

APPENDIX K

Mission Statement

The School of Nursing at Pacific Lutheran University integrates the liberal arts and professional education, and is committed to three areas of responsibility for nursing education: (1) the preparation of baccalaureate generalists for the provider of direct and indirect care, designer, manager, and coordinator of that care, and a member of a profession; (2) graduate preparation of professional nurses for the roles of advanced practitioner, advanced generalist, leader, scholar and as a foundation for doctoral studies; and (3) professional development of nurses through continuing educational opportunities.

Conceptual Framework

The School of Nursing's Conceptual Frameworks, undergraduate and graduate, are guided by the mission of Pacific Lutheran University and the mission of the School of Nursing. PLU seeks to educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities and the earth. The School of Nursing faculty members fully embrace these concepts and further hold beliefs about nursing, persons, environment, and health which direct the development of programs and guide the educational process.

The curricula emerge from the School's mission and philosophy, the faculty's beliefs and values, and an examination of the current and future trends in nursing. The cornerstone of the frameworks is the metaparadigm of the profession—person, environment, health and nursing.

PLU and the Metaparadigm of Nursing

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 inter-professional 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, well-being, 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.

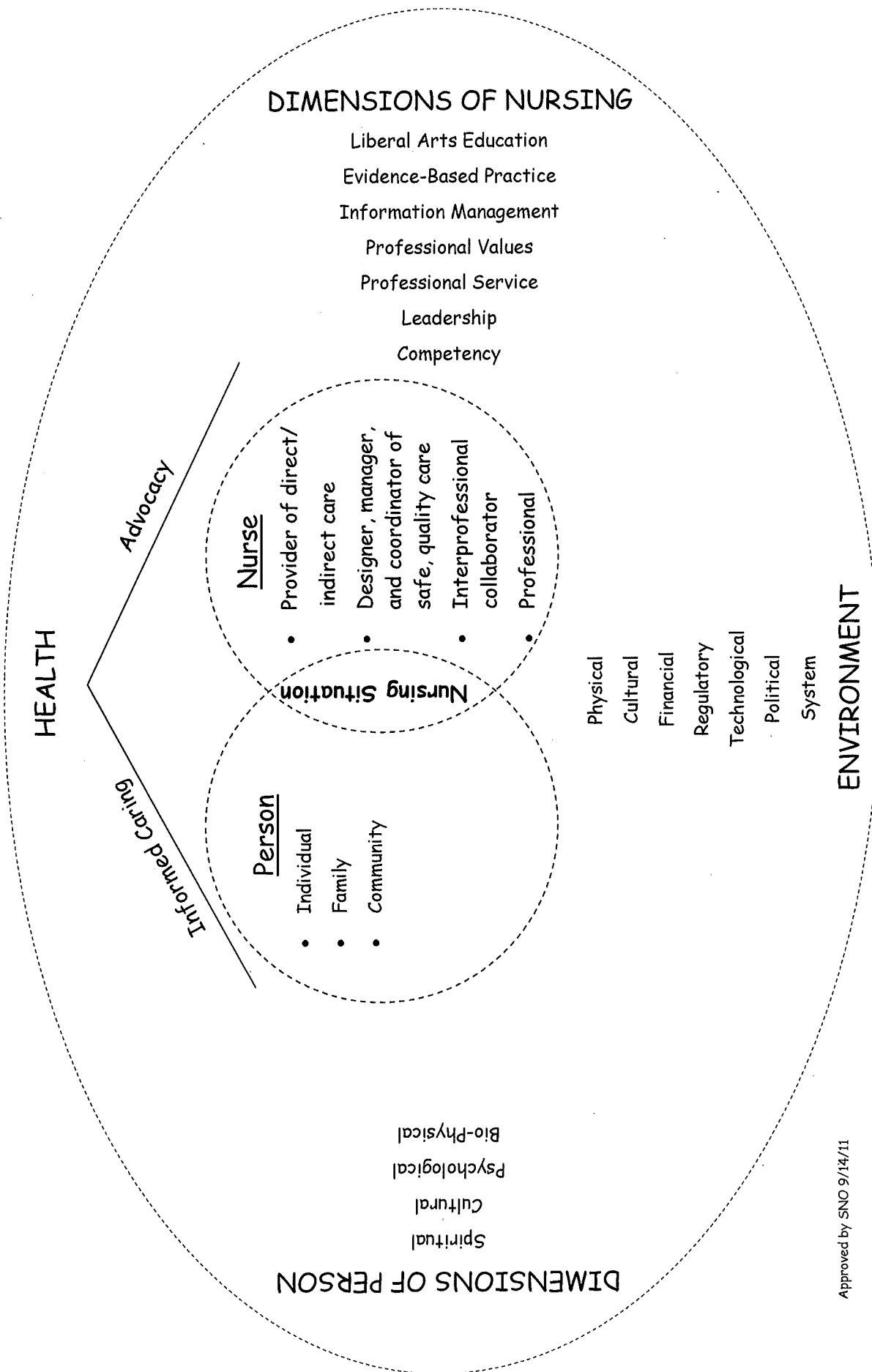
PLU’s Undergraduate Conceptual Framework

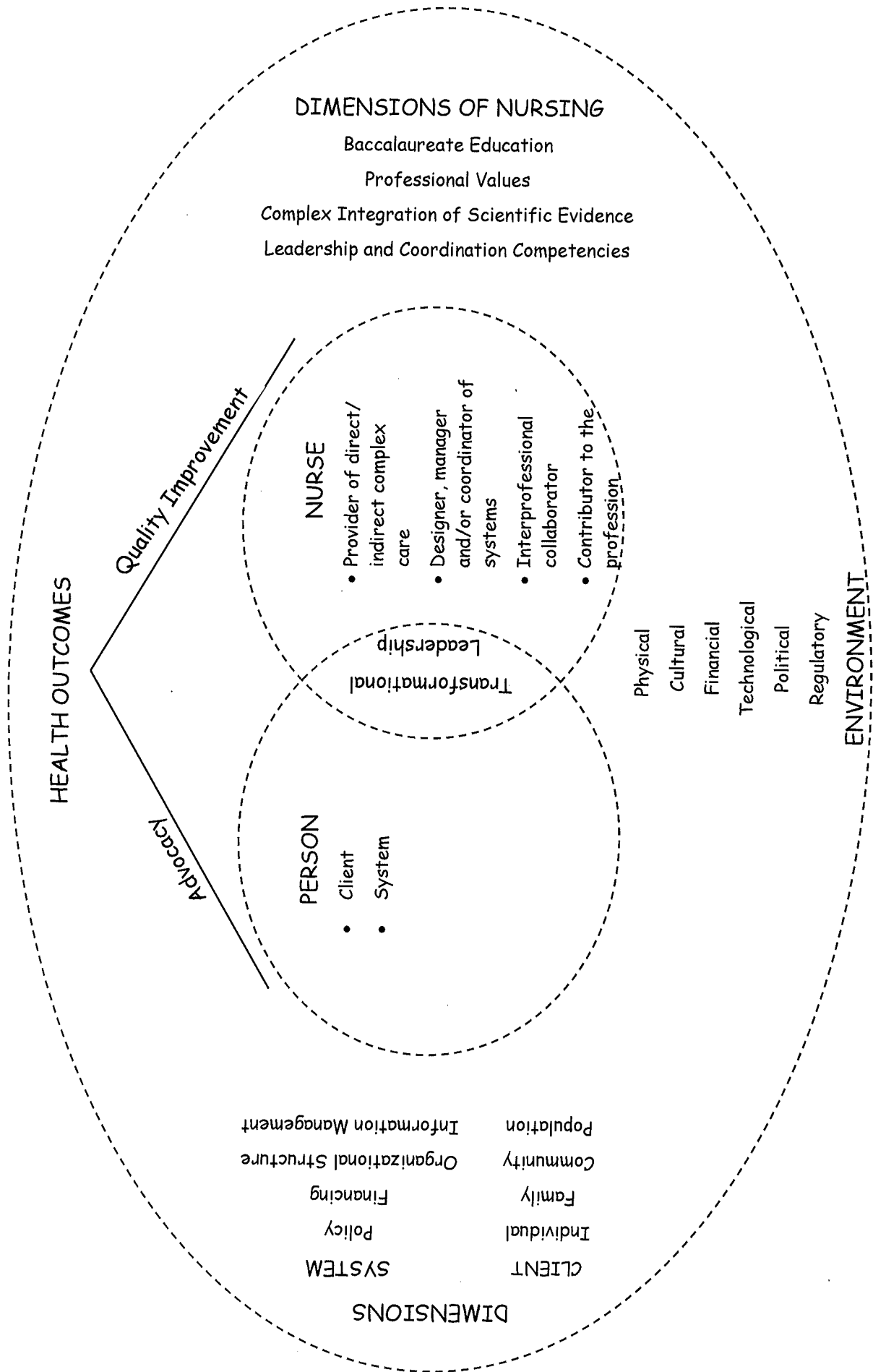
At the baccalaureate level, the professional relationship between person and nurse is the health interaction. The nurse interacts as a facilitator or collaborative leader with person in four professional roles: 1) Provider of direct/indirect care; 2) Designer, manager, and coordinator of safe, quality care; 3) Inter-professional 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 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.

PLU’s Graduate Conceptual Framework

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, inter-professional 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) Inter-professional 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.

PACIFIC LUTHERAN UNIVERSITY
 School of Nursing
 Baccalaureate Conceptual Framework





APPENDIX L

Pacific Lutheran University
School of Nursing
Undergraduate Program Outcomes

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.

APPENDIX M

Pacific Lutheran University
School of Nursing
Graduate Program Outcomes

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.

Approved by SNO 11-9-11

APPENDIX N

CURRICULUM, INSTRUCTION, & EVALUATION COMMITTEE

Annual Goals 2008-2009

Approved CIE October 1, 2008

CURRICULUM:

- (1) Review ATI, NCLEX, and other appropriate data annually.
- (2) Implement gero content into undergraduate nursing curriculum, including 30 competencies.
- (3) Implement simulation teaching strategies where appropriate in the nursing curricula.

INSTRUCTION:

- (4) Review library holdings and update as necessary.
- (5) Complete curricular instruction assessment project (student section).

EVALUATION:

- (6) Assist with curriculum issues for CCNE update report, due December, 2008.
- (7) Review Competencies I and II courses in relationship to other courses in the undergraduate nursing curriculum.

CURRICULUM, INSTRUCTION, & EVALUATION COMMITTEE

Annual Goals 2009-2010

Approved CIE October 7, 2009

CURRICULUM:

- (1) Analyze curricula outcomes data and share with faculty.
- (2) Implement gero content into undergraduate nursing curriculum, including 30 competencies.
- (3) Continue implementation and refinement of simulation teaching strategies where appropriate in nursing curricula.

INSTRUCTION:

- (4) Review library holdings and update as necessary.

EVALUATION:

- (5) Review BSN Philosophy and Conceptual Framework and make recommendations for modification to SNO by January, 2010.
- (6) Thoroughly review *Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice*, and make recommendation for curriculum modifications by April 2010.
- (7) Thoroughly review *Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety*, and make recommendations for curriculum modifications by April 2010.

CURRICULUM, INSTRUCTION, & EVALUATION COMMITTEE

Annual Goals 2010-2011

October 6, 2010

CURRICULUM:

- (1) Examine resource allocations in undergraduate curriculum.
- (2) Implement Ebersole's *Toward Healthy Aging* required readings throughout curriculum.

INSTRUCTION:

- (3) Review library holdings and update as necessary.

EVALUATION:

- (4) Bring updated BSN Philosophy, Conceptual Framework, and Program Outcomes to SNO for vote in Jan 2011.
- (5) Complete thorough review of *Essentials* and make recommendations for curriculum modifications by April 2011.

CIE Committee

Annual Goals

2011-2012

Curriculum

- a. Adopt revised BSN philosophy, conceptual framework, and Undergraduate Program Outcomes based on the latest *Essentials of Baccalaureate Education for Professional Nursing Practice*
- b. Revise Graduate Program Outcomes based on the new *Essentials of Master's Education in Nursing*
- c. Review implementation of the Ebersole text, *Toward Health Aging*, into the curriculum
- d. Develop a plan for periodic textbook review

Instruction

- a. Review resource distribution in the undergraduate and graduate programs
- b. Complete the instruction evaluation matrix
- c. Build a website for students and faculty regarding the appropriate points of contact for questions/resources
- d. Review library holdings and update as necessary

Evaluation

- a. Continue preparation for the accreditation visit in Spring 2013—identify gaps and what materials still needed
- b. Review ATI and NCLEX results each semester
- c. Review Balanced Scorecard annually

Submitted by Ruth Schaffler
7 September 2011

CIE Committee

Annual Goals

2012-2013

The overarching goal is to continue preparation for the accreditation visit scheduled for spring 2013.

Curriculum:

- Revise graduate program course objectives based on the newest *Essentials* document.
- Develop a plan for textbook review by course/level content.

Instruction:

- Explore resource distribution in the undergraduate and graduate programs.
- Complete the instruction evaluation matrix.
- Develop a media/communication strategy for the School of Nursing.
- Appoint a library liaison to review holdings and needed updates.

Evaluation:

- Identify what materials still needed for the accreditation visit.
- Integrate SoN data into the new University data tracking system.
- Review ATI and NCLEX results.
- Review Balanced Scorecard annually.

Respectfully Submitted,
Ruth Schaffler
September 2012

APPENDIX O



EPC PROPOSAL FORM (Type 1)

Originating Academic Unit: _____

Date Proposal Submitted: _____

NOTE: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. Send an electronic copy to EPC via the Faculty Governance Coordinator, Carol Bautista (bautisca@plu.edu).

DEADLINES: Proposals are due Nov 1st for fall/J-term of the next academic year. Proposals are due Apr 1st for spring/summer of the next academic year.

For specifics on the processing of each type of proposal see 'D. Flowchart of Usual Procedure for Curriculum Revision' and 'F. Checklist for Developing Proposals' found in the Educational Policies Committee Manual section of the Faculty Handbook. EPC receives the proposal and posts it to the "For Information Only" section of the 30-Day Clock Notice of Curriculum Changes that goes to all faculty.

☐ **TYPE 1: NON-SUBSTANTIVE PROGRAMMATIC CHANGES**

Submit completed form, with signatures, and official letter to your dean with rationale for the proposed change(s).

- ☐ Change course number
- ☐ Change course title
- ☐ Change catalog description (no change in substance of course)
- ☐ Delete course without a GenEd designation or a course not required by a major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

REQUIRED INFORMATION

Current Catalog Content (include complete course listing with course number, title, description, prerequisite(s) and attributes):

Proposed Catalog Content (note changes in **bold**):

REQUIRED SIGNATURES

Department Chair/Program Director/Associate Dean (Date)

Dean (Date)



EPC PROPOSAL FORM (Type 2, 3, 4 & 5)

Originating Academic Unit: _____

Date Proposal Submitted: _____

INSTRUCTIONS: Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. Send an electronic copy to EPC via the Faculty Governance Coordinator, Carol Bautista (bautisca@plu.edu).

DEADLINES: Proposals are due Nov 1st for fall/J-term of the next academic year. Proposals are due Apr 1st for spring/summer of the next academic year.

For specifics on the processing of each type of proposal see 'D. Flowchart of Usual Procedure for Curriculum Revision' and 'F. Checklist for Developing Proposals' found in the Educational Policies Committee Manual section of the Faculty Handbook. EPC approves the proposal and posts it to the 30-Day Clock Notice of Curriculum Changes that goes to all faculty.

☐ **TYPE 2: NON-GENERAL EDUCATION (GenEd) PROGRAM ELEMENT EXPERIMENTAL COURSE**

Submit completed form, with signatures, and official letter to your dean with rationale for adding the course and the faculty/staff consequences. Please note, another option is a special topics course (287, 387, 487) which may be offered twice without a formal proposal.

☐ **TYPE 3: GENERAL EDUCATION (GenEd) PROGRAM ELEMENT EXPERIMENTAL COURSE**

Submit completed form with signatures.

Note: Courses may only be offered twice then MUST be resubmitted as a permanent course. Provide information on term(s), and enrollment regarding past offerings. Experimental courses are not printed in catalog.

☐ **TYPE 4: SUBSTANTIVE PROGRAMMATIC CHANGES**

Submit completed form, checking all boxes that apply, with signatures.

Note: All substantive changes to pre-existing courses require a change of course number.

- ☐ Modify existing course
- ☐ Add permanent GenEd course
- ☐ Delete a GenEd course
- ☐ Add a permanent course
- ☐ Revise curriculum
- ☐ Other

- ☐ Course credit hours change
- ☐ Add GenEd Element
- ☐ Change in minor requirement
- ☐ Change in major requirement
- ☐ Change in concentration requirement
- ☐ Prerequisite change involving another unit's course

☐ **TYPE 5: NEW DEGREES, MAJORS, and MINORS**

Submit **Page 1** of this form and the Institutional Impact Evaluation Form.

Note: In addition to EPC approval, Type 5 proposals require the approval of Faculty Assembly and the Board of Regents.

- ☐ New Degree
- ☐ New Major
- ☐ New Minor
- ☐ New Concentration

PROPOSAL

Provide a summary of the proposal.

STATEMENT OF RATIONALE

Provide a statement of rationale or other clarifications. Include information on student learning and outcomes and any general education program rationale.

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

Proposed Catalog Language: (note changes in **Bold**)

For courses...

Repeatable for credit: ☐ Yes, _____ times ☐ No

Grade Type: ☐ Standard Letter ☐ Pass/Fail

Anticipated Enrollment: _____

When To Be Offered*: _____

*Attach a revised 2-year course cycle that accommodates this change.

Does the proposal include the addition of one or more General Education Program Elements (GenEd) to a course?

☐ **Yes** (Check the appropriate box below)

If more than one course is proposed, attach a memo indicating the GenEd Elements proposed for each course.

☐ **No**

- ☐ Alternative Perspective **A**
- ☐ Art, Music, Theatre **AR**
- ☐ Cross Cultural Perspective **C**
- ☐ International Honors (100-level) **H1**
- ☐ International Honors (200-level) **H2**
- ☐ International Honors (300-level) **H3**
- ☐ Literature **LT**
- ☐ Inquiry Seminar (FYEP) **F**
- ☐ Mathematical Reasoning **MR**
- ☐ Natural Sciences, Mathematics or Computer Science **NS**

- ☐ Physical Activity **PE**
- ☐ Philosophy **PH**
- ☐ Religion: Christian Traditions **RC**
- ☐ Religion: Global Religious Traditions **RG**
- ☐ Science and Scientific Method **SM**
- ☐ Senior Seminar/Project **SR**
- ☐ Investigating Human Behavior, Culture, and Institutions **SO**
- ☐ Writing Seminar (FYEP) **FW**

NOTE: Submissions will be forwarded to the GenEd Council for review and approval.
A course syllabus must be submitted for GenEd requests. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☐ Yes

☐ No (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☐ Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

☐ No

Does this proposal require the commitment of new or substantially different support services (i.e., Library acquisitions, information and technology, Wang Center, etc.)?

☐ Yes (Explain and indicate if support services have been consulted.)

☐ No

Explain how the proposed change(s) will be staffed.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☐ Yes (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☐ No

NOTE: Budgetary considerations will be reviewed/approved by your Dean/the Provost.

REQUIRED SIGNATURES

Department Chair/Program Chair/Associate Dean

(Date)

Dean

(Date)

Provost

(Date)

☐ Forwarded w/ Endorsement

☐ Forwarded w/ Reservations

APPENDIX P



CCNE Substantive Change Report

Overview

The Pacific Lutheran University (PLU) School of Nursing made a refinement of the masters curriculum in 2009, which affected students entering the Family Nurse Practitioner and Care & Outcomes Manager concentrations in Summer 2010. The curriculum change affects students in the post-BSN masters (MSN) track and the Entry-Level MSN track, shortening the Care & Outcomes program by a semester and increasing the credits in the Family Nurse Practitioner program. This report will delineate the changes made in the masters curriculum, specifically:

1. All masters students take a newly developed course NURS 540 Illness/Disease Management.
2. Family Nurse Practitioner students are required to take NURS 530 Resource Management and NURS 531 Care & Outcomes Management Practicum I
3. Three stand-alone courses in the Care & Outcomes Management curriculum (NRS 533 Informatics in Nursing, NURS 538 Program Development, and NURS 582 Advanced Health Assessment) were eliminated and content integrated into existing courses.
4. The credits in NURS 531 Care & Outcomes Management Practicum I were decreased from 5 semester credits to 3 credits. This change affects all masters students.
5. The credits in NURS 532 Care & Outcomes Management Practicum II were increased from 3 semester credits to 6 credits. This change affects the Care & Outcomes Management students.
6. The Care & Outcomes Management MSN was shortened from 4 semesters over 2 academic years (18 months) to 3 semesters (15 months) post-licensure for the Entry-Level Masters students (18 months for post-BSN students).
7. The length of the FNP masters program did not change, but the credits increased from 39 credits to 47 semester credits.

A summary table of the changes may be found in Appendix A.

Program Mission

There was no change in the program mission or the School of Nursing philosophy.

The School of Nursing at Pacific Lutheran University integrates the liberal arts and professional education, and is committed to three areas of responsibility for nursing education: (1) the preparation of baccalaureate nurse generalists for the roles of provider of direct and indirect care, designer, manager and coordinator of that care, and a member of a profession; (2) graduate preparation of professional nurses for the roles of advanced practitioner, leader, and scholar and as a foundation for doctoral studies; and (3) professional development of nurses through continuing educational opportunities.

Program Objectives

There was no change in the objectives for either the Care & Outcomes Manager or the Family Nurse Practitioner programs with this curriculum revision. Both programs met the American Association of Colleges of Nursing (AACN) *Essentials of Master's Education for Advanced Practice Nursing* (1996) at the time of

development and implementation in 2009 and 2010. The Family Nurse Practitioner program curriculum met the National Organization of Nurse Practitioner Faculties (NONPF) *Domains and Core Competencies of Nurse Practitioner Practice* (2006).

Program Enrollment

The curriculum changes to the master programs did not affect enrollment.

Substantial Change in Curriculum

The changes to the PLU masters curriculum were developed in response to evaluation of program effectiveness and a process of continuous quality improvement, as well as being more in alignment with other graduate programs in the region, and throughout the United States. The last substantive change in the MSN graduate program began implementation in Fall 2003, thus a review of the curriculum was indicated to reflect changes in the healthcare and education environment. Changes to the masters curriculum implemented in 2010 represented a two year process involving multiple constituencies, including the nursing faculty who teach in the MSN program, as well as the nursing faculty as a whole. The changes were approved through the University Educational Policies Committee (EPC) November 19, 2009.

Care and Outcomes Concentration

Changes in the Care & Outcomes Management masters program were developed in response to evaluation of the existing program in relation to length of program and national trends in generic masters nursing education. The curriculum change reduces the overall number of credits and courses required for the MSN-Care & Outcomes Concentration, as well as enabling our full-time graduate students to complete the degree in 15 months. The core of the Care & Outcomes manager curriculum were maintained by integrating content from stand-alone courses. The addition of NURS 540 Illness and Disease Management, which includes 30 hours of clinical experience, to the generic masters curriculum strengthened the chronic illness content of the program to reflect the current nursing care environment. The credit hours for NURS 531 Care and Outcomes Manager I were decreased from 5 credits to 3 credits, with the credits shifted to NURS 532. NURS 531 includes a minimum of 120 hours of clinical practicum. The credit hours for NURS 532 Care and Outcomes Manager Practicum II were increased from 3 credits to 6 semester credits which includes 240 hours of clinical practicum. The total credits for the Care & Outcomes Manager MSN are 34 credits, a reduction in 4 semester credits overall.

Family Nurse Practitioner Concentration

The need to increase the number of credits for the FNP concentration was the outcome of assessment by graduate faculty and reflected core competencies for adult and family nurse practitioner programs established by National Organization of Nurse Practitioner Faculty (NONPF) and HRSA Nurse Practitioner Primary Care Competencies. Over recent years, the increasing complexity of health care, the growth of scientific knowledge, and the use of increasingly sophisticated technology have required that master's degree programs preparing nurses for advanced practice roles expand the number of didactic and clinical clock hours. The Doctorate of Nursing Practice Degree (DNP) will be the entry to practice for all Advanced Practice nurses by 2015, reflecting the increased knowledge and competencies required to provide safe, high quality care. The PLU School of Nursing is in the planning stages of developing a Family Nurse Practitioner DNP program.

The curriculum change incorporated three new courses into the FNP program, reflecting the competencies required of any masters prepared nurse in the current complex healthcare environment. FNPs need to understand how to manage resources and NURS 530 Resource Management examines financial and human resources from a quality perspective. Illness and Disease Management (NURS 540) incorporates the use of the Chronic Care Model to assess and develop nursing interventions and outcomes during the course and

56 hour clinical practicum, providing the FNP with a strong nursing approach to chronic illness care before they begin their FNP I course (NURS 584) which focuses on diagnostic reasoning. Likewise, the FNP students take NURS 531 Care and Outcomes Practicum I a 3 credit clinical course focusing on quality improvement and outcomes management, skills essential in the current healthcare environment. These changes to the FNP curriculum strengthen the masters program to reflect the skills and competencies required for advanced nursing practice.

The total credits for the FNP MSN program are 47 credits, reflecting an increase of 8 semester credits.

Specific Course Changes

1. All masters students take a newly developed course NURS 540 Illness/Disease Management.
Course description: NURS 540 (2 semester credits)—Illness/Disease Management builds on the foundations of pathophysiology, pharmacology and health assessment and focuses on the attainment of positive clinical outcomes for a cohort or population.
2. Family Nurse Practitioner students are required to take NURS 530 Resource Management and NURS 531 Care & Outcomes Management Practicum I
Course description: NURS 530 Resource Management. Focuses on the management of resources in the planning, coordination and/or delivery of health care with an outcomes perspective at the system level. Financial and human resources and systems management will be examined from a quality perspective.
Course description: NRS 531 (see below #4)
3. Three stand-alone courses in the Care & Outcomes Management curriculum (NRS 533 Informatics in Nursing, NURS 538 Program Development, and NURS 582 Advanced Health Assessment) were eliminated and content integrated into existing courses.
4. The credits in NURS 531 Care & Outcomes Management Practicum I were decreased from 5 semester credits to 3 credits.
Course description: NURS 531: Care and Outcomes Manager Practicum I (5 to become 3 semester credits)—Direct and/or indirect care given in a defined specialty setting with focus on evaluation and outcomes.
5. The credits in NURS 532 Care & Outcomes Management Practicum II were increased from 3 semester credits to 6 credits. This change affects the Care & Outcomes Management students only.
Course description: NURS 532: Care and Outcomes Manager Practicum II (3 to become 6 semester credits)—Direct care or indirect clinical management, supervision, or education to achieve client goals by implementing approaches, interventions, outcomes, and evaluation method.

Evaluation Plan

The MSN curriculum changes have been in place for one generic masters cohort (graduated in May 2012), with the first FNP cohort enrolled in the new curriculum graduating in May 2013. Evaluation of the curricular changes is ongoing. Post-graduate surveys and course evaluations will be used to modify courses as indicated. Additionally, all of the masters curriculum are being examined and revised to reflect the AACN *The Essentials of Master's Education in Nursing* (2011) and the FNP curriculum incorporated into a DNP program which is in the planning stages.

Appendix A
Pacific Lutheran University School of Nursing
Curriculum Change Approved November 2009

COM—Care and Outcomes Manager		
Current—COM	Proposed —COM	
Pre-licensure 55 credits unchanged includes N580: Advanced Pathophysiology (3 credits)	Pre-licensure 55 credits unchanged includes	
Fall First Post Licensure Year (2011)		
NURS 523: Role of the Advanced Practice Nurse (3)	NURS 523: Role of the Advanced Practice Nurse (3)	
NURS 525: Theoretical Foundations (3)	NURS 525: Theoretical Foundations (3)	
NURS 526: Nursing Leadership and Management (3)	NURS 526: Nursing Leadership and Management (3)	
(9 semester credits)	(9 semester credits)	
J-Term First Post Licensure Year (2012)		
NURS 524: Advanced Health Promotion (2)	NURS 524: Advanced Health Promotion (2)	
NEW COURSE—NURS 540: Illness/Disease Management (2)		
(2 semester credits)	(4 semester credits)	
Spring First Post Licensure Year (2012)		
NURS 527: Evaluation and Outcomes Management (3)	NURS 527: Evaluation and Outcomes Management (3)	
NURS 582: Advanced Health Assessment (2)	NURS 530: Resource Management (3)	
NURS 533: Informatics in Nursing (2)	NURS 531: Care and Outcomes Manager I (3)	
(7 semester credits)	(9 semester credits)	
Summer First Post Licensure Year (2012)		
		NURS 532 Care and Outcomes Manager II (6)
		NURS 596: Scholarly Inquiry (2)
		(8 semester credits)
Fall Second Post Licensure Year (2012)		
Graduated		
NURS 531: Care and Outcomes Manager I (5)		
NURS 530: Resource Management (3)		
(8 semester credits)		
NURS 532: Care and Outcomes Manager II (3)		
NURS 596: Scholarly Inquiry (2)		
NURS 538: Program Development (3)		
(8 semester credits)		

FNP – Family Nurse Practitioner		
Current–FNP	Proposed –FNP	
Pre-licensure 55 credits unchanged includes N580: Advanced Pathophysiology (3 credits)	Pre-licensure 55 credits unchanged includes N580: Advanced Pathophysiology (3 credits)	
Fall First Post Licensure Year (2011)		
NURS 523: Role of the Advanced Practice Nurse (3)	NURS 523: Role of the Advanced Practice Nurse (3)	
NURS 525: Theoretical Foundations (3)	NURS 525: Theoretical Foundations (3)	
NURS 526: Nursing Leadership and Management (3)	NURS 526: Nursing Leadership and Management (3)	
(9 semester credits)	(9 semester credits)	
J-Term First Post Licensure Year (2012)		
NURS 524: Advanced Health Promotion (2)	NURS 524: Advanced Health Promotion (2)	
	NEW COURSE—NURS 540: Illness/Disease Management (2)	
(2 semester credits)	(4 semester credits)	
Spring First Post Licensure Year (2012)		
NURS 527: Evaluation and Outcomes Management (3)	NURS 527: Evaluation and Outcomes Management (3)	
NURS 582: Advanced Health Assessment (4)	NURS 530: Resource Management (3)	
	NURS 531: Care and Outcomes Manager I (3)	
(7 semester credits)	(9 semester credits)	
Summer First Post Licensure Year (2012)		
	NURS 582: Advanced Health Assessment (4)	
	(4 semester credits)	
Fall Second Post Licensure Year (2012)		
NURS 583: Clinical Pharmacotherapeutics (3)	NURS 583: Clinical Pharmacotherapeutics (3)	
NURS 584: FNP I (6)	NURS 584: FNP I (6)	
(9 semester credits)	(9 semester credits)	
Spring Second Post Licensure Year (2013)		
NURS 585: FNP II (6)	NURS 585: FNP II (6)	
NURS 596: Scholarly Inquiry (2)	NURS 596: Scholarly Inquiry (2)	
(8 semester credits)	(8 semester credits)	

Summary	
COM—Care and Outcomes Manager	
	<p>Note: Eliminated from COM-</p> <p>NURS 582 :Advanced Health Assessment (2)</p> <p>NURS 538: Program Development (3)</p> <p>NURS 533: Nursing Informatics (2)</p> <p>Added-</p> <p>NURS 528: Illness/Disease Management (2)</p> <p>Decreased COM I from 5 to 3</p> <p>Increased COM II from 3 to 6.</p> <p>For a gain of 1 credit</p> <p>So added 3 credits & subtracted 7 credits</p> <p>Net loss of 4 credits and an academic year.</p>
Total graduate credits—38	Total graduate credits—30

Summary	
FNP – Family Nurse Practitioner	
	<p>Note: Eliminated-nothing from FNP</p> <p>Added-</p> <p>NURS 530: Resource Management (3)</p> <p>NURS 531: Care & Outcomes Manager I (3)</p> <p>NURS 528: Illness/Disease Management (2)</p> <p>Total added: 8 credits</p>
Total graduate credits—39	Total graduate credits—46

APPENDIX Q

Baccalaureate Program
BSN and ELM

BSN	ELM (Pre-licensure)
<p><i>Sophomore I</i></p> <p>BIOL 201 Introduction to Microbiology (4 cr)</p> <p>PSYC 352 Development Across the Lifespan (4 cr)</p> <p>STAT 231 Introductory Statistics (4 cr)</p> <p>GEN ED Physical Education (1 cr)</p> <p>NURS 220 Nursing Competencies I (4 cr)</p> <p><i>Sophomore II</i></p> <p>NURS 260 Professional Foundations I (4 cr)</p> <p>NURS 270 Health Assessment and Promotion (4 cr)</p> <p>NURS 280 Pathological Human Processes (4 cr)</p> <p>GEN ED Religion (4 cr)</p> <p><i>Junior I</i></p> <p>NURS 320 Nursing Competencies II (2 cr)</p> <p>NURS 330 Pharmacology and Therapeutic Modalities (4 cr)</p> <p>NURS 340 Nursing Situations with Individuals/Adult Health I (4 cr)</p> <p>NURS 350 Nursing Situations with Individuals/ Mental Health (4 cr)</p> <p><i>Junior II</i></p> <p>NURS 360 Nursing Research and Informatics (4 cr)</p> <p>NURS 365 Culturally Congruent Health Care (4 cr)</p> <p>NURS 370 Nursing Situations with Families/ Childbearing (4 cr)</p> <p>NURS 380 Nursing Situations with Families/ Childrearing (4 cr)</p> <p><i>Senior I</i></p> <p>NURS 420 Introduction to Leadership and Management (4 cr)</p> <p>NURS 430 Nursing Situations with Communities (5 cr)</p> <p>NURS 440 Nursing Situations with Individuals/Adult Health II (4 cr)</p> <p>NURS 441 Nursing Situations Seminar (1 cr)</p> <p><i>Senior II</i></p> <p>NURS 460 Healthcare Systems and Policy (2 cr)</p> <p>NURS 480 Professional Foundations II* (2 cr)</p> <p>NURS 499 Nursing Synthesis* (6 cr)</p> <p>*Senior Capstone Project</p> <p>Note: A minimum of 128 semester hours is required for the baccalaureate degree</p>	<p><i>Summer I</i></p> <p>NURS 220 Nursing Competencies I (4 cr)</p> <p>NURS 270 Health Assessment and Promotion (4 cr)</p> <p>NURS 320 Nursing Competencies II (2 cr)</p> <p>NURS 580 Advanced Pathophysiology (3 cr)</p> <p><i>Fall I</i></p> <p>NURS 260 Professional Foundations I (4 cr)</p> <p>NURS 330 Pharmacology and Therapeutic Modalities (4 cr)</p> <p>NURS 340 Nursing Situations with Individuals/Adult Health I (4 cr)</p> <p>NURS 350 Nursing Situations with Individuals/Mental Health (4 cr)</p> <p><i>J-Term</i></p> <p>NURS 380 Nursing Situations with Families/ Childrearing (4 cr)</p> <p><i>Spring I</i></p> <p>NURS 370 Nursing Situations with Families' Childbearing (4 cr)</p> <p>NURS 430 Nursing Situations with Communities (5 cr)</p> <p>NURS 440 Nursing Situations with Individuals/Adult Health II (4 cr)</p> <p>NURS 441 Senior Situations Seminar (1 cr)</p> <p><i>Summer 2</i></p> <p>NURS 480 Professional Foundations II (2 cr)</p> <p>NURS 499 Nursing Synthesis (6 cr)</p> <p>Advance to Master's Program</p> <p>Note: 55 semester hours (pre-licensure) 30 semester hours (post-licensure, at minimum)</p>

B.S.N. SEQUENCE FOR LICENSED PRACTICAL NURSES

PREREQUISITE COURSES

- 1 BIOL 201: Introductory Microbiology (4)
- 1 BIOL 205: Human Anatomy and Physiology I (4)
- 1 BIOL 206: Human Anatomy and Physiology II (4)
- 1 CHEM 105: Chemistry of Life (4)
- 1 PSYC 101: Introduction to Psychology (4)
- 1 PSYC 320: Development Across the Lifespan (4)

FIRST YEAR

First Semester

- 1 NURS 260: Professional Foundations (4)
- 1 NURS 270: Health Assessment and Promotion (4)
- 1 NURS 280: Pathological Human Processes (4)
- 1 STAT 231: Introductory Statistics (4)

Second Semester

- 1 NURS 320: Nursing Competencies II (2)*
- 1 NURS 330: Pharmacology and Therapeutic Modalities (4)*
- 1 NURS 340: Situations with Individuals: Adult Health I (4)*
- 1 NURS 350: Situations with Individuals: Mental Health (4)

***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.

SECOND YEAR

First Semester

- 1 NURS 360: Nursing Research and Informatics (4)
- 1 NURS 365: Culturally Congruent Healthcare (4)
- 1 NURS 370: Situations with Families: Childbearing (4)
- 1 NURS 380: Situations with Families: Childrearing (4)

Second Semester

- 1 NURS 420: Leadership and Resource Management (4)
- 1 NURS 430: Situations with Communities (5)
- 1 NURS 440: Situations with Individuals: Adult Health II (4)
- 1 NURS 441: Situations Seminar (1)

THIRD YEAR

Final Semester

- 1 NURS 460: Health Care Systems and Policy (2)
- 1 NURS 480: Professional Foundations II (2)
- 1 NURS 499: Capstone: Nursing Synthesis (6)
- 1 General Education Program Element (GenEd) or Elective (4)

***Note:** The LPN to B.S.N. sequence of required nursing courses comprises a maximum of 66 semester hours.

B.S.N. SEQUENCE FOR LICENSED REGISTERED NURSES

Upon successful completion of the B.S.N. degree with a cumulative 3.00 PLU grade point average, and successful completion of the Graduate Record Exam (GRE), the student may begin an expedited application process for the M.S.N. program

B.S.N. COURSE OF STUDY FOR ADN-PREPARED REGISTERED NURSES**Prior to first semester in program**

1 Religious Studies 3xx (upper-division only) (4)

First Semester

1 NURS 365: Culturally Congruent Healthcare (4)

1 NURS 399: Professional Portfolio Workshop (4)

1 NURS 420: Introduction to Leadership and Management (4)

1 NURS 430: Nursing Situations with Communities (5)

January Term

1 Religious Studies 3xx (upper division only) (4) (if not taken prior to the program)

Second Semester

1 NURS 360: Nursing Research and Informatics (4)

1 NURS 399: Professional Portfolio Workshop (4) (if not taken in the first semester)

1 NURS 460: Health Care Systems and Policy (2)

1 NURS 499: Capstone: Nursing Synthesis (6)

1 NURS 478: Clinical Elective (3) or Elective course or discipline-related to advanced practice (4)

RN-B to M.S.N. PROGRAM REQUIREMENT

1 NURS 430: Situations with Communities (5)

Year One: Summer (COM-Advanced Generalist)

1 NURS 580: Advanced Pathophysiology (3)

Fall (M.S.N. Core)

1 NURS 523: Role of the Advanced Practice Nurse (3)

1 NURS 525: Theoretical Foundations (3)

1 NURS 526: Leadership and Management (3)

January (M.S.N. Core)

1 NURS 524: Advanced Health Promotion (2)

1 NURS 540: Illness/Disease Management (2)

Spring (COM - Advanced Generalist)

1 NURS 527: Evaluation and Outcomes Research (3)

1 NURS 530: Resource Management (2)

1 NURS 531: Care and Outcomes Manager Practicum I (3)

Year Two: Summer (COM-Advanced Generalist)

1 NURS 532: Care & Outcomes Manager Practicum II (6)

1 NURS 596: Scholarly Inquiry (2)

APPENDIX R

Pacific Lutheran University School of Nursing
Entry-Level MSN Academic Program Contract

Name: _____	Advisor (Entrance): _____
PLU ID: _____	Concentration: <u>Care and Outcomes Manager</u>
Start Term: _____	Focus: <u>Advanced Generalist</u>

Pre-Licensure / Foundational Coursework:

<p>Summer 2011 (13 cr)</p> <p>NURS 220 (4) Nursing Competencies I Grade <u>B</u></p> <p>NURS 270 (4) Health Assess & Promotion Grade <u>A</u></p> <p>NURS 320 (2) Nursing Competencies II Grade <u>A</u></p> <p>NURS 580 (3) Advanced Pathophysiology Grade <u>B</u></p> <p>Fall 2011 (16 cr)</p> <p>NURS 260 (4) Professional Foundations I Grade <u>B+</u></p> <p>NURS 330 (4) Pharm. & Therapeutic Modalities Grade <u>A</u></p> <p>NURS 340 (4) Situations: Adult Health I Grade <u>B</u></p> <p>NURS 350 (4) Situations: Mental Health Grade <u>B</u></p> <p>J-Term 2012 (4 cr)</p> <p>NURS 380 (4) Situations: Childrearing (Peds) Grade <u>A</u></p>	<p>Spring 2012 (14 cr)</p> <p>NURS 370 (4) Situations: Childbearing (OB) Grade <u>B+</u></p> <p>NURS 430 (5) Situations: Community Health Grade <u>B+</u></p> <p>NURS 440 (4) Situations: Adult Health II Grade <u>A</u></p> <p>NURS 441 (1) Seminar: Leadership Grade <u>A</u></p> <p>Summer 2012 (8 cr)</p> <p>NURS 480 (2) Professional Foundations II Grade <u>A</u></p> <p>NURS 499 (6) Nursing Synthesis Grade <u>C</u></p> <p>NCLEX-RN: Status: _____ Date: <u>By 2/1/14</u></p> <p><i>Note: Student must pass NCLEX-RN no later than February 1, 2014, in order to progress in the advanced practice curriculum of the Entry-Level MSN program.</i></p>
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Graduate Core Coursework:

<p>Fall 2013 (9 credits)</p> <p>NURS 523 (3) Roles Adv Practice* Grade _____</p> <p>NURS 525 (3) Theoretical Foundations* Grade _____</p> <p>NURS 526 (3) Leadership & Management* Grade _____</p> <p>J-Term 2014 (4 credits)</p> <p>NURS 524 (2) Adv Health Promotion* Grade _____</p> <p>NURS 540 (2) Illness/Disease Management* Grade _____</p>	
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Advanced Practice Coursework: Care & Outcomes Manager, Advanced Generalist

<p>Spring 2014 (9 credits)</p> <p>NURS 527 (3) Eval. & Outcomes Research* Grade _____</p> <p>NURS 530 (3) Resource Management Grade _____</p> <p>NURS 531 (5) COM Practicum I** Grade _____</p> <p>Summer 2013 (8 credits)</p> <p>NURS 532 (6) COM Practicum II** Grade _____</p>	
<u>Capstone</u>	
<p>Summer 2013 (continued)</p> <p>NURS 596 (2) Scholarly Inquiry* Grade _____</p>	

*Indicates MSN Core/Capstone course
 **Indicates clinical/practicum hours in addition to didactic

Program Contract – Entrance:

When signed by the student and Dean of the School of Nursing, this form is a contract between the School of Nursing and the student regarding the terms of the student's educational program, including:

- The student must remain with the cohort for progression and to retain cohort tuition pricing.
- If the student fails or withdraws from a course, he/she is not guaranteed progression and may have to reapply for admission.
- If the student does not complete the entire MSN program, the PLU School of Nursing cannot endorse the student as having completed a nursing program; the student may not be able to sustain Registered Nurse licensure.

 Student Signature

 Date

 Dean of the School of
 Nursing

 Date

APPENDIX S

Pacific Lutheran University - School of Nursing
Master of Science in Nursing
Care and Outcomes Manager Concentration[†]

MSN CORE COURSEWORK*		
All MSN students must take the following core courses:		
Summer Semester Year 1 (FNP and CNS only)	Cr	
NURS 580 Advanced Pathophysiology	3	
Fall Semester Year 1		
NURS 523* Role of the Advanced Practice Nurse	3	
NURS 525* Theoretical Foundations	3	
NURS 526* Nursing Leadership and Management	3	
January-Term Year 1		
NURS 524* Advanced Health Promotion	2	
NURS 540* Illness/Disease Management (30 hrs clinical)	2	

Upon completion of these initial core courses (16 semester credits), students begin coursework specific to their MSN Concentration:

CARE & OUTCOMES MANAGER CONCENTRATION		
<i>Generalist role, or a specialty focus such as Nurse Educator, Clinical Nurse Leader, or Nurse Administrator</i>		
Spring Semester Year 1	Cr	
NURS 527* Evaluations & Outcomes Research	3	
NURS 530 Resource Management	3	
NURS 531** Care & Outcomes Manager Practicum I (90 hrs clinical)	3	
Summer Semester Year 2		
NURS 532** Care & Outcomes Manager Practicum II (250 hrs clinical)	6	
NURS 596 Scholarly Inquiry	2	
Minimum credits for MSN-Care & Outcomes Manager:		33

† The School of Nursing reserves the right to add, amend, delete or deviate from the above specifications and to apply such changes to registered and accepted students.
 * Indicates the course is a core MSN requirement.
 ** Indicates the course requires clinical/practicum hours in addition to lecture/didactic.

APPENDIX T

Pacific Lutheran University School of Nursing
Master of Science in Nursing Academic Program Contract

Name: _____ Advisor: _____
 PLU ID: _____ Concentration: _____
 Start Term: _____ Focus: _____

MSN Core Coursework:

Summer 2012 (3 cr)	<i>Grade</i>
NURS 580 (3) Advanced Pathophysiology	___A_
Fall 2012 (9 cr)	<i>Grade</i>
NURS 523 (3) Roles Adv Practice	_____
NURS 525 (3) Theoretical Foundations	_____
NURS 526 (3) Leadership & Management	_____
J-Term 2013 (4 cr)	<i>Grade</i>
NURS 524 (2) Adv Health Promotion	_____
NURS 540 (2) Illness/Disease Management** (30 hrs clinical)	_____
Spring 2013 (11cr)	<i>Grade</i>
NURS 527 (3) Eval. & Outcomes Research	_____
NURS 530 (3) Resource Management	_____
NURS 531 (5) COM Practicum I** (90 hrs clinical)	_____

Advanced Practice Coursework:

Family Nurse Practitioner Concentration

Summer 2013 (4 credits)	<i>Grade</i>
NURS 582 (4) Advanced Health Assessment** (120 hrs clinical)	_____
Fall 2013 (9 credits)	_____
NURS 583 (3) Clinical Pharmacotherapeutics	_____
NURS 584 (6) Family Nurse Practitioner I** (240 hrs clinical)	_____
Spring 2014 (8 credits)	_____
NURS 585 (6) Family Nurse Practitioner II** PLUS (240 hrs clinical)	_____

Capstone

Spring 2014 continued (2 credits)	<i>Grade</i>
NURS 596 (2) Scholarly Inquiry*	_____

**Indicates clinical/practicum hours in addition to didactic

Program Contract:

When signed by the student and Dean of the School of Nursing, this form is a contract between the School of Nursing and the student regarding the terms of the student's educational program, including:

- The student must remain with the cohort for progression and to retain cohort tuition pricing.
- If the student fails or withdraws from a course, he/she is not guaranteed progression and may have to reapply for admission.

_____ Student Signature	_____ Date	_____ Dean of the School of Nursing	_____ Date
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APPENDIX U

PLU MSN/MBA DUAL MASTER'S CURRICULUM

NURS 523: Role of the Advanced Practice Nurse (3)
NURS 524: Advanced Health Promotion (2)
NURS 525: Theoretical Foundations (3)
NURS 526: Nursing Leadership & Management (3) **or** BUSA 515: Organizations and Leadership (3)
NURS 527: Evaluation and Outcomes Research (3)
NURS 531: Care & Outcomes Manager Practicum I (3)
NURS 532: Care & Outcomes Manager Practicum II (1-6)
NURS 538: Program Development (3) **or** BUSA 577: Project Management (3)
NURS 596/599: Scholarly Inquiry/Thesis (4)
BUSA 509: Global Business Perspectives (3) (includes ten-day study abroad with a focus on healthcare systems)
BUSA 511: Accounting for Decision Making (3)
BUSA 517: Understanding and Managing Financial Resources (3)
BUSA 519: Corporate Information Systems Management (3)
BUSA 521: Supply Chain and Operations Management (3)
BUSA 523: Managing Innovation (3)
BUSA 549: Strategic Management of Human Capital (3)
BUSA 562: Health Care Regulation, Law and Ethics (3)
BUSA marketing course as approved by the department.
COMA 543: Conflict and Negotiation (3)
ECON 520: Economic Policy Analysis (3) **or** BUSA 522: The Global, Social, Political Environment of the Firm (4)
Note: 60 semester hours required from the list of courses to receive both the M.S.N. and the M.B.A. degrees

APPENDIX V

Pacific Lutheran University ~ School of Nursing

Academic Program Contract

Name: _____ SSN: _____ PLU ID: _____

Phone: _____ Address: _____

initial I am declaring the major: NURSING BSN 61203 FACULTY ADVISOR: _____

University Entrance, Core, and General University

Requirements: Definitive verification and approval for completion determined by the PLU Registrar.

Entrance:	Course/School	Complete ()	_____ / _____
Mathematics*		Complete ()	_____ / _____
Foreign Language		Complete ()	_____ / _____

Core I and General University Requirements:

Art/Music/Theater (4)	Complete ()	_____ / _____
Literature (4)	Complete ()	_____ / _____
Philosophy (4)	Complete ()	_____ / _____
Religion (4) Christian	Complete ()	_____ / _____
Religion (4) Global	Complete ()	_____ / _____
(2 nd Soc. Sci.) Anth/Hist/Pols/	Complete ()	_____ / _____
Econ/Soci/Socw (4)		
Math Reasoning	Complete ()	_____ / _____
Writing (4)	Complete ()	_____ / _____
Alt. Psp. (N365)(2-4)	Complete ()	_____ / _____
Cross-Cult.Psp. (2-4)	Complete ()	_____ / _____
PhEd (4)(incl PhEd 100)	Complete ()	_____ / _____
Sr Sem (2-4) (N499)	Complete ()	_____ / _____

Nursing Prerequisite and Co-requisite Courses: All prerequisite and co-requisite courses must be passed with a minimum grade of 2.0, on a 4.0 scale. Minimum of 2.75 cumulative in prerequisite and co-requisite courses.

	Grade/School	_____ / _____
(Nat.Sci./Sci. Method) BIO205: Anatomy/Physiology I (4)*		_____ / _____
(Nat.Sci./Sci. Method) BIO206: Anatomy/Physiology II (4)*		_____ / _____
(Nat.Sci./Sci. Method) CHEM105: Chemistry of Life (4)*		_____ / _____
(Soc. Sci. - Psychology) PSY101: Introductory Psych (4)*		_____ / _____
(Nat.Sci./Sci.Method) BIO201: Intro. Microbiology (4)**		_____ / _____
(Soc. Sci. - Psychology) PSY320: Dev. through Lifespan (4)**		_____ / _____
(Math. Reasoning) STATS231: Intro. Statistics (4)***		_____ / _____

Nursing Courses: All nursing courses must be passed with a minimum grade of 2.0, on a 4.0 scale, in order to be considered successfully completed

Entrance GPA: _____	GPA in Pre-/Co-requisites: _____
Term	Sophomore 1
_____ 220 (4)	Nursing Competencies I
_____ 260 (4)	Sophomore 2
_____ 270 (4)	Professional Foundations
_____ 280 (4)	Health Assess/Promotion
	Pathological Processes
	Junior 1
_____ 320 (2)	Nursing Competencies II
_____ 330 (4)	Pharm./Therapeutic Mod.
_____ 340 (4)	Situations/Adult Health I
_____ 350 (4)	Situations/Mental Health
	Junior 2
_____ 360 (4)	Research/Informatics
_____ 365 (4)	Culturally Congr. Healthcare
_____ 370 (4)	Situations/Childbearing (OB)
_____ 380 (4)	Situations/Childrearing(Peds)
	Senior 1
_____ 420 (4)	Leadership/Resource Mgmt
_____ 430 (5)	Situations/Communities
_____ 440 (4)	Situations/Adult Health II
_____ 441 (1)	Situations Seminar
	Senior 2
_____ 460 (2)	Hlth Care Systems/Policies
_____ 480 (2)	Professional Foundations II
_____ 499 (6)	Nursing Synthesis

70 Credits Total

Minimum requirement for all bachelor's degrees, including BSN: completion of 128 credits. Refer to University Catalog for additional requirements.

*To be completed prior to entrance to the major
 **To be completed prior to enrollment in N260, N270, and N280
 ***To be completed prior to enrollment in N360

Date Noted
Total credits transferred at matriculation: _____
Total credits completed at degree check: _____
Total credits pending at degree check: _____

Revisions, (if any): _____ Student _____ A.C. _____ Dean _____

When signed by the student, the Admissions Coordinator, and the Dean of the School of Nursing, this form is a contract between the School and the student regarding the terms of the student's educational program. Revisions to the nursing sequence of study must be initiated by the student, the Admissions Coordinator and the Dean.

Student _____	Date _____	Academic Advisor _____	Date _____
Admissions Coordinator _____	Date _____	Dean, School of Nursing _____	Date _____

Graduation clearance in major: All requirements of the major described above have been met; (when signed prior to completion of all nursing courses, clearance is granted pending successful completion of all nursing courses):

Dean, School of Nursing: _____ Date _____

APPENDIX W



School of Nursing
Tacoma, Washington 98447-0029
Phone: 253/535-7672
Fax: 253/535-7590

PLU seeks to empower students for lives of thoughtful inquiry, service, leadership and care - for other people, for their communities and for the earth. - PLU 2010

~ Basic Undergraduate Program Sequence ~

(Page 1 of 2)

The following is an outline of the complete Basic program course of study, including nursing prerequisites, co-requisites, and general education courses required to complete the Bachelor of Science in Nursing degree at PLU, for first year students, first year ROTC students, and transfer students with a DTA Associate degree, beginning the nursing program in the fall. (Students may also begin the program in the spring; the sequence of nursing courses remains the same.)

Admission to the nursing major is separate from admission to PLU and is highly competitive. High school seniors may apply for early (freshman) conditional admission to the nursing major by declaring an interest in nursing on their PLU application by the deadlines set by the PLU Office of Admissions; if admitted to nursing out of high school, students who meet all eligibility criteria after completion of the pre-nursing sequence of courses advance into the major without needing to submit a separate nursing application. PLU students who did not apply for or were not accepted for or did not retain the offer of early (freshman) admission to the major may submit a separate application to the nursing major while enrolled in or after completion of the pre-nursing sequence. Transfer students must first apply and be admitted to PLU before applying to the nursing program.

For those who are matriculating as transfer students, (with prior college credits), please note that the sequence of nursing courses comprises three academic years regardless of the number of credits transferred to PLU.

First Year Student	First Year Student (Army ROTC)	Transfer Student with DTA
<u>First Semester – Pre-Nursing</u> PSYC101: Intro to Psychology (4) * BIOL205: Anatomy and Phys. I (4) * WRIT101: Inquiry Seminar (4) PHED100: Personalized Fitness (1) PHED: PE Activity (1)	<u>First Semester – Pre-Nursing</u> PSYC101: Intro to Psychology (4) * BIOL05: Anatomy and Phys. I (4) * MILS111: Intro to Military Science (2) WRIT101: Inquiry Seminar (4) PHED100: Personalized Fitness (1)	
<u>January Term – Pre-Nursing</u> ART: Art, Music, or Theater (4)	<u>January Term – Pre-Nursing</u> ART: Art, Music, or Theater (4) PHED: PE Activity (1)	
Nursing application due Feb. 1 for students not admitted to nursing as freshmen	Nursing application due Feb. 1 for students not admitted to nursing as freshmen	Nursing application due February 1 for transfer students
<u>Second Semester – Pre-Nursing</u> BIOL206: Anatomy and Phys. II (4) * CHEM105: Chemistry of Life (4) * SO: History, Anthropology, Sociology, Economics or Political Science (4) 190: Inquiry Seminar (4)	<u>Second Semester – Pre-Nursing</u> BIOL206: Anatomy and Phys. II (4) * CHEM105: Chemistry of Life (4) * MILS112: Intro to Military Science (2) 190: Inquiry Seminar (4)	Prerequisites: BIOL205: Anatomy and Phys. I (4) * BIOL206: Anatomy and Phys. II (4) * CHEM105: Chemistry of Life (4) * PSYC101: Intro to Psychology (4) *
<u>Summer Sessions</u> No required classes	<u>Summer Sessions</u> RELI: Global Religious Traditions (4) (Cross-cultural focus) SO: Military History (4)	<u>Summer Sessions</u> No required classes
<u>Third Semester – Start of Nursing Major</u> BIOL201: Intro. Microbiology (4) ** PSYC320: Dev. Across Lifespan (4) ** STAT231: Introductory Statistics (4) *** NURS220: Nursing Competencies I (4) PHED: PE Activity (1)	<u>Third Semester – Start of Nursing Major</u> BIOL201: Intro. Microbiology (4) ** PSYC320: Dev. Across Lifespan (4) ** NURS220: Nursing Competencies I (4) MILS211: Intro to Leadership (2) PHED250: Directed Sports - ROTC (1)	<u>First Semester – Start of Nursing Major</u> NURS220: Nursing Competencies I (4) RELI: Christian Religious Traditions (4) and one or more of the following co-requisites, if not taken previously: BIOL201: Intro. Microbiology (4) ** PSYC320: Dev. Across Lifespan (4) ** STAT231: Introductory Statistics (4) ***
<u>January Term</u> No required classes	<u>January Term</u> STAT231: Introductory Statistics (4) ***	<u>January Term</u> No required classes
<u>Fourth Semester</u> NURS260: Prof. Foundations I (4) NURS270: Health Assess/Promotion (4) NURS280: Pathological Processes (4) RELI: Global Religious Traditions (4) (Cross-cultural focus) PHED: PE Activity (1)	<u>Fourth Semester</u> NURS260: Prof. Foundations I (4) NURS270: Health Assess/Promotion (4) NURS280: Pathological Processes (4) MILS212: Intro to Leadership (2) PHED: PE Activity (1)	<u>Second Semester</u> NURS260: Prof. Foundations I (4) NURS270: Health Assess/Promotion (4) NURS280: Pathological Processes (4)

(REVERSE FOR JUNIOR/SENIOR CURRICULUM & SPECIFIC REQUIREMENTS)



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PLU seeks to empower students for lives of thoughtful inquiry, service, leadership and care - for other people, for their communities and for the earth. - PLU 2010

~ Basic Undergraduate Program Sequence ~
(Page 2 of 2)

First Year Student	First Year Student (Army ROTC)	Transfer Student with DTA
<u>Summer Sessions</u> No required classes	<u>Summer Sessions</u> PHIL: Philosophy (4) RELI: Christian Religious Traditions (4)	<u>Summer Sessions</u> No required classes
<u>Fifth Semester</u> NURS320: Nursing Competencies II (2) NURS330: Pharm/Ther. Modalities (4) NURS340: Situations/Adult Health I (4) NURS350: Situations/Mental Health (4)	<u>Fifth Semester</u> NURS320: Nursing Competencies II (2) NURS330: Pharm/Ther. Modalities (4) NURS340: Situations/Adult Health I (4) NURS350: Situations/Mental Health (4) MILS311: Leadership & Mgmnt (3)	<u>Third Semester</u> NURS320: Nursing Competencies II (2) NURS330: Pharm/Ther. Modalities (4) NURS340: Situations/Adult Health I (4) NURS350: Situations/Mental Health (4)
<u>January Term</u> NURS370: Nursing Situations/OB (4) (When offered) or PHIL: Philosophy (4)	<u>January Term</u> NURS370: Nursing Situations/OB (4) (When offered)	<u>January Term</u> NURS370: Nursing Situations/OB (4) (When offered)
<u>Sixth Semester</u> NURS360: Nsg Rsrch & Informatics (4) NURS365: Culturally Congruent Hlthcr (4) NURS370: Nursing Situations/OB (4) (If not taken in prior January Term) or PHIL: Philosophy (4) (If not taken in prior January term) NURS380: Nursing Situations/Peds (4)	<u>Sixth Semester</u> NURS360: Nsg Rsrch & Informatics (4) NURS365: Culturally Congruent Hlthcr (4) NURS380: Nursing Situations/Peds (4) NURS370: Nursing Situations/OB (4) (If not taken in prior January Term) or MILS312: Leadership & Mgmnt (3)	<u>Fourth Semester</u> NURS360: Nsg Rsrch & Informatics (4) NURS365: Culturally Congruent Hlthcr (4) NURS370: Nursing Situations/OB (4) (If not taken in prior January Term) NURS380: Nursing Situations/Peds (4)
<u>Summer Sessions</u> No required classes	<u>Summer Sessions</u> ROTC Nurse Camp: Military Hospital Clinical Experience (off campus)	<u>Summer Sessions</u> No required classes
<u>Seventh Semester</u> NURS420: Leadership & Resource Mgt (4) NURS430: Situations/Communities (5) NURS440: Situations/Adult Health II (4) NURS441: Situations Seminar (1)	<u>Seventh Semester</u> NURS420: Leadership & Resource Mgt (4) NURS430: Situations/Communities (5) NURS440: Situations/Adult Health II (4) NURS441: Situations Seminar (1) MILS411: Professionalism & Ethics (3)	<u>Fifth Semester</u> NURS420: Leadership & Resource Mgt (4) NURS430: Situations/Communities (5) NURS440: Situations/Adult Health II (4) NURS441: Situations Seminar (1)
<u>January Term</u> LIT: Literature (4) (can be Study Abroad Exp.)	<u>January Term</u> LIT: Literature (4) (can be Study Abroad Exp.)	<u>January Term</u> No required classes
<u>Eighth Semester</u> NURS460: Hlthcare Systems & Policy (2) NURS480: Prof. Foundations II (2) NURS499: Nursing Synthesis (6) RELI (4): Christian Religious Traditions	<u>Eighth Semester</u> NURS460: Hlthcare Systems & Policy (2) NURS480: Prof. Foundations II (2) NURS499: Nursing Synthesis (6) MILS412: Professionalism & Ethics (3)	<u>Sixth Semester</u> NURS460: Hlthcare Systems & Policy (2) NURS480: Prof. Foundations II (2) NURS499: Nursing Synthesis (6) NURS478: Clinical Elective (1-4)

* BIOL 205 & 206, PSYC 101 & CHEM 105 must be completed with a minimum grade of "C" (2.0) or better **PRIOR** to entering nursing program (a higher gpa may be required to achieve or retain admission)

** BIOL 201 & PSYC 320 must be completed with a minimum grade of "C" (2.0) or better **PRIOR** to beginning 2nd semester in nursing program (a higher gpa may be required to achieve or retain admission)

*** STAT 231 must be completed with a minimum grade of "C" (2.0) or better **PRIOR** to enrollment in NURS 360, Nursing Research & Informatics (a higher gpa may be required to achieve or retain admission)

- ALL NURSING COURSES ARE SEQUENTIAL AND MUST BE TAKEN IN INDICATED ORDER; SUCCESSFUL COMPLETION OF COURSES IN EACH SEMESTER IS PREREQUISITE TO ENROLLMENT IN COURSES IN THE NEXT.
- GENERAL UNIVERSITY AND CORE REQUIREMENTS MUST BE SUCCESSFULLY COMPLETED BEFORE THE BSN DEGREE WILL BE GRANTED; FIRST YEAR PROGRAM REQUIREMENTS MUST BE COMPLETED WITHIN THE FIRST YEAR AT PLU, (APPLICABLE TO THOSE WHO MATRICULATE TO PLU WITH LESS THAN 20 TRANSFERABLE SEMESTER CREDITS.)
- ALL NURSING COURSES MUST BE COMPLETED WITH A MINIMUM GRADE OF "C" (2.0 ON A 4.0 SCALE), TO BE CONSIDERED SUCCESSFULLY COMPLETED.

(REVERSE FOR FIRST YEAR/SOPHOMORE CURRICULUM)

APPENDIX X

PIERCE COUNTY RESPONSIVE CARE COORDINATION PROGRAM - RCCP

*Pierce County Department of Community Connections Aging and Disability Resources (ADR) – Area Agency on Aging
*Franciscan Health System (FHS) *MultiCare Health System (MHS)

*Pacific Lutheran University (PLU) School of Nursing *Comprehensive Gerontologic Education Partnership (CGEP)

OUR COLLABORATION

RCCP is a dynamic partnership led by our Area Agency on Aging; the 2 major healthcare systems in the county (both operate 3 acute care hospitals and a multitude of primary care clinics in the county); The PLU School of Nursing; and the Comprehensive Gerontologic Education Partnership. "Together We Care," a county coalition including many county providers, stakeholders and consumers, is concurrently working to achieve outstanding care coordination for chronically ill community members, providing broad and synergistic energy and support to RCCP and additional collaborative community solutions.

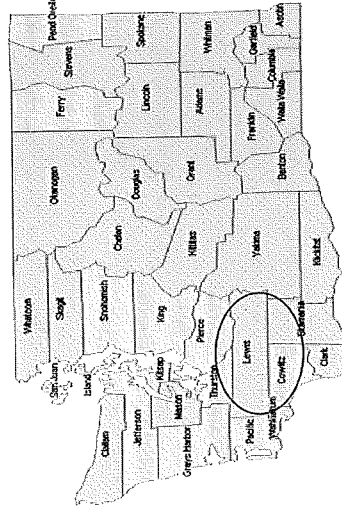
OUR PREVIOUS EXPERIENCE

All RCCP partners have successful experience in care transition work, with varied services that enabled development of a strong, shared program tailored to our community's needs. A community-based care transition program provided by MHS Good Samaritan Hospital for the last 3 years significantly reduced hospital readmissions for heart failure patients. Based on Eric Coleman's Care Transitions Intervention, the program was enhanced over time with care management principles to accommodate community and patient needs. Aging and Disability Resources proactively incorporates transitional care into client services after hospitalizations through Chronic Care Management and Case Management programs. Established in February 2010, the Franciscan Transitional Clinic improves access to care for hospital patients who need timely primary care post-discharge. PLU School of Nursing & CGEP have partnered with MHS since 2008 to provide community-based follow-up by nursing students to heart failure patients.

OUR COMMUNITY

Located in the South Puget Sound region of Washington State, Pierce County encompasses socioeconomically and culturally diverse urban, suburban, rural and island communities in a 1,678-square-mile area. Pierce County is the state's second most populated county with 813,600 residents, and includes 23 incorporated cities and towns. 12% of residents lived below the federal poverty level in 2010, and 30% of residents belong to non-Caucasian racial and ethnic groups.

Pierce County has the state's second largest Medicare population, a high proportion of Medicare/ Medicaid dual eligible patients, and the second highest county rates for both hospital 30-day readmissions and readmissions/1,000 Medicare beneficiaries.



Pierce County is a federally designated Medically Underserved Area and half the county is a Primary Care Health Professional Shortage Area. Pierce County ranks 25th out of 39 WA counties in Health Outcomes and 24th in Health Factors (Robert Wood Johnson Foundation County Health Rankings 2011), with much worse rankings than the 3 surrounding counties (King, Thurston & Kitsap).

OUR TARGET POPULATION

1,500 Medicare and Medicare/Medicaid dual eligible beneficiaries will be served annually. Participants must live in Pierce County and be hospitalized with one of the following anticipated discharge diagnoses:

- CHF (or active episode of CHF within 6 months)
- Acute Myocardial Infarction
- Atrial Fibrillation

Root cause analysis of partner hospitals' admissions, state and county CHARS data, and other research data revealed that these three diagnoses rank among the highest for admissions and readmissions, and have high potential for effective care transition interventions.

OUR IMPLEMENTATION STRATEGY

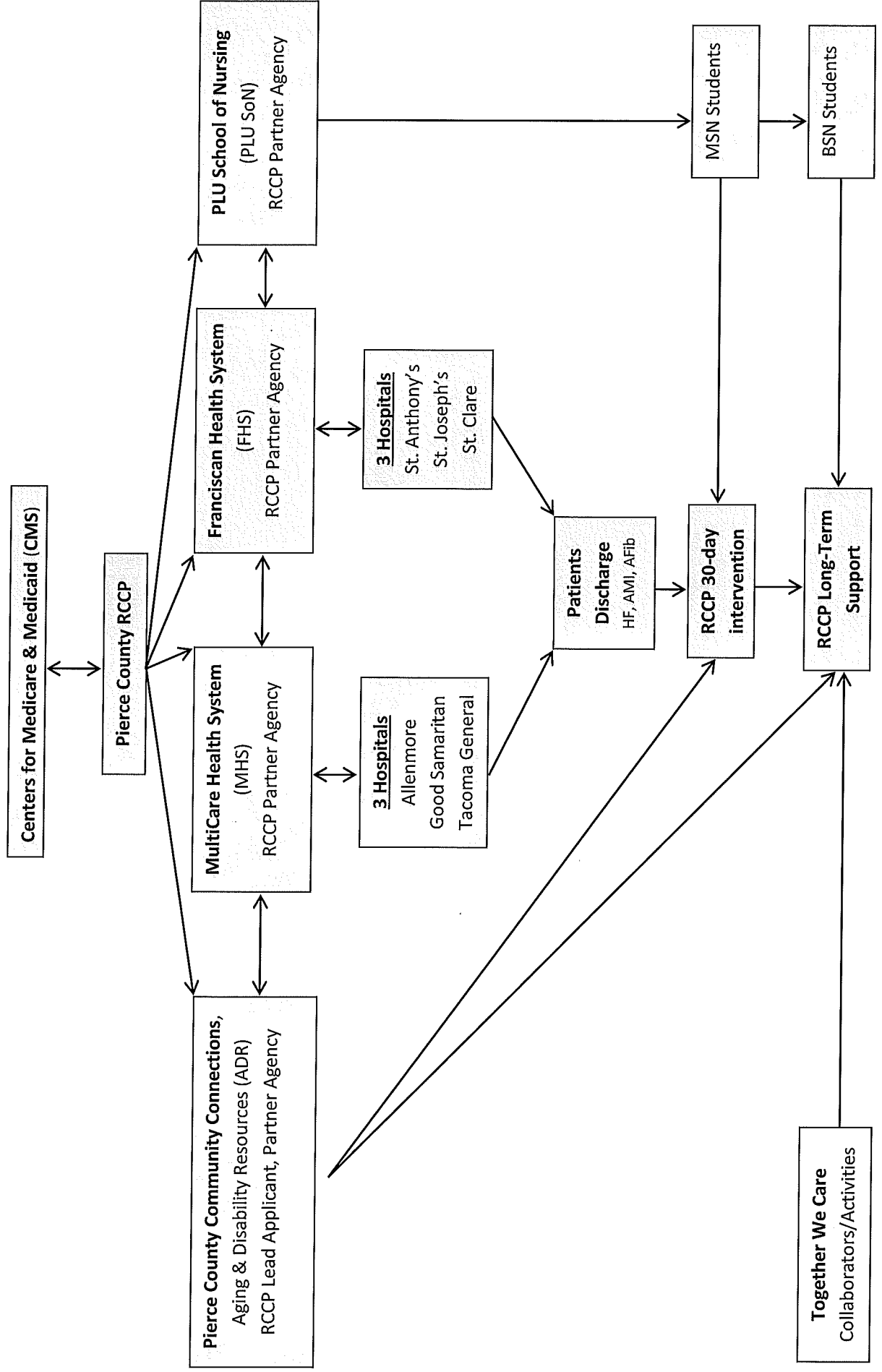
Based on a complexity matrix developed from our root cause analysis, RCCP patients will receive tiered services based on need. These services will include:

- Enhanced Hospital Transition Services
- Post Hospitalization Telephonic Support
- Personalized Community Support Referrals
- Home Visits as needed
- Patient Advocacy Services during clinic visits

These services will be provided by Care Partners from all partner organizations. Care Partners will participate in weekly multidisciplinary case conferences to optimize quality of care and team coordination. In addition, PLU nursing students will be mentored in this care delivery model, adding their support to RCCP participants. Volunteers from both health systems are being trained to provide ongoing telephonic support, and we are also developing longer-term support services provided by our strong regional network of faith community nurses.

APPENDIX Y

Pierce County Responsive Care Coordination Program (RCCP) Conceptual Map



Pierce County Responsive Care Coordination Program (RCCP) & PLU SoN BSN Students Conceptual Map

Once a RCCP referral is made and a BSN pair is given a client assignment, students support a 3-Step intervention

Step 1

Students Complete an Initial Semester Home Visit:

- ** Minnesota Living with Heart Failure Questionnaire
- ** EQ 5D-5L Questionnaire
- ** Demographics that were not available in referral
- ** Intake Record
- ** Review Bi-Weekly Questions with shared "Flag" flow sheet
- ** Possibly now or at some other time - assistance with completing a Personal Health Record (PHR)

Step 2

Students Complete Bi-Weekly Phone Visits:

- ** Determine "Flag" status (green, yellow, or red) using shared flow sheet
- ** Coach on action to take for "flag" status as needed
- ** Review Bi-Weekly Questions
- ** Ask about progress on Action Plan goal from last call (after 1st call) and positively reinforce efforts and/or progress
- ** Facilitate client-centered Action-Planning for next 2 weeks
- ** Provide health education/resources as needed
- ** Minnesota Living with Heart Failure Questionnaire at Mid-Semester
- ** Document and notify RCCP Leads for yellow and red flags and/or other issues requiring attention

Step 3

Students Complete a Final Semester Home Visit:

- ** Minnesota Living with Heart Failure Questionnaire
- ** EQ 5D-5L Questionnaire
- ** Bi-Weekly Questions
- ** Possibly now or at some other time—assistance with completing a PHR

APPENDIX Z

NCLEX® SCHOOL REPORTS: ADN-LPN-BSN-GE

RN - NCLEX® SCHOOL REPORTS

	2007	2008	2009	2010	2011
Wenatchee Valley College	60/76 = 78.9%	51/62 = 82.3%	57/71 = 80%	80/91 = 88%	61/65 = 93.9%
Whatcom Community College	29/30 96.70%	28/28 = 100%	24/26 = 92%	29/29 = 100%	25/26 = 96.2%
Yakima Community College	42/46 = 91.3%	52/53 = 98.1%	61/66 = 92%	58/62 = 94%	53/60 = 88.3%

BSN – GE - NCLEX® SCHOOL REPORTS

	2007	2008	2009	2010	2011
Gonzaga University - BSN	12/14 = 85.7%	21/36 = 58 %	32/43=74%	39/44 = 89%	45/46 = 97.8%
Northwest University - BSN	25/32 = 78.1%	31/33 = 94%	25/26=96%	18/19 = 95%	23/24 = 95.8%
Pacific Lutheran University - BSN	87/94 = 92.6%	87/90 = 97%	66/73=90%	75/81 = 93%	63/70 = 90%
Pacific Lutheran University - GE	19/19 = 100%	14/14 = 100%	20/21=95%	14/14 = 100%	15/15 = 100%
Seattle Pacific University - BSN	42/48 = 87.5%	42/49 = 86%	41/45=91%	49/51 = 96%	41/45 = 91.1%
Seattle University - BSN	92/103 = 89.3%	195/217 = 90%	126/134=94%	122/132 = 92%	124/133 = 93.2%
Seattle University- GE	29/29 = 100%	16/20 = 80%	40/44=91%	42/42 = 100%	43/45 = 95.6%
University of Washington - BSN	102/122 = 83.6%	102/113 = 90%	131/139=94%	115/120 = 96%	124/132 = 93.9%
University of Washington - GE	2/2 = 100%	1/1 = 100%	1/1=100%	n/a	111/115 = 96.5%
Walla Walla University - BSN	40/48 = 83.3%	47/52 = 90%	47/50=94%	38/43 = 88%	54/60 = 90%
Washington State University– BSN	215/233 = 92.3%	204/239 = 85%	235/272=86%	220/248 = 89%	233/262 = 88.9%

LPN - NCLEX® SCHOOL REPORTS

	2007	2008	2009	2010	
Bates Technical College	73/75 = 97.3%	44/45 = 98%	34/35=97%	70/76 = 92%	75/91 = 82.4%
Bellingham Technical College	56/63 = 88.9%	54/59 = 91.5%	67/74=91%	77/80 = 96%	69/72 = 95.8%
Big Bend Community College	23/23 = 100%	19/19 = 100%	16/16=100%	11/11 = 100%	21/21 = 100%
Centralia College	25/25 = 100%	24/25 = 96%	19/19=100%	20/21 = 95%	6/6 = 100%
Clark College	2/2 = 100%	2/2 = 100%	2/2=100%	n/a	1/1 = 100%



Teri Woo <wootm@plu.edu>

NCLEX pass rates

Schaffner, Mindy (DOH) <Mindy.Schaffner@doh.wa.gov>
To: Teri Woo <wootm@plu.edu>

Wed, Feb 13, 2013 at 5:45 PM

Hello Teri,

PLU BSN NCLEX score was 97.56% for 1/1/2012 to 12/31/2012 (80/82 students passed)

PLU GE NCLEX score was 100% for 1/1/2012 to 12/31/2012 (19/19 students passed)

National average for all NCLEX-RN schools for 2012 was 90.34% for 1st time test takers.

Hope all is well.

Mindy

Mindy Schaffner, PhD, MSN, CNS, RN

Nursing Education Advisor

Washington State Nursing Commission

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Provider credential lookup: <https://fortress.wa.gov/doh/providercredentialsearch/>