new resources available for faculty and students. Resources include Mid-Fidelity and Essential Nursing Skills Simulation Videos, as well as NCLEX Prep Resources.
- Attend or schedule online yearly Kaplan Review
- Encourage use of Kaplan tools and resources
- Encourage commitment to Focus Tests assigned by semester
- Encourage commitment to test remediation after Focus and Integrated Tests. Discuss methods to remediation in courses (written analysis, tracking weak content areas, focused/quality time spent remediating)
- Be available to meet with advisees to discuss Kaplan scores, study plans, and available resources
- Discuss NCLEX test preparation in advising sessions
- Discuss Integrated Predictor Test A given in NURS 499
- Integrate teaching/learning strategies in course and clinical that promote critical thinking and content application
- Build NCLEX practice questions into evaluation methods (i.e. exams, lectures)

### **Student Responsibilities**

- Develop a specific study plan for test preparation and adhere to it
- Commit to completing Focused Review Tests in preparation for Integrated Proctored Tests at the end of semester.
- At each advisor/advisee meeting, students and advisors are to review and print a copy of the student's Kaplan Report Card. The Report Card is a reflection of all Integrated Proctored Tests and scores taken to date. The advisor must review, discuss, and sign the Report Card and place in the student's file.
- Meetings with advisors should occur during Sophomore II and Junior II semesters. Additional meetings should be scheduled based on individual need
- Commit to completing a test remediation plan that best suits individual learning and understanding
- Utilize Kaplan resources to reinforce learning (Mid-Fidelity and Essential Nursing Skills Simulation Videos,
- Seek assistance through Disability Support Services (DSS) for study and test-taking support if needed
- Students must request Alternative Testing Accommodations through DSS at the beginning of each semester.
- Students should meet with professors at the beginning of the semester to discuss accommodations and the test schedule for each course.
- Maintain a positive attitude and a vision of the goal (program completion and first time success on the NCLEX)
- Maintain personal wellness through healthy eating, adequate sleep, physical activity, healthy and responsible social activities
- Engage in anxiety control and stress reduction/management strategies as necessary before and during tests (centering, guided imagery, breathing, meditation, visualization, exercise, faith-based or cultural approaches, other relaxation techniques)
- Self-identify to your academic advisor or course faculty if concerned about Kaplan/NCLEX success
- Accept personal responsibility for program success

# APA Policy

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The School of Nursing uses the American Psychological Association (APA) Publication Manual, latest edition, for rules of style, citation, and referencing for all formal, scholarly writing.

All faculty are expected to be familiar with APA format, and courses are expected to require the use of APA in all formal papers. Faculty at all levels are expected to be able to assist students in improving their writing and mastery of APA guidelines.

Students are introduced to the use of APA for scholarly writing in N260, Professional Foundations I. Learning to use the rules of APA on matters of writing style, organization, formatting, mechanics, table building, and finally, referencing and citation, takes time and ongoing reinforcement. To accomplish this, courses need to expand on the APA content provided in N260, continuously reinforce the use of APA, and provide opportunities for students to practice the craft of scholarly writing. Students need meaningful feedback on their writing and need to be held to expectations for submitting corrections and revisions.

Best practices:

- Students should be provided with opportunities to revise and resubmit papers following initial faculty feedback.
- Faculty should not make corrections and revisions for the students. Rather, faculty should name the errors (eg, incorrect word choice, spelling, sentence structure, subject-verb agreement, punctuation, use of vague references, wordiness, in-text citation errors, reference list errors, table formatting, use of jargon, effectiveness of arguments, inclusion of evidence, quality of the evidence cited, etc, etc), point out examples of each type of error, point out the applicable sections of the APA manual, provide examples of corrections, and instruct the student to make necessary corrections.
- Examples of excellent writing should be made available to the students.
- Students who need further assistance should be referred to the PLU writing center.
- When final versions are submitted, if significant improvements are not seen, the faculty member may either not accept the paper or grade the paper accordingly.

APA content and practice are to be built into the courses in a scaffolded manner across the curriculum, with the goal that upon completion of each degree program, students will have mastered the craft of writing according to APA at each of the respective degree levels. Writing will be concise, clear, well organized, grammatically and stylistically correct, and references/ citations will be correctly formatted. Consistency in the use and reinforcement of APA rules, style, and format is key to students' mastery of these skills.

# Portfolio Guidelines

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The PLU BSN Portfolio is a demonstration of a student's attainment of the BSN program outcomes. The portfolio process also introduces students to the professional practice of portfolio creation and maintenance of current practice. The portfolio process also encourages reflective practice which evidence shows improves overall nursing practice.

## **In NURS 260, Professional Foundations I:**

Students will create the foundation of their portfolio in their PLU Google for Education Account - Google Websites. This foundation will include: an "About Me" page, the inclusion of any personal bodies of work from the Sophomore I and Sophomore 2 semesters for appropriate program outcomes, a reflection of their starting point within each program outcome, a reflection of their completed Liberal Arts courses (as defined as any college level course taken at PLU or any other transferred college course being used to obtain the BSN degree at PLU) for each program outcome, and finally a reflection for a plan of improvement in each program outcome.

## **Every Semester:**

Students are responsible for maintaining and updating their portfolio each semester. Students are expected to update each program outcome with additional Nursing or Liberal Arts personal bodies of work from didactic and clinical courses to demonstrate their growth in the program and work towards progression in attainment of the program outcomes. Students are encouraged to share and discuss their portfolios with their advisor. BSN students will review their portfolio at their Junior Review meeting which takes place during the Junior 2 semester or more often as needed.

## **In NURS 480, Professional Foundations II:**

Students will complete their portfolio and demonstrate attainment of each program outcome with a score of "proficient" in the grading rubric for each section of the portfolio. Students will have reflections with accompanying evidence for each outcome that demonstrates a personal journey through the program in attainment of the program outcomes as well as a plan for future growth in each of the program outcome areas. The portfolio will demonstrate growth through the program rather than only documenting the best examples the student created. Each program outcome will also demonstrate integration of their Liberal Arts education and how it helped them be successful in the nursing program. The "About Me" page will be updated to include an up-to-date resume, personal philosophy of nursing, and professional goals.

## **Google Sites:**

The PLU BSN Portfolio utilizes Google Sites. Students who are having technical issues with Google Sites should contact Instructional Technologies within the PLU Library. Instructional Technology workshops will be held during NURS 260 and NURS 480 courses, however, they also will offer individual instruction as well as open lab time in the Library. Instructional Technologies can be contacted at [itech@plu.edu](mailto:itech@plu.edu)

## **Directions for Grading:**

The first page of the rubric has colored boxes along the left column which correspond to where points are given on the second page. The home page, personal page, and organization sections of the portfolio only receive one score. The program outcomes receive 3 different scores for overall reflection, evidence, and liberal arts. Scores are then tallied in the right hand column on the second page. The maximum score is 270 points. Comments may also be given on the second page along the right side of the rubric.

## **Definitions:**

**Reflection:** The portfolio should demonstrate the ability of the student to reflect on their progress through the curriculum and be able to demonstrate their growth within each program outcome. Students may choose to represent this as a journey from point A at the start of the program to point B at the end of the program. Students should demonstrate improvement in skills, knowledge, and abilities as they relate to each piece of the program outcome. Explanation of only the highlights and best moments of the program demonstrates achievement but not growth or reflective practice of the overall nursing school experience.

**Evidence:** Students should utilize key assignments and personal work from each course within their portfolio to bolster and supplement their reflection within each outcome. Evidence shall be comprised of work and achievements the student created themselves through the curriculum. Information, education, syllabi, and other documents provided to the student does not constitute as evidence. Attendance of a course does not constitute as evidence as it is not evidence of learning. Students should make sure that each nursing course is represented within the portfolio but that evidence from courses is not duplicated among program outcomes.

**Liberal Arts:** Liberal Arts courses are non-nursing courses that are utilized to obtain the BSN degree regardless if they were taken at PLU. If it is included on your CAPP report, it would count towards your Liberal Arts education. For ELM students, Liberal Arts courses would include those from your prior degree and pre-requisite courses for nursing school. The Liberal Arts reflection should be a reflection of how these non-nursing courses have influenced or helped your progress in each program outcome. The reflection should demonstrate an integration of your Liberal Arts education within your nursing experience. Evidence to support your Liberal Arts reflections is encouraged but not mandatory as we recognize many students do not keep assignments from non-nursing course or that courses may have been taken several years ago.

Approved, May 2016



# Performance Progression Alert (PPA)

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A Performance Progression Alert may be issued to students who are not performing at a satisfactory level in the classroom or in clinical, who are at risk for unsatisfactory performance, who are not meeting the Essential Qualifications, or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. The Performance Progression Alert will specify the nature of the performance concern, criteria for satisfactory performance, the timeline for achieving expected improvements, and consequences for failure to improve. The notice will be signed by the issuing faculty member and the student. The original signed form is placed in the student's School of Nursing academic file. Communication regarding the notice will be submitted by the issuing faculty member to the following School of Nursing personnel: Academic Advisor; Chair of RAP committee; Associate Director of Advising, Admission, and Student Support; School of Nursing Dean; and as appropriate, Lead Course Faculty and/or level/track faculty as appropriate.

Deficiencies are categorized as minor and/or major based on the severity of the event. Major violations will result in immediate notification to the School of Nursing Dean. Three separate minor and/or a single major occurrences during the program of study will result in a review by the RAP committee and/or the Dean of Nursing and may result in dismissal from the School of Nursing. Any occurrences that place the client, self, or others in potential immediate danger will result in immediate review by the Dean.

[Link to PPA](#)

# Key Assignment Policy

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## **Key Assignment Definition**

A key assignment is an assessment in a course that demonstrates congruence with one or more specific program outcomes.

## **Rationale**

The nursing program has foundational documents of the AACN Baccalaureate Essentials, AACN Masters Essentials, and AACN DNP Essentials. In addition, program outcomes are aligned to the learning objectives of Pacific Lutheran University. Program outcomes are further aligned to each course within the program of study for the nursing program. Therefore, courses have designated certain assignments as 'key' and key assignments are evaluated to insure students are meeting all program outcomes. Key assignments are further intended to be possible evidence in the portfolio (as an end-of-program assessment) that they have met the program outcomes. Therefore, key assignments are submitted to the Curriculum Instruction Committee, and evaluated by the Program Evaluation Committee (both School of Nursing Organization within the School of Nursing). Once submitted and accepted by the CIC, the key assignment is to be adopted and implemented by continuous instructors of the course. If an instructor wants to change a key assignment, the new assignment, grading rubric and rationale is submitted to CIC for approval because CIC must insure program outcomes are being equitably assessed and met throughout the program.

## **Key Assignment Assessment**

All Key Assignments are demonstrative of a student's grasp of the knowledge, skills or understanding of the AACN Essentials as described in the program outcomes. Instruction and assistance with uploading assignments to the portfolio will be provided.

## **Faculty/committee responsibilities:**

1. Lead faculty/instructor clearly identifies key assignment for the course.
2. CIC reviews and approves key assignments.
3. PEC monitors student success in each key assignment.
4. Key assignments cannot change within a course without CIC approval.
5. Key assignments will be identified in the course syllabus.

Approved, SNO, 2/21/2018

# Course Description Outline

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## Pacific Lutheran University School of Nursing

Make selection from list below

[Semester, year]

[Total credits for course]

**Course Description (includes pre-reqs):** [Use approved catalog description]

• **Credit hours [Didactic, Lab/seminar, Clinical]**

**Placement in curriculum:** Choose an item.

**Day and Time of Class:** [Click here to add day and time, i.e. Monday 1:00p to 4:00p]

**Building and Room Number:** Click here to add location information, i.e. RAM 202

### Faculty Information

Lead Faculty Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Office phone: Click or tap here to enter text. Cell: click here to enter text

Office location: Click or tap here to enter text.

Office hours: Click or tap here to enter text.

### Clinical or Co-Faculty Information

Clinical or Co-Faculty Name: Click or tap here to enter text.

Email: Click or tap here to enter text.

Office phone: Click or tap here to enter phone. Cell phone: Click or tap here to enter text.

Preferred Method of Contact: Click or tap here to enter text.

Multiple entries of clinical or co-faculty can be entered, click the + symbol on the right side of the box.

## Student Learning Outcomes

[Use SNO approved course objectives only. Link to Program Outcomes (PO) and PLU ILO.]

## Topical Outline

[Relate content to Student Learning Outcomes (SLO)]

## **Instructional Materials and Technologies**

### **Required**

List any required books, software, technology required for the class

### Recommended

List recommended materials here

## Evaluation Methods

List all assignments with percentage of grade assigned for each.

[Assignment A 20%]

[Assignment B 10%]

[Exam 1 20%]

[Exam 2 25%]

[Exam 3 25%]

## Description of Assignments

[Assignments should link to SLO (course objectives); fill in a brief description of each assignment with weight in course]

## Final Course Grade

Calculation of grades will be based on the PLU School of Nursing grading scale as specified below.

4.00 94-100 = A    3.00 84-86.9 = B    2.00 71-75.9 = C    1.00 62 - 64.9 = D

3.67 90- 93.9 = A-    2.67 80-83.9 = B-    1.67 68-70.9 = C-    0.67 59 - 61.9 = D-

3.33 87-89.9 = B+ 2.33 76-79.9 = C+ 1.33 65-67.9 = D+ 0.00 58 & below = E

Course grade will be determined by using all forms of assessment within the course. Average of all assessment forms must be a 71% or above. Forms of assessment may include exams, quizzes, and assignments. Students MUST achieve satisfactory performance (ie. Pass) in the clinical and/or lab component in order to pass the course.

### **Standardized Testing and Interactive Learning System (STILS) for BSN and ELMSN Pre-licensure**

The School of Nursing at Pacific Lutheran University uses the Kaplan Testing Program as a comprehensive tool for testing, remediation, and program evaluation. Use of the testing program begins in the Sophomore I semester, with course specific tests and resources integrated throughout each semester of the nursing program. As a comprehensive program, the resources offered can help students prepare more efficiently for NCLEX as well as course exams. All students enrolled in the BSN and ELMSN program tracks have access to Kaplan resources throughout the curriculum and for 90 days post-graduation.

**(Select the grading criteria that is relevant to your course, delete this sentence and the grid not being used from your course syllabus.)**

<b>Percentile Ranking</b>	<b>Course Grade (Out of 100 points)</b>	<b>Course Grade (Out of 5% or 5 points)</b>	<b>Course Grade (Out of 10% or 10 points)</b>
90th or higher	100 (A)	5	10
80th -89th	93 (A-)	4.5	9
70th - 79th	89 (B+)	4.3	8.7
60th - 69th	86 (B)	4.2	8.4
50th - 59th	83 (B-)	4.0	8
40th - 49th	75 (C)	3.8	7.6
30th - 39th	70 (C-)	3.6	7.1
20-29th	67 (D+)	3.4	6.8
10th -19th	64 (D)	3.2	6.4
Below 10th	61 (D-)	3.0	6

### **OR for Senior II**

The grade for the Kaplan Secure Predictor is based on a maximum of 20 course points (20% of course grade) in NURS 499. Allocation of course points is based on the association\* established between the total percentage of exam items correct and the predicted probability of with first-time passage on the NCLEX-RN examination. The threshold score on this examination established by the PLU School of Nursing is 61% correct (94.16 predicted probability).

<b>Secure Predictor % Correct</b>	<b>NCLEX-RN Predicted Probability</b>	<b>Multiplier for N499 Course Pts</b>	<b>N499 Course Pts of 20 Total</b>	<b>Secure Predictor % Correct</b>	<b>NCLEX-RN Predicted Probability</b>	<b>Multiplier for N499 Course Pts</b>	<b>N499 Course Pts of 20 Total</b>
≥ 70%	≥ 99.18%	1.0	20	49%	82.12%	.83	16.6

69%	98.91%	.99	19.8	48%	80.99%	.81	16.2
68%	98.57%	.99	19.8	47%	79.81%	.80	16
67%	98.15%	.99	19.8	46%	78.56%	.79	15.8
66%	97.67%	.98	19.6	45%	77.23%	.78	15.6
65%	97.11%	.98	19.6	44%	75.80%	.76	15.2
64%	96.47%	.97	19.4	43%	74.23%	.75	15
63%	95.76%	.96	19.2	42%	72.52%	.73	14.6
62%	94.99%	.95	19	41%	70.62%	.71	14.2
61%	94.16%	.95	19	40%	68.51%	.69	13.8
60%	93.27%	.94	18.8	39%	66.15%	.67	13.4
59%	92.35%	.93	18.6	38%	63.53%	.64	12.8
58%	91.39%	.92	18.4	37%	60.60%	.61	12.2
57%	90.41%	.91	18.2	36%	57.34%	.58	11.6
56%	89.41%	.90	18	35%	53.75%	.54	10.8
55%	88.40%	.89	17.8	34%	49.82%	.50	10
54%	87.38%	.88	17.6	33%	45.57%	.46	9.2
53%	86.35%	.87	17.4	32%	41.05%	.42	8.4
52%	85.32%	.86	17.2	31%	36.33%	.37	7.4
51%	84.27%	.85	17	30%	31.52%	.32	6.4
50%	83.21%	.84	16.8		n/a	.30	6

#### Course Assignments

[Include full descriptions of course assignments and grading rubrics]

#### Laboratory Learning

If course has a lab component, include the following:

**Lab objectives:** Click or tap here to enter text.

**Lab instructors:** (contact information and preferred contact method)

**Lab schedule:** Click or tap here to enter text.

**Lab expectations:** Click or tap here to enter text.

**Lab assignments:** (description, criteria with grading rubrics/criteria)

[If this course does not have a lab component, delete the above information and this note]

No lab component associated with this course.

## Clinical Experience

If course is a clinical course, include the following:

**Clinical Instructor:** Click or tap here to enter First and Last Name

**Email:** Click or tap here to enter text.

**Preferred Contact Method/Contact Number:** Click or tap here to enter text.

**Clinical Site:** Click or tap here to enter text.

**Clinical Schedule:** Click or tap here to enter text.

**Clinical expectations:** Click or tap here to enter text.

**Clinical assignments:** Add description, criteria with grading rubrics/criteria. If this course does not have a clinical component, delete this note and leave message below

No clinical component associated with this course.

## Supplemental Content

[Additional content may be added to the end of the syllabus. If additional content added, delete this comment and the comments below and add additional content.

If there is no additional supplemental content to add to your syllabus, delete this note and leave the statement below.]

No additional content.

## Course Content and Schedule

Please remove if using a separate schedule. Schedule must be sent to Admin Assistant with your course syllabus if using an separate schedule.

Week

Date

Content

Class/Clinical/Lab Preparation

Required Reading/Activities

Assignments Due/Exams

Kaplan:

## Focused Review Tests

### Integrated Assessment

1

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7

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Mid-semester break

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14

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15

Finals Week

Time and date TBD

Required to attend final at scheduled time.

## **Academic Integrity**

Please read your University Student Handbook (online) and your School of Nursing Student Handbook (online) regarding issues of academic integrity. Violations of academic integrity include but are not limited to cheating, lying, plagiarism, and misrepresentation of information in oral or written form (presenting material as though it was yours alone when in fact it is all or partially someone else's work.) Please realize that both the receiving of information from others and the giving of information to others inappropriately is dishonest. Breaches in academic integrity can significantly alter your course grade, and result in a failure for the course and/or dismissal from the School of Nursing. Faculty members determine grade within a course but issues of integrity are frequently referred to the School of Nursing Student Recruitment, Admissions and Progression Committee for additional review and action. Additionally, the University's Academic Dishonesty Hearing Panel may be utilized.

(PLU SON Undergraduate and Graduate Student Handbooks – Sections: Professional Conduct and Values of the Nursing Profession; Professional Misconduct and Safety Issues)

PLU Student Conduct System: <https://www.plu.edu/student-code-of-conduct/student-code-of-conduct-policies/academic-integrity/>

## **Academic Accommodations (related to Office of Accessibility and Accommodation)**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need other special arrangements, please make an appointment with the course instructor as soon as possible. If you have questions concerning the services available for students with disabilities at PLU, please contact the Manager of Office of Accessibility and Accommodation or call x6392. Classroom or clinical accommodations will be provided only after a Letter of Accommodation from the Manager of Office of Accessibility and Accommodation has been received. It is recommended the student and faculty have a discussion regarding specific support or arrangements needed to access any accommodations and the contents of the Letter of Accommodation.

(PLU SON Undergraduate and Graduate Student Handbooks – Sections: SON and PLU Resources/Disabilities Support Services; General Academic Policies/Disability Services; Essential Qualifications/Reasonable Accommodations for Disabilities)

## **Essential Qualifications**

The Essential Qualifications for Participation in School of Nursing Degree Programs (See School of Nursing Student Handbook) 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. (PLU SON Undergraduate and Graduate Student Handbooks – Section: Essential Qualifications)

## **Performance Progression Alert (PPA)**

The School of Nursing faculty may enact a Performance/Progression Alert for students who are not meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. See School of Nursing Student Handbook (online) for more information regarding the Progress/Progression Alert process.

Performance/Progression Alert will be given for the following reasons (non-exclusive list):

- Late assignments > 24 hours late
- Unexcused absences
- Unprofessional behavior in-class or online
- Unsatisfactory performance in clinical
- Failure to maintain a course average of 71% after 4 weeks in the course

(PLU SON Undergraduate and Graduate Student Handbooks - Sections: University and SON Academic Policies/Performance Progression Alert; Academic Performance/Performance Progression Alert)

## **Weather Conditions**

Make sure to call ahead to confirm whether class is meeting if you have any concerns about snow accumulations or icy roads that would make travel to campus/clinical unsafe. You can call the University's hotline after 6 a.m. (535-7100) or access the PLU website ([www.plu.edu](http://www.plu.edu)) to see if school has been cancelled.

# Consent for Invasive Procedures

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Effective Date September 25, 2017

I understand that in my Pacific Lutheran University nursing education I will have the opportunity to practice specific invasive procedures on manikins and/or consenting nursing students. The invasive procedures that may be practiced on consenting nursing students are limited to intradermal, intramuscular, subcutaneous injections of normal saline, venipuncture and venipuncture with catheter insertion, and/or fingersticks using sterile equipment and appropriate infection control measures. I understand that a faculty member who is a registered nurse must be in attendance during any SoN lab sessions in which these procedures are practiced. I will not perform, nor allow to be performed on me, any of these procedures unless a nursing program faculty member is present.

I understand that **receiving** injections or venipuncture or fingersticks administered by other nursing students is strictly voluntary, and non-participation will not impact my grade. I understand that the possible risks of these procedures include localized pain, infection, minor bleeding, body fluid exposures, or damage to tissue or nerves.

I hereby release and agree to indemnify Pacific Lutheran University, its Regents, faculty, staff, and students of any and all liability, claims and causes of actions arising out of or in any way connected with any and all activity occurring in the SoN lab sessions where these procedures are being practiced.

**I give my consent** for nursing students to practice injections of sterile normal saline, fingersticks, venipunctures, and/or venipunctures with sterile catheter insertion on me.

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Student Signature

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Date

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Print Name

**I decline** to have nursing students practice injections of sterile normal saline, fingersticks, venipunctures, and/or venipunctures with sterile catheter insertion on me.

---

Student Signature

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Date

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Print Name

**NOTE: This form is to be signed and dated each semester. If the student wishes to change his/her consent at any time during the semester, a new form must be signed and dated.**

Approved, S. Smith, SoN Dean  
S. Liden, PLU Risk Officer  
September 25, 2017

[Consent for Invasive Procedures Form \(PDF\)](#)

# Clinical Policies

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- [Clinical Supervision](#)
- [Clinical Hours Policy](#)
- [Clinical Evaluations](#)
- [Conducting Clinical Experiences Independent of an Established Healthcare Agency](#)
- [Student Clinical Practice, Policies & Expectations](#)
- [Incident Reports](#)
- [Automated Drug Distribution Devices Policy](#)

# Clinical Supervision

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## Clinical Supervision - Faculty Role

- I. **Purpose:** Clinical experiences are an integral component of nursing education at all levels. This policy will provide clarity and consistency in clinical education at Pacific Lutheran University (PLU) School of Nursing (SON).
- II. **Policy:** Clinical hours in the PLU SON nursing programs (BSN, MSN, DNP) are based on a ratio of 1 semester credit = 42 hours of clinical during the semester. Faculty will facilitate students meeting the clinical hour requirement for their respective courses.
- III. **Procedures:**
  - a. Pre-licensure students practice under the faculty member's license; therefore, faculty are responsible for both general and direct supervision of the student in the clinical site.
    - i. Faculty are responsible for supervising pre-licensure students in medication administration until faculty have verified safety and competence, at which time student medication administration may be supervised by a registered nurse.
    - ii. Faculty are to determine the level of assistance required by students with technical procedures. Faculty must be available to directly assist students as needed, or when necessary and based on demonstrated student competence, ensure appropriate staff registered nurse oversight of student performance of procedures.
  - b. All faculty clinical health requirements and agency on-boarding must be up-to-date prior to the start of each clinical rotation.
  - c. Clinical teaching is an active teaching and practice role involving the intentional exchange of teaching-learning experiences with the student in the designated practice activities, the faculty member's sharing of clinical expertise, mentoring of students in clinical practice roles and competencies, shaping and fostering students' growth in clinical practice, and determining students' accomplishment of expected levels of practice achievement.
  - d. Clinical hours may be distributed differently among the SON courses, but all courses must adhere to the 1 credit = 42 hours ratio. For example a course that has 2 credits of clinical, thus 84 hours of clinical, may have those hours distributed as one 6 hour day per week for 14 weeks (no clinical during finals week) or 12 hours a week for 7 weeks if the clinical course is taught for half the semester.
  - e. Clinical experiences are expected to provide active engagement in patient/client care at the appropriate clinical level for students' practice development. Observation experiences are to be minimized. If insufficient active client care experiences are available at the appropriate level for adequate clinical learning, the faculty member is responsible for developing alternative learning experiences or working with the Clinical Placement Coordinator and within the Clinical Consortium to find appropriate alternative learning experiences.
  - f. Simulation provides valuable clinical learning opportunities and is encouraged for each clinical course. Simulation experiences must be designed with specific learning objectives, must meet WA NCQAC requirements, and must be an approved element of the course and curriculum in order to count as required hours for clinical. Faculty are expected to directly participate in the simulation learning experience and to maintain competency in simulation teaching pedagogies.
  - g. Clinical instructors are contracted to be available for assigned clinical day(s), including on-



campus labs on assigned clinical days. Clinical instructors are responsible to assist the course coordinator with on-campus labs, with these lab hours factored into contracted faculty time. Lab hours, however, may not be used toward the WA NCQAC required minimum of 600 clinical hours for the BSN in nursing.

- h. Faculty will schedule a maximum of one (1) clinical day for orientation to the clinical unit, unless there are circumstances that require a longer orientation period (i.e. EHR training).
- i. Faculty are expected to adhere to the clinical hours scheduled for the course. Students should be at their clinical site the entire scheduled clinical time period and instructors must be on site at all times that students are providing care.
  - i. Pre- or post-conference, lunch and breaks can be scheduled to meet the learning needs of the students and the healthcare needs of the patients being cared for.
  - ii. Any change from the normal clinical schedule must be communicated in advance to the lead instructor for the course *and* to the PLU SoN Clinical Coordinator, to determine if the consortium agreement allows a change in the schedule.
- j. Precepted clinical experiences (BSN, MSN, DNP)
  - i. Faculty are required to orient preceptors to the program requirements, course objectives, and learning goals for the precepted experience.
  - ii. Faculty are required to maintain open, responsive, and frequent communications with preceptors and students throughout the clinical experience.
  - iii. Faculty are required to make at least one site visit per semester to every student in a precepted clinical, preferably before midpoint to identify any problems.
  - iv. Faculty may need to visit a precepted student more than once if there are issues with clinical performance.
  - v. Student evaluation is the responsibility of the *faculty* with input from the preceptor. The student's complete clinical hours must
  - vi. Students are to complete an evaluation of their preceptor at the end of each rotation. The evaluation is to be reviewed by the lead faculty and the evaluation is to be stored in the preceptors file.
- k. Graduate Clinical Education includes supervised, documented clinical experiences.
  - i. The *Master's Essentials* (AACN, 2011) specify that all students in an MSN program complete advanced clinical education activities that include supervised clinical experience. Clinical proficiency is facilitated through the use of focused and sustained clinical experiences designed to strengthen patient care delivery skills, as well as system assessment and intervention skills. Faculty have the responsibility for designing learning experiences that help students achieve course outcomes and meet the essentials of MSN education.
  - ii. The *Essentials of Doctoral Education* (AACN, 2006) specify that practice experiences should be aimed at helping DNP graduates to apply, integrate and synthesize the essential and specialty competencies upon completion of the program. Supervised clinical practice experiences should be designed to provide opportunities for students to develop and assimilate knowledge for advanced practice at a high level of complexity and/or systems level practice.
  - iii. Graduate clinical experiences are documented through a log of clinical hours that is cosigned by the student, the preceptor, and the faculty member. The completed clinical log is placed in the student academic file at the end of each semester.
  - iv. Graduate clinical practice hours are defined as direct or indirect patient care activities that influence outcomes for individuals or populations, including the care of individual patients,

- management of care for individuals and populations, development and implementation of patient care quality activities, or the development and implementation of health policy.
- v. Graduate clinical experiences are outside the student's role as an employed RN. Students may request to apply time spent on health system quality work toward their total clinical hours, but this must be:
    - 1. Discussed with the faculty in advance
    - 2. Meet course outcomes
    - 3. Constitute no more than [10%] of total clinical hours
  - vi. Practice as a nurse educator (education process, curriculum work, or educating nursing students) does not qualify for graduate clinical practice, unless the student has specified the Nurse Educator track for the MSN curriculum.
  - vii. Nurse Educator students are required to complete a direct care clinical at the advanced nursing practice level in addition to nursing education practica.
- l. Attendance
- i. There is little time during the semester to make up clinical hours; therefore it is important students attend all clinical days. Absences for any reason other than illness are not acceptable.
  - ii. Students should not come to clinical ill. Excused absences for illness may require makeup of clinical time to meet the course objectives and complete the course.
- m. Student Evaluations:
- i. Clinical instructors will schedule an evaluation time with each student at the midpoint of the clinical rotation.
  - ii. Faculty are to use the SON-approved clinical evaluation form for the course they are teaching
  - iii. Final evaluations for the clinical course are scheduled for each student individually, outside of clinical hours, and preferably on campus.
  - iv. If at any point in the semester a student is not meeting clinical expectations the faculty are required to notify the student in writing, either via the midpoint clinical evaluation or through a Performance Progression Alert form. Students should not hear about any weaknesses or issues for the first time at the final evaluation.
    - 1. An electronic copy of the Performance Progression Alert form should be transmitted to Academic Advisor; Chair of RAP committee; Associate Director of Advising, Admission, and Student Support; School of Nursing Dean; and as appropriate, Lead Course Faculty and/or the level/track faculty as appropriate.
    - 2. A hard copy of the signed Performance Progression Alert goes into the student file.
  - v. Student evaluations, and if applicable, logs of student clinical activity, are required to be filed in the student's academic file in the School of Nursing office no later than {the last day of finals week} [consider: the date grades are due to the university, which is usually 5 working days after finals end. This would allow faculty time to organize the information]
- n. Faculty evaluations
- i. All faculty are evaluated each clinical rotation by students. The official PLU evaluation forms are available in your SON mailbox or the SON office.
  - ii. Faculty are required to follow the procedure outlined in the evaluation instructions for conducting the evaluation.
- o. Clinical site evaluations are to be conducted at least annually and recommendations for continued use of the clinical site communicated to the SON administration and Clinical Placement Coordinator.

- p. Cancelling clinical days
  - i. Clinical may be cancelled for weather reasons if the university is closed.
  - ii. Clinical faculty should not cancel clinical for reasons other than weather without first discussing with the lead faculty for the course.
  - iii. Cancelling clinical days for faculty illness
    - 1. The clinical faculty should immediately notify the students and the clinical site to cancel the clinical day.
    - 2. The faculty should notify the lead faculty for the course and/or the Clinical Coordinator so alternative plans may be made to fulfill clinical hour requirements.
    - 3. The clinical faculty will need to arrange to be available if make-up days are scheduled.

# Clinical Hours Policy

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The Pacific Lutheran University School of Nursing believes that clinical experience is instrumental to the training and education of the professional nurse. Student participation in the clinical setting provides faculty the opportunity to evaluate if a student is able to think critically, maintain an appropriate demeanor, interact appropriately with patients, prioritize problems, have basic knowledge of clinical procedures, complete care procedures correctly, and practice the art of nursing in a safe manner. This evaluation helps the clinical faculty determine if the student has met the course objectives.

**The Washington State Nursing Commission requires schools of nursing to document direct patient care clinical hours completed by students.** Each clinical course has a minimum clinical hour requirement that must be met. Students are responsible for keeping an updated log of the total number of clinical hours in their individual student portfolio.

**Students must complete ALL required clinical hours.** The student must demonstrate satisfactory completion of all course objectives and any clinical absence jeopardizes the faculty's ability to assess achievement of the course objectives and perform a thorough clinical evaluation. Failure for the student to meet course and/or program clinical hour requirements will result in issuance of a minor Performance Progression Alert that may result in failure of the clinical rotation. Any students found to have falsified clinical hours will receive a major Performance Progress Alert (PPA), failure of the clinical rotation, and face dismissal from the School of Nursing program.

PLU does not separate excused/unexcused absences. Regardless of the reason, missed clinical hours may affect the student's grade as well as their ability to fulfill clinical requirements for the course. A student who misses clinical experiences due to unforeseen circumstances may not be able to meet the course objectives and may not pass the clinical. Under some circumstances, students may be required to complete makeup assignments to fulfill course objectives at the discretion of the clinical faculty and course lead. Unforeseen/unavoidable absences as a result of illness or medical/family emergencies will occasionally occur and these circumstances will be evaluated on an individual basis. An exception can be made, at the instructor's discretion, for legitimate, documented illness or personal family emergencies. It is the student's responsibility to obtain any requested documentation in a timely manner. Students must notify the instructor in advance if he/she believes they will be late or will miss any part of the clinical day. Repeated tardiness or absences may lead to a minor PPA and/or failure of the course. The instructor and the School of Nursing are under no obligation to make up any missed clinical opportunities.

Planned and unplanned university closures as well as instructor absences reduce the total number of clinical hours but do not count against student attendance. These activities do not count towards the total number of direct clinical hours.

See UG Clinical Hour Calculator for instructions on how to use the clinical hour tracking tool and submission of clinical hour documentation with clinical evaluation at the end of each clinical experience to be stored in student file.

[Link to Clinical Attendance Tracker](#)

# Clinical Evaluations

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## Evaluation of Student Performance / Clinical Evaluation Policy

**Introduction:** The clinical evaluation tool consists of nine essential competencies with specific performance criteria encompassing cognitive, affective, and psychomotor domains of learning and provides a comprehensive evaluation of a student's clinical performance. It is required to be used in each pre-licensure clinical course.

Student development is seen as occurring along a continuum. Nursing students move from requiring extensive guidance and assistance to becoming self-directed. It is expected that students will progress along this continuum through each clinical experience and through the nursing program as a whole.

### Instructions:

1. Clinical faculty will discuss the evaluation tool with students at the beginning of each clinical rotation and explain how it will be used.
2. At the end of the clinical assignment, the student will complete their portion of the evaluation and send it to the appropriate clinical faculty member. Student comments are encouraged for each of the nine categories.
3. The clinical faculty will then complete their portion of the evaluation considering the quality of the student's performance and the amount of guidance required. Faculty will rate students on each of the nine competencies as either: HP high pass, P pass, LP low pass, and NP no pass. Faculty comments are required for each competency section in which a student is rated as anything other than P (Pass). An overall rating is assigned (either pass or fail) and summary comments along with recommendations for further development/improvement are added at the end of the evaluation.
4. Numbers of satisfactorily completed clinical hours must be included on the evaluation form.
5. A meeting will be held between the student and clinical faculty member to discuss the evaluation. At the conclusion of the meeting the document is signed and dated by both the clinical faculty and the student. The student will be provided with a copy by the clinical faculty.
6. A signed copy of the evaluation will be delivered to the School of Nursing office by the clinical faculty for filing in the student's academic record.

## Swanson's Theory of Caring: Explanation of the Five Caring Processes

**Maintaining Belief** - Philosophical belief in persons, their capacity and potential for a meaningful future - in general and for each person specifically

**Knowing** - Understanding of the general clinical condition and its meaning for the person and his/her situation, specifically

**Being With** - Conveying the message of informed caring so that the person realizes the commitment, concern, and personal attentiveness of the care provider

**Doing For** - Therapeutic actions the person would do for him/herself, if possible

**Enabling** - Therapeutic actions that support the person's self-care abilities

## References

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer.

Swanson, Kristen M. (1993). Nursing as Informed Caring for the Well-Being of Others. **IMAGE: Journal of Nursing Scholarship**, 25(4), 352-357.

## Acknowledgement

Special thanks to the University of North Carolina - Chapel Hill for providing the foundational elements for this evaluation form.

Approved, CIC and SNO, \_\_\_\_ 2015  
SKS revisions, August 2016

[Link to Clinical Evaluation Tool](#)

# Conducting Clinical Experiences Independent of an Established Healthcare Agency

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Clinical experiences that are developed, organized, and conducted by qualified faculty independent of an established healthcare agency provide innovative options for faculty-directed, community-based nursing practice. Such clinical experiences are an option when appropriate to the course for which the clinical experience is developed. It is the faculty member's responsibility to ensure that the clinical experience provides a sound and professionally appropriate clinical learning experience and that all necessary preparations are in place. The following general guidelines apply:

- The faculty member will conduct the necessary groundwork to investigate options for developing the clinical experience, including contacts with key personnel, organizational relationship building, assurance of alignment of goals, site visits, logistics and organizational planning, ongoing communications, and all necessary follow-up.
- The faculty member will ensure that the course coordinator and other clinical faculty are informed and supportive of the proposed clinical experience, and that the experience meets course and clinical objectives.
- Clinical experiences that foster longer term relationships with the host organization are preferred, with clear identification of the goals and contributions of the clinical experience. An exception is the delivery of one-time community-based health screening-type clinics, which may take place at a variety of locations.
- The faculty member will conduct sufficient advance planning and organization to ensure a successful experience for the students, clients, and the host organization.
- The clinical experience must be within the scope of practice of the faculty member's licensing/certification; within the faculty member's scope of expertise; appropriate to the students' clinical practice developmental level; and must provide a significant clinical learning experience. If a host organization is involved, the organization must be agreeable to the clinical experience and all of its operational details and requirements.
- When a host organization is involved, an affiliation agreement with the host organization is required and must be established in collaboration with the SoN Clinical Coordinator. This must occur with sufficient advance notice to allow negotiation of necessary details.
- The faculty member must provide any necessary direct supervision of students during all phases of the clinical activity. If student supervision is to be collaboratively conducted with other personnel or providers, it is the faculty member's responsibility to ensure that student supervision is adequate, supportive, and reliable for the students' clinical needs.
- All required and generally expected components of nursing practice will be provided as appropriate to the activity. Assessment, planning, implementation, evaluation, and documentation will all be conducted at a level consistent with professional standards and guidelines for population needs and the type of care provided.
- Mechanisms for necessary referrals and follow-up care will be determined in advance and conducted as appropriate to client needs.
- Client care documentation will be completed in accord with nursing practice standards. Documentation will be maintained by the faculty member in a manner that ensures the security and



confidentiality of client records.

- Evaluation of effectiveness of the clinical experience will occur in a timely manner with each episode of delivering the clinical experience. Such evaluation of effectiveness will be appropriately documented, will include student and host organization input, and will be included as part of the Annual Course Summary report. Necessary adjustments for improvements will be evidenced in any ongoing or repeat delivery of the clinical experience.
- Standard components of clinical onboarding, faculty contact mechanisms, incident reporting, student clinical conduct, clinical performance evaluation, student and host organization satisfaction, and other expectations of SoN clinical experiences must be maintained.
- Records of the clinical experience must be available for review by SoN faculty colleagues, accreditation, or other regulatory bodies.

S. Smith, SoN Dean, August, 2015, RAD Committee, 12/9/15

# Student Clinical Practice, Policies & Expectations

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## Student Clinical Placements

Progression to clinical placement is a privilege dependent upon successful completion of previous required classroom, lab, and clinical experiences. All practicum placements are coordinated through Clinical Placement Northwest Consortium and independently with non-consortium agencies. At no time is a student to seek their own preceptor or clinical placement. Faculty as well are expected to work through the established channels for Clinical Placement Northwest Consortium placements and through the SoN Clinical Placement Coordinator whenever applicable. Failure to abide by this policy may result in loss of clinical placement opportunities.

Faculty may work with the Clinical Placement Coordinator regarding clinical site preferences and scheduling. Clinical placement assignments are subject to change if necessary to meet agency and SoN needs. Clinical assignments may not be changed by the student. For all Clinical Placement Northwest Consortium placements, faculty are required to work through the Clinical Placement Coordinator for any necessary revisions.

Revised, S. Smith, SoN Dean, Aug 2016

## Immunization Compliance

Students are required to maintain compliance with all Northwest Clinical Placement Consortium health and on-boarding requirements. Failure to comply with these requirements will prevent the student from beginning and/or continuing in clinical nursing courses. This may alter progression in the program or lead to the rescission of admission for newly entering students. Students are responsible for the submission, maintenance and record keeping of their own health information. Complete information for students is available in the SoN Student Handbook.

## Student Uniform Policy

While in clinical agencies and while in laboratory and simulation experiences, students are required to wear the PLU uniform. The PLU uniform may be used in the clinical agencies only when a student is on official school business as assigned by the faculty. Failure to comply with the uniform policy will result in dismissal for that clinical day.

- Faculty conducting community or non-agency based clinical experiences will provide information concerning appropriate attire for that clinical rotation, according to PLU and clinical agency expectations. Professional appearance and attire is expected for all clinical activities.

## **Student Grooming and Appearance**

Students and faculty are expected to exercise good personal hygiene, grooming, and to present themselves in clean, well-fitting, unstained uniforms/clothing without holes or tatters. Please refer to the SoN Student Handbook for further information

## **Student Photo ID Badge**

All faculty and students are required to wear their PLU issued photo identification while in a clinical setting. Faculty and students will obtain a clinical photo ID badge when they begin their clinical courses from the PLU Concierge located in Anderson University Center. Some health agencies require that students wear an agency identification name tag. These name tags are obtained from the agency.

## **Transportation to Clinical Sites**

Students are responsible for their own transportation between the university and clinical practice settings. Transportation challenges are not acceptable reasons for clinical absences. Students are encouraged to have backup transportation plans should problems arise with their primary transportation. Parking areas for student use are designated by the agencies. Students are not allowed to transport clients in their private vehicles.

## **Privacy Protection/Computer Security**

Faculty and 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 and those passwords are changed at least once a semester,
- logging off 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 instructor and appropriate facility staff.

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

Students and faculty 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.

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. For students this will be reported to the RAP Committee and may result in dismissal from the School of Nursing.

### **Health Protection Policy**

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. Students are required to contact their clinical faculty if they are unsure if they should be in the clinical setting for health reasons.

### **Clinical Placement Compliance**

All students and faculty must complete all of the e-learning modules located on the CPNW.org account, on an annual basis. Tracking of compliance is completed electronically on the website and automatically shared with our partner clinical agencies. Failure to maintain compliance with completing the modules will result in denial of access to our healthcare industry partner sites for your clinical teaching. Students are also denied access for clinical practice without completed modules.

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

Students and faculty are 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

### **Student Clinical Evaluations**

All students will receive feedback (written and oral; formative and summative)

from faculty regarding their performance during the clinical rotation (Pre-licensure Clinical Evaluation Tool). The length of a clinical rotation will dictate the frequency of formal evaluation sessions. In all

clinicals, students are evaluated at least twice - at the middle and end of the course. Students should be aware that evaluation of clinical performance is ongoing.

Students who are not meeting minimum standards of performance are counseled in a timely manner by the instructor and are given written notification of unsatisfactory performance via completion of a Performance Progression Alert. Students may at any point be removed temporarily or permanently from clinical sites for egregious, dangerous, or unprofessional conduct. **Satisfactory clinical performance is a requirement of all clinical experiences and is required for a passing grade in the associated course.**

# Incident Reports

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Students are required to notify faculty as soon as possible if an incident occurs. Timely reporting is expected. Faculty are expected to assist students in completing a School of Nursing Incident Report: <http://www.plu.edu/nursing/clinical-incident-report/> and possibly a University Injury Report: <http://www.plu.edu/safety/wp-content/uploads/sites/133/2014/10/injury-report-2.doc>. Incidents that occur within a clinical setting will simultaneously follow facility policy on incident reporting. Faculty are required to work with the student to assist in determining appropriate action(s) for the incident. Situations or incidents resulting in safety concerns for a patient, significant injury, or potential for liability concerns/litigation must be reported directly to the SoN Dean at the earliest opportunity.

Incidents that may be reported may include, but are not limited to: needle stick injury, general injuries, errors, and hostile environment.

- Incident reports generated from an event occurring in the clinical setting will be submitted to the Clinical Placement Coordinator for tracking.
- Incident reports generated from an event occurring in the classroom or lab settings will be submitted to the Advising, Admissions, and Student Support Coordinator.
- Injury reports for on-campus injuries are to be submitted to the School of Nursing Lab Coordinator.

## **Needle Stick Injury**

Injuries resulting from clean or dirty needle sticks must be reported within 1 hour of occurrence. Contaminated needle stick injuries should immediately be treated. Prophylaxis medication, if needed, should be started within 72 hours. Students are responsible for the cost of treatment for injuries sustained while in clinical/lab.

## **General injuries**

General injuries as a result of poor ergonomics, slip-trip-falls, etc. need to be reported as soon as possible. If immediate medical care is necessary, notification of the faculty must be reported within 1 hour of occurrence. If the injury does not require immediate medical care then the injury should be reported as soon as possible. Students are responsible for the cost of treatment for injuries sustained while in classroom/clinical/lab. State of Washington NCQAC reporting is necessary for certain errors and injuries.

## **Errors**

Errors resulting in the harm or potential harm of a patient must be reported to the faculty of record, or in the case of precepted clinical rotations, the contracted clinical preceptor, immediately. Students who are in precepted clinical rotations also need to report the error to their faculty of record within 24 hours. State of Washington NCQAC reporting is necessary for certain errors and injuries.

## **Hostile Environment**

Hostile environment includes but is not limited to: bullying, sexual harassment, sexual misconduct,

lateral violence, discrimination, and physical violence. Incidents of hostile environment should be reported to the faculty of record. Any claims of hostile environment involving the SoN (classroom, lab, clinical sections, student peer relations) or a faculty member must be reported to the SoN Dean.

# Automated Drug Distribution Devices Policy

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## Purpose

The Washington State Nursing Care and Pharmacy Quality Assurance Commissions have developed recommendations regarding the use Automated Drug Distribution Devices (ADDD). The commissions agree that nurse students must have access to all medication delivery systems.

## Procedures:

1. The PLU School of Nursing program will provide students with orientation and practice experiences that include demonstration of competency of skills prior to utilizing medications distribution systems.
  - a. A formal orientation to the Automated Drug Delivery Device (ADDD) will occur in NURS 320 Nursing Competencies II.
  - b. ADDD competency will be measured by the student demonstrating:
    - i. Login
    - ii. Identify correct patient via each system's unique process
    - iii. Can accurately select the medications to be given
    - iv. Secure ADDD when complete
    - v. Follow 6 Rights of Medication Administration
    - vi. Demonstrate inventory control measures (wasting medications).
2. The School of Nursing clinical faculty, in collaboration with the healthcare facility will provide adequate training for nursing students accessing ADDDs within the clinical setting.
  - a. Procedures for each clinical site will need to be delineated.
3. Student medication errors will be documented and the record maintained by the School of Nursing.
  - a. Student medication errors or near misses must be reported by the clinical faculty to the School of Nursing within 12 hours of occurrence, via the Clinical Incident Reporting form located in the Documents and Forms page of the SoN website.
  - b. Student medication errors or near misses that cause patient harm or unreasonable risk of patient harm are to be reported to the Washington Nursing Commission within 2 days.
  - c. A record of student medication errors and near misses will be maintained by the School of Nursing and be used for on-going program improvement.
4. Alleged or actual diversion of legend drugs or controlled substances by students will be documented and a record maintained by the School of Nursing.
  - a. Student diversion or alleged diversion must be reported by the clinical faculty to the School of Nursing within 12 hours of occurrence, via the Clinical Incident Reporting form located in the Documents and Forms page of the SoN website.
  - b. Student diversion of drugs (legend drugs or controlled substances) or allegations of diversion are to be reported to the Washington Nursing Commission within 2 days.



# Faculty Recognition, Advancement and Development

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## [New Faculty Orientation](#)

### **SoN Faculty Orientation**

A New Faculty Orientation program, typically ½ day in length, will be held every fall semester at the beginning of the academic year. The orientation will be coordinated by the RAD committee and SoN administration, and will complement PLU university orientation activities by highlighting SoN-specific information, processes, and guidelines. The goal of New Faculty Orientation is to facilitate and support assimilation to your new role as a member of the faculty at PLU. Full orientation can be expected to continue, at a minimum, throughout the first year of faculty appointment, and for some areas of role may take considerably longer.

Areas covered in the SoN Orientation and Faculty Orientation Handbook include but are not limited to:

- SoN leadership, administrative personnel, and support staff
- SoN Mission, Vision, Guiding Principles
- SoN Philosophy
- SoN administrative policies
- Curricular array and program outcomes
- Program plans
- Course groups, course coordinators, and team-based teaching
- Office assignments and communications
- Textbook orders and duplicating
- Sakai course management system
- Clinical requirements and onboarding
- CCNE Accreditation and WAC regulatory guidelines
- SoN Governance and Bylaws
- Faculty and Student Handbooks

Course-specific orientation will be conducted by the course coordinator, including review of the syllabus, placement of the course in the curriculum, course objectives and requirements, course policies and practices, access to and use of the course Sakai site, and clinical information. Overall course management approaches and the faculty member's specific course and clinical responsibilities will be shared; new faculty members will be assisted in getting started with their clinical needs.

## [Faculty Mentoring](#)

## **SoN Faculty Mentoring**

The SoN promotes and maintains a culture of peer mentoring through pro-active helpfulness to one another, collegial sharing of information and materials, responsiveness and assistance in response to requests, and active anticipatory guidance as needed. A commitment to promote our culture of mentoring is maintained at all levels and across all positions in the SoN.

## **Academic Advising**

### **Academic Advising Role**

Faculty are assigned academic advising responsibilities on the basis of their percentage appointment and qualifications for undergraduate vs. graduate advising. All students are assigned a nursing faculty advisor during their first semester in the School of Nursing. The faculty advisor provides academic and professional guidance, in keeping with PLU and SoN policies.

Effective academic advising requires up-to-date knowledge of SoN program plans, PLU and SoN academic requirements, and PLU and student policies. While only two meetings with advisors are required, students are encouraged to meet with their advisor at least once each semester to check their progress and discuss any issues or concerns.

The first required advising meeting is during the sophomore I semester when students map out an academic plan and sign their academic program contract (APC) to declare nursing as their major. The second required meeting is the SoN Junior Review, which takes place during the junior II semester. Student and advisor review the student's academic record, Standardized Testing & Interactive Learning System (STILS) progress, progress on portfolio development, and graduation requirements.

Separate from the SoN Junior Review, students also complete a PLU junior review. The PLU junior review takes place upon completion 60 credits and is a requirement of the Registrar's Office. The student completes this process independently online. Both junior reviews are mandatory and one cannot substitute for the other.

Graduate students should meet with their advisors at least twice during the program: once during their first or second semester, and again during the semester before graduation, and as needed.

**Junior Year J-Term Registration:** Students completing junior I courses during the fall semester are encouraged to keep the J-term between the junior I and junior II semesters open for a clinical nursing course. While not all nursing students will take a clinical course during J-term, some will be required to take it to ensure adequate clinical placements. Students are advised to plan with their academic advisor well in advance before planning a study away, scheduling vacation, or taking on any additional obligations for this J-term.

**Change of Advisor:** The School of Nursing reserves the right to reassign students to a new faculty advisor when the need arises. Such changes most often occur when faculty leave the department, when new faculty are hired, and/or when a faculty member's availability and/or status changes.

Students are also allowed to request a change of advisor. A change of advisor form is available from the

Associate Director of Advising, Admissions, & Student Support. Changes of advisor is approved by the Associate Director of Advising, Admissions, & Student Support, who may decline the request if, in her/his discretion, the change would not benefit the student. A student wishing to work with a specific advisor is requested to contact the faculty member first to see if he or she is accepting additional advisees.

**Student Petitions - Role of the Academic Advisor:** In the case of student petitions filed with the RAP committee, the academic advisor serves as the student's advocate and assists her/him to navigate the process as effectively as possible. If for any reason the faculty member feels s/he cannot adequately assist the student in this role, a new faculty advisor will be assigned.

### **Scholarship Development**

Congruent with the Pacific Lutheran University Faculty Handbook, the School of Nursing has adopted a framework for scholarship as promulgated by Boyer (1990). The Boyer framework articulates four forms of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching.

As stated in the PLU Faculty Bylaws, *“Professionally active faculty demonstrate accomplishment in scholarship. Scholarship may take any of the four forms described below, all of which involve interaction with peers in ways that benefits students, colleagues, communities, disciplines, and faculty themselves. The university values all of these kinds of scholarship. Faculty are not expected to demonstrate accomplishment in all forms of scholarship.”* (Article V, Section 1, Subsection B, 2bii, p.25).

Additionally, the American Association of Colleges of Nursing (1999) issued a position statement building on the work of Boyer (1990) and others to form a descriptive tool defining scholarship in the profession of nursing. This tool provides operational descriptions and examples in the context of Boyer's (1990) four forms of scholarship, plus integrating practice within the scholarship of Application (AACN).

### **Guidelines for Appointment, Rank and Promotion**

Criteria for the appointment of tenure track and contingent faculty positions, assigned rank, and promotion in rank are codified in the Pacific Lutheran University Faculty Constitution, Bylaws, and administrative/legislative sections of the PLU Faculty Handbook (8th Edition, September 2014, updated August 2017). Practices in the School of Nursing are congruent and complimentary to criteria articulated in the PLU Faculty Handbook, Sections I, II, and IV. Specific Handbook sections and subsections relevant to appointment, rank and promotion are:

#### Section I - Faculty Constitution

- Article V., Section 1 - Rank and Tenure

#### Section I - Bylaws to the Faculty Constitution

- Article V. - Rank & Tenure and Leaves of Absence

## Section II. - Aspects of Faculty Organization

- Part I. - Definition of Faculty
- Part II. - Associates to the Faculty Assembly
- Part III. - Visiting Scholars

## Section IV. Personnel Policies and Employee Benefits

- Part IV., Section 2. Faculty Review Process for Tenure-Track and Tenured Faculty
- Part IV., Section 3. Faculty Review Process for Contingent Faculty
- Part VI., Policy on Delaying Accumulation of Qualifying Year of Eligibility for Tenure
- Part VII., Policy on Unit Interpretations of Criteria for Tenure and Promotion
- Part IX., Rank and Tenure Committee Procedures

Additionally, the School of Nursing has developed an interpretive document for tenure-track and tenured faculty appointment, and promotion in rank. This document provides operational statements relevant to nursing faculty performance in the Rank and Tenure criteria for teaching, scholarship, and service.

### **J-Term Faculty Workshops**

J-Term faculty workshops provide opportunities for administration and faculty to engage in collegial activity and collaboration for the advancement of essential SoN projects, learning, and strategic initiatives. Workshop topics are varied to meet the needs of faculty, programs, and/or the SoN.

### **Faculty Search and Screen**

Faculty search and screen is conducted to fill tenure track positions according to, and in compliance with, University, SoN, and RAD policy and procedure. The goal of faculty search is to recruit the best possible faculty who are passionate about teaching and learning for SoN tenure track positions, in a highly competitive nursing faculty environment. The work of the search committee must be pro-active, well-organized, and enthusiastic about Nursing at PLU. Faculty serving as a chairperson or member of a search committee are required to attend the annual Faculty Search Workshop offered by the Office of the Provost. All university procedures and documentation must be strictly maintained, including confidentiality, inclusive excellence, and equal opportunity requirements.

### **PLU Faculty Recognition & Awards**

Annually, Pacific Lutheran University recognizes faculty, staff, and administrators for a variety of awards related to academic performance and service. The School of Nursing strives to identify and nominate outstanding faculty for relevant university-level awards and promote a culture of recognition and excellence.

All faculty are encouraged to notice, nominate, and support faculty and staff colleagues for recognition

within the University, School of Nursing, professional organizations, and community.

# Student Recruitment, Admissions and Progression

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## Essential Qualifications for PLU Nursing Students

The Essential Qualifications for Participation in School of Nursing Degree Programs 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.

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.

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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 [Washington State Nursing Care Quality Assurance Commission](#). 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.

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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 work spaces 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.

### ***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 Office of Accessibility and Accommodation to provide reasonable and appropriate accommodations. It is the student's responsibility to contact the Office of Accessibility and Accommodation. 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 the [Office of Accessibility and Accommodation](#) at:

#### **Office of Accessibility and Accommodation**

Tacoma, WA 98447-0003

Phone: 253-538-6392

Fax: 253-538-8252

Web site: [www.plu.edu/oaa](http://www.plu.edu/oaa)

Email: [dss@plu.edu](mailto:dss@plu.edu)

### **Disability Services for PLU Nursing Students**

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 both our academic standards and the Essential Qualifications, with or without reasonable accommodations. The School of Nursing will work with the student and the [Office of Accessibility and Accommodation \(OAA\)](#) office to provide reasonable and appropriate accommodations on a case-by-case basis and will be provided at no cost to the student.

It is the student's responsibility to contact the Office of Accessibility and Accommodation. 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, our partnering clinical settings and organizations reserve the right to make independent decisions as to whether specific accommodations will be accepted within the clinical practice setting. Further information on nursing students with disabilities can be found at the [National Organization of Nurses with Disabilities](#).

## **Pregnancy**

While pregnancy is not considered a disability, it may impact a student's educational progression. The School of Nursing recognizes that pregnancy is protected under Title IX. Students may voluntarily request accommodations related to pregnancy and childbirth. Students will not be penalized for absences related to pregnancy and childbirth as long as the student's medical provider deems the absences medically necessary. However, students must meet applicable academic standards to complete the program, so any such absences, missed content, assignments, exams, or clinical experiences need to be made up as they would for any other approved absence. Medical provider clearance may be required in order to return to the patient care setting, and extended absences may affect program progression.

## **NCLEX-RN Testing Accommodation Information**

Students who have testing accommodations while a student at PLU may qualify for testing accommodations during the NCLEX-RN examination. To request testing accommodations the student will need to submit the following documentation to the Washington State Nursing Care Quality Assurance Commission:

- A letter with her/his application and request for accommodation;
- A letter from the student's health care provider providing a diagnosis and identify the accommodation needed;
- A letter from the nursing program certifying the student has obtained this accommodation while attending PLU.

If accommodations are requested, do not schedule an appointment to take the NCLEX-RN exam until you have received written confirmation of your accommodations and your ATT email indicating "Accommodations Granted."

Candidates approved for testing with accommodations must schedule their testing appointment through the NCLEX Accommodations Coordinator by calling Pearson VUE NCLEX Candidate Services at the telephone number listed on their ATT and asking for the NCLEX Accommodations Coordinator. Candidates who seek to test with accommodation cannot schedule their appointments through the NCLEX Candidate website. Candidates with accommodations cannot cancel their accommodations at the time of their appointment.

## **[Letters of Recommendation, References & FERPA](#)**

Students frequently request letters of recommendation or references from faculty and/or staff members of the School of Nursing for scholarships, educational applications, employment, etc. Nursing students are instructed to first obtain consent from each faculty/staff member; faculty and staff may choose to decline the request at their discretion.

### **FERPA Release for Letter of Recommendation & References**

Under the Family Educational Rights and Privacy Act ([FERPA](#)), and following [PLU's FERPA Policy Statement](#), all students must sign a release for faculty/staff to disclose any educational information other than direct observation in a letter of recommendation or reference request. The FERPA Reference-Recommendation Release from the School of Nursing (see link below) should be completed and filed with the School of Nursing office when the Letter of Recommendation Request form is submitted. Faculty or staff may also ask to see a copy of this release.

### **[FERPA Form 2018](#)**

## **[Student Misconduct & Safety Issues](#)**

The School of Nursing may remove a student immediately from a classroom or clinical situation if the faculty member believes the student is posing harm or significant risk of harm to a patient, client, or others. The faculty member is required to report the incident or concern to the Dean or their designee to begin the process of reviewing the incident in order to determine appropriate action. An incident report must also be filed. The student may be prohibited from attending courses or clinical during the investigational period. Events involving a student and a faculty member that the nursing education program has reason to believe resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs must be logged and reported to the WA NCQAC within two business days of the event.

If the misconduct or safety issue is a potential violation of the PLU Code of Student Conduct, the matter will be referred to the PLU Office of Student Rights and Responsibilities and/or Campus Safety. PLU's Conduct Procedures will be followed. The School of Nursing (through its RAP Committee and process) reserves the right to determine and apply additional conduct standards and sanctions for nursing professionals.

Removal from the classroom or clinical setting for safety reasons may result in failure of the course and clinical. Nursing students who demonstrate a pattern of unsafe practice or who violate standards of academic performance or professional conduct are subject to dismissal from the School of Nursing. Concerns related to student competency or professional conduct will be referred to the School of Nursing RAP committee and/or the Dean or designee for review.

Misconduct may also include disruptive behavior, incivility, sexual misconduct, drug/alcohol abuse, criminal behavior, or violations of professional code. In a professional nursing program any such behaviors may be academic in nature and may be grounds for academic sanctions or dismissal from the program.

## **Violation of Academic Integrity**

Academic integrity is honesty concerning all aspects of academic performance including clinical performance. Academic integrity in the classroom is defined in the [PLU Student Rights and Responsibilities](#). Academic dishonesty in the clinical setting includes, but is not limited to:

- Plagiarizing clinical assignments, including care plans, drug reviews, falsifying data in a patient's record, or other required work,
- Submitting work written by others as one's own work,
- Unauthorized collaboration with others in fulfillment of assignments,
- Falsifying data or deliberately submitting inaccurate information; and
- Covering up or denying knowledge of an error in the clinical setting,
- Falsifying data or documentation regarding patient/client visits or clinical activities in any setting.

Faculty are expected to abide by PLU and SON policy on academic integrity if s/he believes a student has engaged in a violation of academic integrity. All issues of Academic Integrity will be reviewed by the School of Nursing RAP Committee to determine if the breach is severe enough to warrant a recommendation of further sanctions, including dismissal from the program. Violations of academic integrity that meet the PLU definition of academic dishonesty must be reported to the PLU Campus Life Committee as stipulated in the PLU Student Rights and Responsibilities policy, <https://www.plu.edu/student-code-of-conduct/student-code-of-conduct-policies/academic-integrity/>.

## **Student Attendance**

Nursing students are expected to attend all scheduled classes, to be in the clinical areas as assigned, and to be on time. Faculty may set other attendance requirements for particular classes or clinicals. Failure to attend the first two classes or a clinical orientation will result in removing the student from the course and affects program progressions accordingly.

A minimum number of clinical hours is required to complete clinical rotations. Absences for any reason, excused or not, may adversely affect the course grade. Unexplained/unexcused absences may result in failure and will definitely affect the student's grade.

The laboratory component of nursing courses is an integral part of the nursing program. Minimum required numbers of clinical hours must be completed for successful program completion and for attestation of NCLEX-RN licensure and national certification exam eligibility. Successful demonstration of technical nursing skills in the lab is vital to ensure safe nursing practice in the clinical agencies. Therefore, attendance at all scheduled lab demonstrations, practices and tests is mandatory.

If an absence is unavoidable, the student is responsible for remedial work to master the material or activity missed, as well as for notifying the instructor(s) in a timely, appropriate manner. If a scheduled exam or evaluation activity is missed, the faculty member is not obligated to provide a make-up opportunity. This can be expected to adversely affect the final course grade.

## **Academic Progression**

Progression in the nursing major is dependent upon satisfactory completion of the prescribed sequence of courses. Nursing students must obtain a minimum grade of “C” (2.0 on a 4.0 scale) in all required prerequisite and nursing courses before progressing to the next sequence of nursing courses. Students who earn less than a “C” (2.0 on a 4.0 scale) in any nursing course must repeat that course in its entirety in order to continue in the program. Required courses may be repeated only once. The option to repeat a nursing course is not guaranteed. See Course Failure and [Petition Process](#) sections for more information. Students who earn a “C-” or below in a repeated nursing course are not permitted to enroll in the course a third time; they are dismissed from the nursing program.

Earning less than a C (2.0 on a 4.0 scale), is defined as failing a course in the nursing program. Withdrawal from a course in failing status is considered equivalent to a course failure. Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.

If a student encounters circumstances beyond his or her control, the student is responsible for addressing the concern as soon as possible with faculty members and with the academic advisor. The Recruitment, Admission and Progression Committee (RAP) and/or the Dean may require documentation and testimony regarding the circumstances.

## **Performance Progression Alert (PPA)**

The School of Nursing faculty may enact a Performance Progression Alert (PPA) for students who are not meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. The PPA will specify the nature of the performance concern, criteria for satisfactory performance, the timeline for achieving expected improvements, and consequences for failure to improve. The notice will be signed by the issuing faculty member and the student. The original signed form is placed in the student’s School of Nursing academic file. Communication regarding the notice will be submitted by the issuing faculty member to the following School of Nursing personnel: Academic Advisor; Chair of RAP committee; Associate Director of Advising, Admission, and Student Support; Associate Dean for Academic Affairs; School of Nursing Dean; and as appropriate, Lead Course Faculty, and/or the SoN Clinical Placement Coordinator. Deficiencies are categorized as minor and/or major based on the severity of the event. Major violations will result in immediate notification to the School of Nursing Dean. Three separate minor and/or a single major occurrences during the program of study will result in a review by the RAP committee and/or the Dean of Nursing and may result in dismissal from the School of Nursing. Any occurrences that place the client, self, or others in potential immediate danger will result in immediate review by the Dean.

Deficiencies are categorized as minor and/or major based on the severity of the event. Faculty are required to provide immediate notification to the SoN Dean for major deficiencies. Three separate minor and/or a single major occurrence during the program of study will result in a review by the RAP committee and/or the Dean of Nursing, and may result in dismissal from the School of Nursing. Any occurrences that place the client, student, or others in potential immediate danger will result in immediate review by the Dean and require reporting to the WA NCQAC within two business days.

## **PPA Definition and Procedure**

The School of Nursing faculty may enact a Performance Progression Alert for students who are not meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. The Notice of Deficiency will specify the nature of the performance concern, criteria for satisfactory performance, the timeline for achieving expected improvements, and consequences for failure to improve. The notice will be signed by the issuing faculty member and the student. The original signed form is placed in the student's School of Nursing academic file. Communication regarding the notice will be submitted by the issuing faculty member to the following School of Nursing personnel: Academic Advisor; Chair of RAP committee; Advising, Admission, and Student Support Coordinator; Graduate Program Coordinator (for graduate students); School of Nursing Dean; and as appropriate, Lead Course Faculty and/or the SoN Clinical Placement Coordinator.

Deficiencies are categorized as minor and/or major based on the severity of the event. Major violations will result in immediate notification to the School of Nursing Dean. Three separate minor and/or a single major occurrences during the program of study will result in a review by the RAP committee and/or the Dean of Nursing and may result in dismissal from the School of Nursing.

All faculty are responsible for identifying and addressing occurrences. The following list is offered as a guideline for students to see the types of behaviors that may result in an issuance of a Performance Progression Alert. These are but a few examples and are in no way meant to be limiting or all in encompassing. For further information, please consult the Essential Qualifications document.

Minor occurrences may include:

- Unprofessional communication behaviors
- Inappropriate professional dress in clinical or lab
- Inappropriate utilization of technology during class
- Not being prepared for learning in lab, clinical, or classroom
- Failure to demonstrate the expected level of clinical competency
- Turning in late, wrong, unfinished, or incomplete assignments
- Tardiness and/or absences from lab, clinical, or classroom (excused and unexcused)
- Inappropriate behaviors and/or lack of judgment relative to assigned clinical activities, professional relationships, or interactions that are part of the learning environment
- Poor performance in the lab, clinical environment, or classroom
- Other disruptive lab, clinical, or classroom behaviors

Major occurrences:

- Life-threatening errors
- Unsatisfactory clinical performance
- Failure to report an incident
- Falsifying medical records
- Cheating/Plagiarism
- HIPAA violations
- Professional misconduct and safety Issues as defined in the School of Nursing Student Handbook
- Violations of the law or other legal regulatory requirements
- Other unsafe behaviors Any occurrences that place the client, self, or others in potential immediate

danger will result in immediate review by the Dean

[Link to PPA Form](#)

### **Incomplete Grades**

Incomplete grades provide a mechanism for students who are in good standing but have significant unforeseen circumstances preventing course completion in the normal time-frame. Incomplete grades affect nursing program progression and thus are permitted only in exceptional circumstances. If a student wishes to request an incomplete grade, they must first obtain permission from RAP before they are allowed to negotiate with the faculty of record. This will require the student to work with their advisor to petition RAP and complete the student's portion of the Incomplete Contract Form from the Registrar's office. The petition to RAP should include the reason for the request for an incomplete grade as well as a plan that would allow the student to complete the grade. The decision by the RAP committee will be whether or not the student may negotiate with the course faculty for an incomplete grade. The course faculty has the right to refuse an incomplete grade request regardless of the RAP decision and will determine the final plan for successful completion of the grade. Incomplete grades must be completed before the beginning of the next semester in which the student will be enrolled in nursing courses. Incomplete grades that are not completed by the agreed upon date on the Incomplete Contract Form by the beginning of the next nursing term will default to the agreed upon grade or E/F.

### **Probationary Status**

Students who earn a "C-" or below in a nursing course, or withdraw in failing status (withdrawal in failing status is considered a failure in the School of Nursing), will be placed on academic probation in the School of Nursing. Students may repeat a failed nursing course, or enroll in other subsequent nursing courses, only after a review by the RAP committee. Each situation is individually evaluated, and permission to continue and/or repeat is not automatically granted.

### **Repeating a Course**

Students who need to repeat a nursing course must first petition to do so. See Course Failure and Petition Process sections of the SoN Student Handbooks for more information. If repeating the course is permitted, the student will register on a space-available basis. If all sections of the course are closed the student must register for the course during a later semester. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit skills refresher course, NURS 491-IS Nursing Clinical Skills Refresher, prior to being allowed to continue in clinical courses. Students in regular progression are given preference.

When a student repeats a course, both the new and original grade will appear on their official transcript. However, PLU uses the higher of the two grades to determine the cumulative GPA. For further information regarding PLU's policy on repeating courses, review the PLU handbook ([undergraduate policies & procedures](#) or [graduate policies & procedures](#)).

## Dismissal From the SON for Academic Reasons

Students who earn a “C-” or below in a repeated course are not permitted to enroll in the course a third time; they are dismissed from the nursing program. Dismissal from the School of Nursing is an action that can be taken only by the Dean. Program dismissal may be based on a recommendation by the RAP committee or in egregious situations, may occur independent of RAP review. Students dismissed from the program due to unsatisfactory performance may appeal the decision to the [University Dispute Resolution Committee](#). The UDRC review is limited to whether a School of Nursing or University policy, including the policy on Equal Opportunity, was violated. Students who are dismissed from the School of Nursing for academic performance may re-apply to the nursing program.

## Grade Dispute Policy

When disagreements arise over grades assigned in a course, students and faculty are first expected to follow the SoN’s established procedure for informal grade dispute resolution. If the informal procedure is unsuccessful in resolving the grade dispute, the student may elect to file a petition with the RAP committee.

### ***Procedural Steps:***

1. A student considering a grade dispute must first read the appropriate section in the Student Handbook in its entirety and discuss it with their assigned faculty advisor before proceeding to step 2. If the student’s advisor is also the faculty member responsible for submitting the disputed grade, the student should contact the School of Nursing Advising, Admissions & Student Support Coordinator to determine an alternative advisor for these proceedings.
  - a. The difference between the disputed grades must be one full letter grade or higher, with the exception of those grades that could result in dismissal from, or delay in, the nursing program. (Examples: A- vs. A, *No dispute*; B vs. A, *Can be disputed*; C- vs. C, *Can be disputed*.)
  - b. Grounds for grade disputes should arise from documented incidents of discrimination and/or harassment based on race, religion, age, color, creed, national or ethnic origin, gender, sexual orientation, marital status or disability, and/or arising from non-compliance with established PLU and/or School of Nursing policies and procedures.
  - c. The grade must be disputed within seven (7) working days after the grade has been officially posted, and prior to beginning the first day of any courses for which the disputed course/grade is prerequisite.
2. A student who chooses to dispute a grade should first initiate the **informal grade dispute process** in the following manner, by addressing the matter with the faculty member responsible for submitting the grade:
  - a. Submit to the responsible faculty member a written statement, detailing why the grade is being disputed and the grade and/or remedy the student is seeking, and requesting an appointment to meet with the faculty member.
    - i. The student is responsible for providing a copy of the written statement to the School of Nursing Administrative office to be placed in the student’s official School of Nursing academic file.
    - ii. The written statement should be available during the discussion between the student and the responsible faculty member.



- b. After the initial discussion, the responsible faculty member should provide a written statement detailing the issues discussed, including why the grade will or will not be changed.
    - i. Both the responsible faculty member and the student should sign this written statement; the student should have an opportunity to provide additional written comments.
    - ii. The faculty member is responsible for submitting this statement, along with any additional written comments from the student, to the School of Nursing office to be placed in the student's official School of Nursing file.
3. If the matter is not resolved between the student and the responsible faculty member, the student may request assistance and advocacy from his or her faculty advisor. With regard to written statements, requests for meetings and discussions held between the responsible faculty member, the faculty advisor, and the student, should follow the same procedures and guidelines as outlined in Step #2.
4. If the matter is not resolved after discussion with the faculty member and the faculty advisor, the student may initiate the **formal grade dispute process** by appealing to the Recruitment, Admission, and Progression (RAP) Committee. The RAP committee will make a recommendation to the Dean, who will make the final determination. If the Dean is the faculty member responsible for submitting the disputed grade and/or is the student's advisor, the student may appeal to the provost. With regard to written statements, requests for an appeal, and discussions held between the responsible faculty member, the faculty advisor, the student and the Dean or provost, should follow the same procedures and guidelines as outlined in Step #2.
5. If the student chooses to pursue the matter beyond Step #4, he or she 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 student's official School of Nursing file regarding the grade dispute will be made available to the UDRC upon request.

All written statements become part of the student's educational record and will be included in the student's official School of Nursing file.

As a general guideline, response time from receipt of a written request to a reply to that request should be no longer than ten (10) working days. However, time constraints necessitated by the university and/or School of Nursing calendar may prevent this from occurring.

### **General Petition Process**

Many student interactions with the RAP committee require the student to submit a petition to explain the circumstances of their situation. The petition process allows students to request an exception to policy, permission to step out of the nursing curriculum sequence, address professional conduct issues, or to dispute a grade. Regardless of the circumstances, the process of writing a petition is the same. Please also see the SoN Student Handbook section on Interplay between PLU's Student Code of Conduct and the School of Nursing. Students are required to work with their academic advisor to be sure petitions are complete and accurate.

1. Students considering a petition must contact their academic advisor as soon as possible. Advisors are responsible for assisting the student to determine the best course of action: what type of petition the student should pursue, how to craft this petition, and the process involved.
2. After meeting with their advisor, students may also request a meeting with the Advising,

- Admissions, and Student Support Coordinator to discuss the petition process further and determine a timeline for completion.
3. The student will draft a statement that outlines their request, their reason for this request, and their proposal for future study and/or course(s) of action. This statement will vary depending upon the student's circumstances and request. Students should consult with their advisor to determine what kinds of information should be included in the statement.
  4. Additional documentation, such as primary care provider notes, may also be required.
  5. Students may request letters of support from current nursing faculty, but this is not required.
  6. Once the petition statement is complete, students must submit it to their advisor for feedback and suggestions.
  7. Once the advisor deems the statement suitable, the student may submit the statement, along with any supporting documentation, to the Advising, Admissions, and Student Support Coordinator.
  8. The petition will be reviewed at the next available Recruitment, Admissions, and Progression (RAP) committee meeting.
  9. The student has the option to make a personal presentation at the RAP meeting, and to bring along one academic advisor or designated faculty substitute.
  10. Students may also choose to bring witness to the event if applicable. However, personal attendance at the RAP meeting is not required.
  11. Based upon their collective evaluation of the petition, the RAP committee will make a recommendation to the Dean regarding the petition. This recommendation will include an approval or denial of the petition, and may contain suggested or required course(s) of action from the student.
  12. The Dean will review the petition and the committee's recommendation before making the final determination.
  13. Students will be informed by mail of the outcome. At this point, petition decisions are final.
  14. Students may contact the [University Dispute Resolution Committee](#) (UDRC) if they feel the processes for the petition did not follow School of Nursing or University policy. The UDRC review is limited to whether a School of Nursing or University policy, including the policy on Equal Opportunity, was violated.  
Students who have petitions denied should consult with their advisor to determine how best to proceed with their nursing education.
  15. Students who have petitions approved, but fall out of sequence with their cohort, will be placed in a new cohort on a space available basis.

Additional information on student-faculty disputes and petitions is outlined in the SoN Student Handbook. Other forms of student-faculty informal or formal dispute resolution and petition are expected to abide by the processes as outlined above.

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

Students are expected to maintain professional boundaries and relationships in all SoN academic experiences. Students should not give their home/cell phone numbers to clients or a client's family. Students should have clients contact them through either the clinical agency or through an approved method of communication as determined by the clinical faculty. When students need to contact clients for community clinical, students should call their clients during the regular workday; unscheduled calls should not be made after 8:00 p.m. or on the weekend.

Students are not permitted to sign as witnesses for legal documents such as surgery permits or consents. It is also strongly recommended students not witness wills or other similar legal documents. Students are expected to refer any such requests to the faculty member or appropriate nursing personnel.

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.

# Program Evaluation Policies, Practices and Procedures

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## Timeline for Program Evaluation

A timeline for SoN evaluation activities has been developed. The timeline identifies major accreditation activities, evaluation processes accomplished yearly, and regularly scheduled evaluation activities. The timeline also outlines evaluation activities and process that remain to be accomplished.

## Systematic Evaluation Plan (SEP)

The following Program Outcomes are evaluated annually to determine SoN program effectiveness. Results are reported to the SoN faculty with areas of concern addressed and improvements determined.

Graduation/Completion rates for each calendar year, Jan 1-Dec 31.

- BSN Time to graduation defined as three calendar years/9 academic terms, Soph I to Sr II
- RN-MSN TBD
- ELMSN Time to graduation defined as 27 months/9 academic terms
- MSN Time to graduation defined as 15 months/5 semesters
- BSN-DNP Time to graduation defined as 4 calendar years
- MSN-DNP Time to graduation defined as 3 calendar years
- Post-graduate APRN certificates TBD

NCLEX-RN Licensure 1st time Pass Rate for each of the three most recent calendar years

- For each program track
- Minimum required pass rate = 80%
- Aspirational pass rate = 90%

CNL Certification 1st time Pass Rate for each of the three most recent calendar years

- Minimum required pass rate = 80%
- Aspirational pass rate = 90%

APRN Certification 1st time Pass Rate for each of the three most recent calendar years

- For each track and exam
- Minimum required pass rate = 80%
- Aspirational pass rate = 90%

Employment Rates within 12 months of graduation/completion

- For each degree program
- Minimum required employment rate = 70%
- Aspirational employment rate = 90%

#### Aggregate Faculty Outcomes

- Teaching
- Scholarship
- Service
- Practice

#### Key Assignments aligned with Program Outcomes

- For each degree program
- 90% of students will achieve a score of 80% or higher on each key assignment

#### Student Portfolios aligned with Program Outcomes

- For each degree program
- 100% of graduating students demonstrate achievement of all program outcomes as evidenced by attaining a grade of “accomplished” or “exemplary” level of performance on the portfolio evaluation rubric

#### Student Exit Surveys

- For each degree program
- 75% of the graduating students indicate they are “Well Prepared” or “Extremely Well Prepared” for each SoN program outcome

#### Alumni Satisfaction Survey

- For each degree program
- 80% of alumni will rate the answer to the overall satisfaction question at the “Satisfied” or “Extremely Satisfied” level

#### Employer Satisfaction Survey

- For each degree program
- 90% of employers indicate “Satisfied” or “Extremely Satisfied” with PLU SoN graduates

### **SoN Evaluation Days**

A fall and spring SoN Evaluation Day is coordinated by PEC, in collaboration with the other SoN standing committees and SoN administration, for the purpose of evaluating SoN program data and determining necessary program improvements.

## **Program Improvement Plan**

A Program Improvement Plan (PIP) is developed by the SoN faculty to address curricular, program, faculty, student, or other concerns, following evidence-based evaluation of the data.

The outcome is to recommend SoN improvements initiatives based on the analysis of assessment/evaluation data, and is documented in the comprehensive Program Improvement Plan. This process occurs throughout the academic year, as specified in the Systematic Evaluation Plan.