

Pacific Lutheran University Doctor of Nursing Practice Program Appendices



Pacific Lutheran University
School of Nursing
12180 Park Avenue S.
Tacoma, WA
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Educating Nurses for Lives of thoughtful Inquiry,
Service, Leadership, and Care

**Pacific Lutheran University
School of Nursing
Doctor of Nursing Practice Program
Self-Study Appendices**

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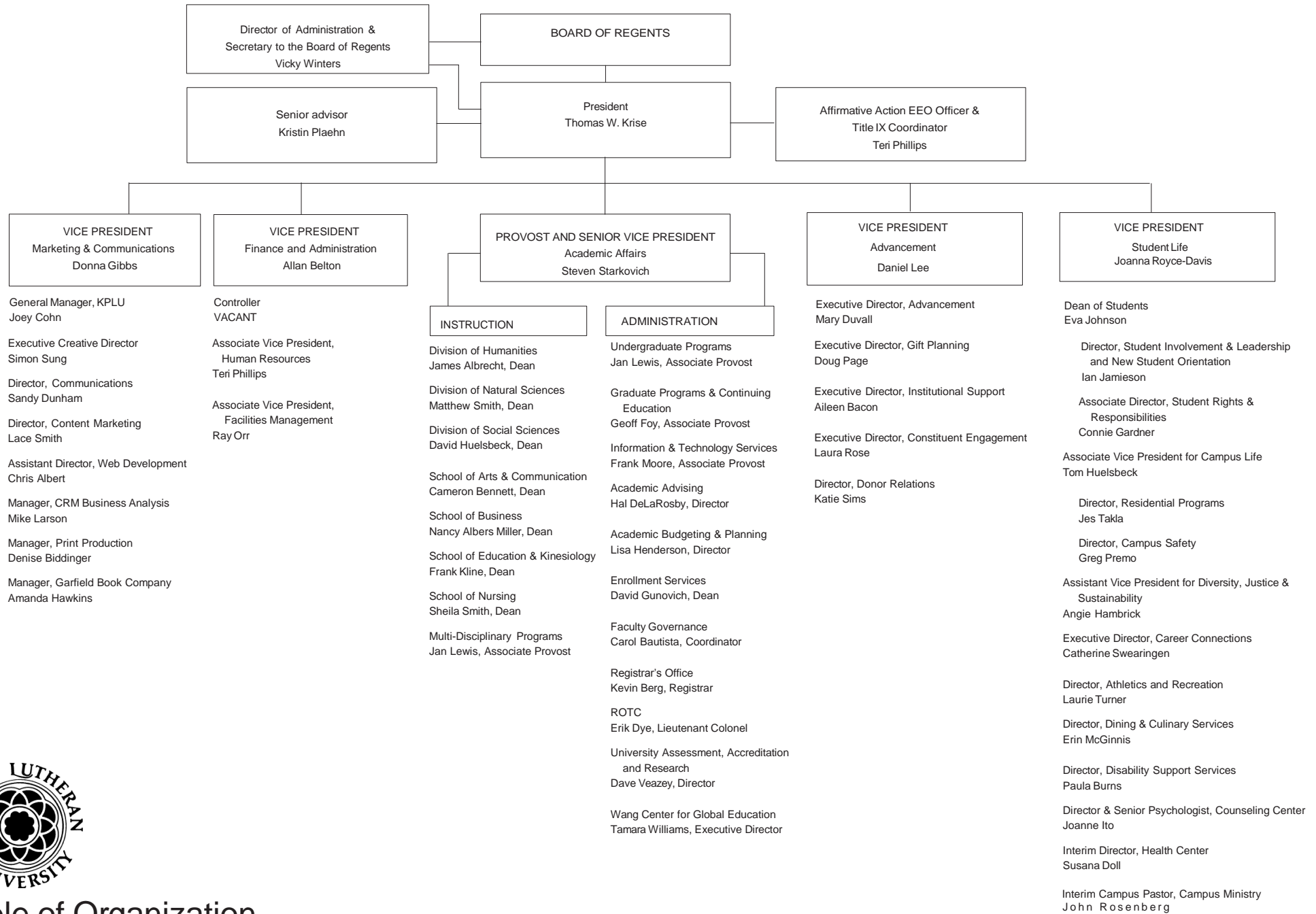


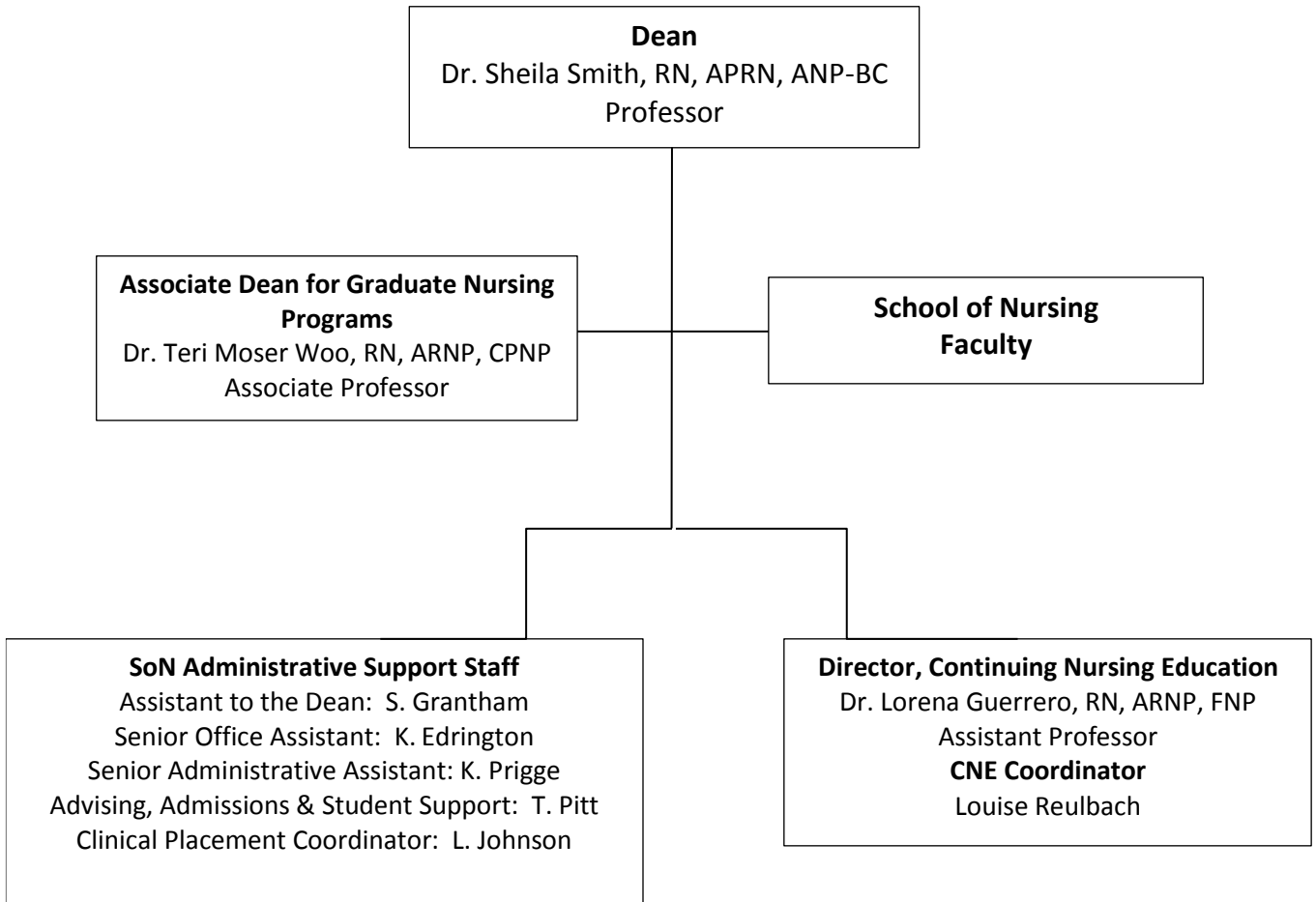
Table of Organization
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**Appendix Intro-2
Pacific Lutheran University
School of Nursing
2015-2106 Demographics**

	BSN Program	ELMSN	MSN-FNP	DNP-FNP
Male	27	9	1	3
Female	213	32	7	12
Hispanic	7	2	0	1
Hawaiian/Pac Islander	2	0	0	0
American Indian/Alaska Native	4	1	0	1
African American/Black	5	2	1	1
Asian	23	4	2	2
Multi-racial	10	2	0	0
Caucasian	189	30	5	10

Appendix Intro-3
Pacific Lutheran University
School of Nursing Organizational Chart



Appendix 1-A. 1
School of Nursing
Pacific Lutheran University

Philosophy

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

Appendix 1-A.2

**School of Nursing
Pacific Lutheran University**

**Strategic Planning Initiatives & Framework
2015-2020
May 2015**

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:

Format to be used:

Components	Specific Goals, 2015-2017	Targets/Evaluation Measures	Outcomes
<ul style="list-style-type: none">• 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			Initiated Fall 2014 Completed Spring 2015 Completed Spring 2015

<p><u>Address:</u></p> <ul style="list-style-type: none"> ○ Program Quality/Academic Excellence ○ Progressive and Responsive programming and contributions ○ Transformational Learning/Personal Transformation ○ Student/Faculty Relationships and Collaborations ○ Professional Formation ○ Leadership in Nursing ○ Interplay of Health and Social Issues ○ Engagement/Collaborations with Community Partners/Service to our Communities ○ Practice Scholarship/Nursing Faculty as Scholar-Practitioners ○ Social Responsibility/Distributive Justice/Diversity/Improving Health Outcomes ○ CGEP and Care Coordination initiatives ○ Additional areas... 			
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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 4/24/2015, Strategic Planning Work Group
Edits 4/28/2015, Strategic Planning Work Group
5/27/2015, Reviewed & Affirmed at SNO meeting

Appendix I-A.3

Crosswalk of PLU DNP Program Outcomes, AACN DNP Essentials, NONPF DNP Core Competencies, QSEN Graduate level competencies

PLU Program Outcomes	AACN DNP Essentials	NONPF 2012 DNP Core Competencies	QSEN Graduate Competencies
1. Integrate and actively use science-based theories and concepts in advanced nursing practice.	I. Scientific Underpinnings for Practice	Scientific Foundation Competencies	Evidence-based 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.	II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	Quality Competencies Health Delivery System Competencies Ethics Competencies	Quality Safety
3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.	III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice	Practice Inquiry Competencies	Safety
1. Use information systems/technology to support and improve patient care and health care systems.	IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	Technology and Information Literacy Competencies	Informatics
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.	V. Health Care Policy for Advocacy in Health Care	Leadership Competencies Policy Competencies	Quality Teamwork and Collaboration

6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.	VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Independent Practice Competencies	Safety
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.	VII. Clinical Prevention and Population Health for Improving the Nation's Health	Practice Inquiry Competencies Quality Competencies Health Delivery System Competencies	Quality
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.	VIII. Advanced Nursing Practice	Independent Practice Competencies Ethics Competencies	Quality Teamwork and collaboration Patient-Centered Care

Appendix I-D.1
School of Nursing Organization (SNO)
By-Laws

- I. **Name:** The organization will be known as the School of Nursing Organization (SNO) of Pacific Lutheran University.
- II. **Purpose:** Within the framework and philosophy of Pacific Lutheran University and the School of Nursing, the purposes of this organization will be to:
- A. Participate in the process of strategic planning for the School of Nursing (SoN).
 - B. Develop, implement, and evaluate the curricula for the SoN.
 - C. Develop and recommend SoN student and faculty policies.
 - D. Promote professional growth and development of students and faculty.
 - E. Foster program evaluation and continuous quality improvement for the School of Nursing.
- III. **Membership:** Membership includes the SoN Dean, Associate Dean(s), faculty, Clinical Placement Coordinator, and the Advising, Admissions, and Student Support Coordinator. Faculty holding a 0.5 FTE or greater appointment in the School of Nursing are eligible to vote, expected to serve on SNO committees, and eligible to hold office in the School of Nursing Organization. Faculty holding less than a 0.5 FTE appointment have voice privilege and may vote when present but are not required for quorum, and may volunteer to serve on committees. Electronic voting is permitted when needed at the discretion of the SNO chair.
- IV. **Officers:** Officers shall consist of Chair and Chair-Elect of the SNO; Chair, Chair-Elect, and Past Chair of the standing committees: Recruitment, Admissions, and Progressions Committee (RAP); Curricula and Instruction Committee (CIC); the Faculty Recruitment, Achievement, and Development Committee (RAD); and the Program Evaluation Committee (PEC). SNO officers will be elected annually at the May SNO meeting.

Roles and Responsibilities of the SNO Officers:

A. The SNO Chair:

1. Represents and provides leadership for the SNO membership.
2. Presides at the SNO and Executive Council (EC) meetings.
3. Prepares the SNO Agenda with input from EC.
4. Coordinates faculty forums with the EC and RAD Committee Chair.
5. Ensures that proper records of SNO meetings are maintained, with SoN administrative staff support.
6. Serves as a member of the PEC.
7. Serves a term of one year.

B. The SNO Chair-Elect:

1. Assumes the duties of the SNO Chair in her/his absence.
2. Ensures that proper records of EC meetings are maintained.
3. Guides parliamentary procedures at SNO and EC meetings and serve as a procedural consultant to SNO committees.
4. Serves a term of one year, and proceeds to Chair of SNO.

C. Committee Chairs:

1. Preside at committee meetings.
2. Prepare the agenda for the committee.
3. Submit goals for the academic year to EC for review and coordination prior to presentation to the faculty at the October SNO meeting.

4. Submit an annual report by May 30th, or final committee meeting of the academic year, on the SAKAI NURSORG Committee Forum that reflects:
 - a. Annual goals.
 - b. The achievement and evaluation of those goals.
 - c. The contributions of individual members in the achievement of those goals.
5. Serve a term of one year as committee chair.
6. Collaborate with other committees as needed.
7. With committee recommendation, organize and ascertain student members as required.

D. Committee Chair-Elect

1. Assist the Chair in the performance of her/his responsibilities.
2. Serve as recorder and ensure that proper records of committee meetings are maintained and posted.

E. Committee Past Chair

1. Serve as a resource for the Chair.
2. Assume the duties of the chair in her/his absence.

V. Election Procedures: Elections will be conducted as follows:

1. An announcement of the available positions for each committee as well as the SNO Chair-Elect position will be provided to the faculty from the EC by the first of April each academic year.
2. Faculty will be invited to self-nominate for any available position if eligible. If serving on a committee or in a leadership position faculty must complete their obligated term in that position before beginning to serve in another. Nominations will be accepted if received on or before the SNO meeting in April. The names of those who are willing to serve will be presented at the April SNO meeting.
3. Nominations will also be accepted from the floor at this meeting with the permission of the nominee. All eligible nominees for each position will be placed on the ballot. At least one name must be on the ballot for each position. If this is not accomplished the EC will be responsible for selecting an eligible candidate for the position. Faculty recommendations will be considered.
4. Elections will take place at the May SNO meeting.

VI. SNO Meetings:

- A. SNO meetings will be held at least once a month during the academic year and as needed.
- B. Special meetings may be called by the Chair upon the request of any member.
- C. SNO minutes will be recorded by SoN administrative support staff. Minutes will be posted electronically and maintained in hard copy.
- D. Quorum is defined as a majority of all the members described in section III, above, representing faculty with 0.5 FTE appointment or above and in attendance at that meeting. A sign-in sheet will identify members with employment status of .5 FTE or greater in order to determine whether a quorum is present for voting.

VII. Committees: The standing committee(s)/council(s) will be: The Executive Council (EC); Student Recruitment, Admissions, and Progressions (RAP) Committee; Curricula and Instruction Committee (CIC); Faculty Recruitment, Advancement, and Development (RAD) Committee; and the Program Evaluation Committee (PEC).

A. Committee Membership:

1. Committee officers will be elected by the SNO membership at the May SNO meeting.
2. Each will have a Chair, Chair-Elect, and Past Chair, and other members as needed. Each year the SNO will elect a Chair-Elect, and other members as needed. Additional appointments may be made from within the committee as needed.
3. Those elected to the committee as Chair-Elect will serve in this position for one year and will then become the committee Chair. S/he will become Past-Chair in the final year of service on the committee.

4. All committee terms will be for 3 years unless an extension is requested by the faculty member and approved by the SNO.
5. Exceptions to the length of term will be considered for those who are elected as a committee member, and then request to be placed on the ballot for the position of Chair-Elect and continue succession to Chair and Past Chair.

B. Executive Council (EC)

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.

Membership will consist of:

1. SNO Chair, who will serve as Chair of EC.
2. Chairs of standing committees.
3. Associate Dean(s).
4. Dean.

Functions and responsibilities of the EC include but are not limited to:

1. Facilitate strategic planning and identification of annual priorities for the SNO.
2. Coordinate and evaluate the work of the standing committees.
3. Communicate with the faculty the activities of the Executive Council.
4. Identify and recommend additional resources required to accomplish the work of the standing committees.
5. Ensure the business of SNO is completed and recorded, including SNO minutes, committee/council minutes, goal statements, annual reports, and any related attachments.
6. Annually review SoN strategic initiatives and indicators, and present to faculty for appropriate action.
7. Review the SNO by-laws annually and make recommendations for revision at the May SNO meeting.
8. Annually present the slate for SNO officers.
9. Proposed committee membership will be presented to SNO at the April SNO meeting. The slate will include the faculty representative to the PLU Nursing Alumni Board.

C. Student Recruitment, Admissions, and Progressions Committee (RAP)

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.

Membership will consist of:

1. A minimum of four faculty members, at least one of whom will be tenure/tenured track and faculty representation from both UG and Graduate programs.
2. Advising, Admissions, and Student Support Coordinator.
3. Associate Dean(s).
4. Two students: One undergraduate and one graduate representative will be selected by the RAP committee.
5. Clinical Placement Coordinator serves in an advisory capacity.

Functions and responsibilities of the RAP committee include but are not limited to:

1. Develop, update, and implement policies and procedures for recruitment, admissions, and program progressions. These may include: retention, probation, disciplinary actions, progression, graduation, recognitions, and the awarding of scholarships.
2. Develop and update documents and forms used in recruitment, admissions, and progressions.

3. Facilitate the student recruitment process.
4. Review and recommend to the Dean applicants for admission to the undergraduate and graduate programs.
5. Implement policies and procedure(s) regarding health requirements, contractual obligations of students, and other issues that affect the academic progress of students.
6. Facilitate due process for academic progressions.
7. Maintain School of Nursing student handbooks and communicate approved policies and procedure(s) to persons responsible for appropriate school and university publications.
8. Communicate updates and revisions of student policies to the students.
9. Coordinate student recognition programs.

A quorum for RAP is defined as:

1. Four or more RAP members in attendance.
2. Of the four members, three must be faculty.
3. Representation of the relevant academic program must be present for student hearings.

RAP Application and Scholarship Review Sub-committee:

The purpose of the RAP Application and Scholarship Review sub-committee is to: Assist in the application and scholarship review process.

Membership will consist of:

1. A minimum of three faculty.
2. A maximum of two students.
3. Advising, Admissions, and Student Support Coordinator serves as facilitator of RAP Application and Scholarship Review sub-committee.
4. Approval of RAP sub-committee membership will rest with RAP.
5. Any School of Nursing faculty, at any appointment level, may be a member. A three year commitment is not required.

Functions and responsibilities of the RAP Application and Scholarship Review sub-committee include but are not limited to:

1. Review and recommend to the Dean applicants for admission to the undergraduate and graduate nursing programs.
2. Review and recommend to the Dean recipients for scholarships or awards.
3. Applications to advanced clinical practice programs must be reviewed by advanced clinical practice faculty members.

D. Curricula and Instruction Committee (CIC)

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.

Membership will consist of:

1. A minimum of four faculty members.
2. Faculty representation from the BSN, MSN, and DNP programs will be attempted.
3. Representation of the practice areas will be attempted, but may be provided by invitation as needed.
4. Dean, Associate Dean(s) and/or administrative representative.
5. Three students: undergraduate, masters, and doctoral representatives will be selected by the committee, based on faculty recommendation.

Functions and responsibilities of the CIC committee include but are not limited to:

1. Provide leadership in establishing the end-of-program outcomes for the SoN academic programs.

2. Develop and evaluate curricula in accordance with the established undergraduate/graduate program outcomes and professional standards and guidelines.
3. Provide leadership for the development, maintenance, updating, and revision of documents on curricular threads and content mapping.
4. Direct and conduct the Quality Cycle for Course and Curriculum Review, as outlined in the School of Nursing Systematic Evaluation Plan.
5. Conduct formal reviews of courses and of the curriculum, and inform faculty of findings annually and/or as indicated.
6. Monitor textbooks and teaching/learning resources.
7. Provide a library resource liaison.
8. Develop SON academic policy related to: testing, grading, textbook policy, simulation, computer assisted learning, and curriculum evaluation and revision.

E. Faculty Recruitment, Advancement, and Development (RAD) Committee

The purpose of the Faculty Recruitment, 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.

Membership will consist of:

1. A minimum of three faculty members, at least one of whom will be tenured/tenure track.
2. Dean or his/her designee.

Functions and responsibilities of the RAD committee include but are not limited to:

1. Coordinate recruitment of tenure-track nursing faculty, including collaboration on position descriptions and outreach, facilitating candidate screening and interviews, facilitating stakeholder involvement, and aggregating input for making recommendations to the Dean regarding hire.
2. Provide input on the recruitment and screening of benefitted contingent faculty as needed.
3. Provide an orientation program and ongoing mentoring process for new faculty members.
4. Facilitate faculty development.
5. Coordinate J-term faculty retreats and issues forums.
6. Facilitate the tenure and promotion process for the SoN faculty, articulating expectations for:
 - a. Teaching excellence
 - b. Scholarly activities
 - c. Service
 - d. Practice
7. Coordinate the development, revision, and maintenance of a School of Nursing faculty handbook.
8. Facilitate the process of selection of affiliate faculty for recommendation to the Dean.
9. Coordinate and administer recognition of special occasions, awards, and recognitions for faculty and staff.
10. Coordinate faculty-related components of program evaluation.
11. Collaborate with CIC and relevant faculty in the development of preceptor policies and handbooks.
12. Collaborate with the faculty alumni representative to advance alumni relations.

F. Program Evaluation (PEC) Committee

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.

Membership will consist of:

1. A minimum of three faculty members, at least one of whom will be tenured/tenure track.

2. Associate Dean(s)
3. Dean or his/her designee.
4. Chair of the Executive Council.

Functions and responsibilities of the PEC committee include but are not limited to:

1. Develop, review, and monitor SoN program evaluation, assessment of student learning, and quality improvement processes and activities.
2. Coordinate nursing program assessment and evaluation activities, as described in the SoN Systematic Evaluation Plan.
3. Review the effectiveness of plans and practices for program evaluation and assessment of student learning.
4. Collaborate with SoN administration, committees, and support staff in regard to preparing, distributing, recording, collating, and maintaining assessment/evaluation data and materials.
5. Receive and review processed evaluation data, identifying trends and patterns.
6. Collaborate with appropriate SoN committees for the review and analysis of evaluation reports, and with the SoN for discussion, analysis, and quality improvement decision making.
7. Recommend SoN improvement initiatives based on the analysis of assessment/evaluation data.
8. Collaborate with SoN administration and committee chairs for the planning and implementation of an annual SoN Evaluation Day.
9. Facilitate articulation of SoN assessment/evaluation initiatives with those of the University.
10. Follow-up regarding effectiveness of quality improvement initiatives.
11. Monitor and propose revisions to the SoN Systematic Evaluation Plan.

G. Committee meetings/records

1. The minutes of SNO and standing committee meetings will be available to all SNO members. Original/corrected copies are kept on file in the SoN file.
2. Dates and agenda of committee meetings will be communicated appropriately so the other SNO faculty members may attend or provide input.
3. Committee minutes will include: topics, decisions made, and actions. Accountable persons will be identified. Attachments and/or documents will be included.
4. Recommendations for SNO consideration will be distributed to SNO members at least five (5) days in advance of the SNO meeting.

VIII. Parliamentary Procedure

Robert's Rules of Order (Revised) will be the guide for the conduct of all meetings and the authority for matters not covered here-in.

Amendment of Bylaws

Rules and regulations may be amended at any SNO meeting by a two-thirds majority vote providing:

1. The proposed change(s) have been presented to the members in writing at least two (2) weeks prior to the time of the meeting, and
2. The proposed change is congruent with University policy.

Draft of Bylaws revisions, Executive Council, 5/13/2015
Edits, 5/20/2015; approved 5/27/2015 SNO meeting

Appendix II-C.1

Dr. Sheila K. Smith, PhD, RN, ANP-BC, APNP

November, 2015

School of Nursing
Pacific Lutheran University
Tacoma, WA 98447

611 N. G Street
Tacoma, WA, 98403
2049sks@gmail.com
(715) 579-7671 (cell)

Current Position

Dean and Professor, School of Nursing, Pacific Lutheran University, Tacoma, WA
Adult Nurse Practitioner

Education

- 1997 Adult Nurse Practitioner role preparation (post-master's)
University of Wisconsin-Eau Claire, Eau Claire, WI
- 1996 Ph.D. in Nursing, Minor in Feminist Studies
Dissertation: "Women's Experiences of Victimized Sexualization and Healing"
Advisors: Dr. Margaret Newman and Dr. Betty Lia Hoagberg
University of Minnesota, Minneapolis, MN
- 1985 MSN, Adult Health Nursing Specialization
Clinical Nurse Specialist role preparation
Thesis: "Human Responses which Characterize Deterioration"
University of Wisconsin-Eau Claire, Eau Claire, WI
- 1981 BSN, University of Wisconsin-Eau Claire, Eau Claire, WI

Credentials

- Registered Nurse Licensure(current & former): Washington, Tennessee, Wisconsin, Minnesota
- Nurse Practitioner Certification: Adult Nurse Practitioner, Certified Specialist
American Nurses' Credentialing Center, June, 1997 to August 31, 2017
- Advanced Practice Nurse Prescriber (current & former): WA, TN, WI, MN

Administrative Experience

Dean, School of Nursing, Pacific Lutheran University, Tacoma, WA. Aug 1, 2014 – present.

Associate Dean-Academic Programs, College of Nursing, East Tennessee State University, Johnson City, TN. July 1, 2012 – July 31, 2014.

Assistant Dean, Pre-licensure Programs, Evaluation, and Strategic Initiatives, August 2007 – June 2012, University of Wisconsin – Eau Claire, College of Nursing and Health Sciences.

Department Chair, Adult Health Nursing, June 1998 – August 2007, University of Wisconsin – Eau Claire, College of Nursing and Health Sciences. Interim Department Chair, Department of Public Health Professions.

Teaching Experience

Professor, Aug 1, 2014 – present. School of Nursing, Pacific Lutheran University, Tacoma, WA. Granted tenure August 1, 2014.

Professor, July 1, 2012 – July 30, 2014. College of Nursing, East Tennessee State University, Johnson City, TN. Granted tenure July 1, 2012.

Professor, July 2002 – July 2012. Department of Nursing, University of Wisconsin – Eau Claire, College of Nursing and Health Sciences. Lead faculty for Adult Health NP program. Associate Professor, July 1998 – June 2002; Assistant Professor, July 1993 to June 1998; Instructor, August 1989 - June 1993. Granted tenure July 1998.

Visiting Professor, 1st Affiliated Overseas Hospital, Jinan University, Guangzhou, China, May-June, 2005.

Clinical Instructor, adult community clinical, Nursing in Complex Situations II. Teaching Assistant, Women's Studies Department. University of Minnesota, School of Nursing, Fall 1989 – Spring 1991.

Research Assistant, University of Minnesota, School of Nursing, Dr. Margaret Newman, September 1987 – July 1989. Research in Dr. Newman's theory of Health as Expanding Consciousness.

Graduate Assistant, University of Wisconsin – Eau Claire, School of Nursing, August 1986 – June 1987.

Practice Experience

Adult Health Nurse Practitioner:

Neighborhood Clinic, Tacoma, WA, July 2015 – present;

Pacific Lutheran University, School of Nursing, Student Clinics, July 2015 – present;

Rainier Internal Medicine, Puyallup, WA, July 2015 – present;

Johnson City Community Health Center, Jan 2013 – July 2014;

University of Wisconsin – Eau Claire, Student Health Services, September 1997 to July 2012;

Chippewa Valley Free Clinic, September 1997 to July 2012;

Community Health Partnership, Eau Claire, WI, 2008 to 2010;

Wisconsin Industrial Nurses, Eau Claire, WI, September 2000 to December 2003;

Planned Parenthood of Wisconsin- Eau Claire, March 1998 to December 2000.

Bolton Refuge House, Eau Claire, WI, Counseling Support Group and APN Volunteer, 1992-1998.

Clinical Nurse Specialist, Luther Hospital, Eau Claire, WI, May 1987 – Sept 1989: Adult Health and Women's Health. CNS responsibility for acute care medical units (Medical Telemetry, Intermediate Care, Critical Care), and for Women's Health through the Women's Health Education Resource Services (HERS) Center.

Assistant Patient Care Coordinator, Intensive Care Unit, Luther Hospital, Eau Claire, WI, February-June, 1985. Staff Nurse, Critical Care Unit, Gynecology & General Surgical Units: June 1981 – May 1989; Coordinator, Professional Practice Project, September 1983 – June 1985. Luther Hospital, Eau Claire, WI.

Fellowships

- Higher Learning Commission Assessment Academy, 2008-2012.
- American Association of Colleges of Nursing, Fuld Academic Nursing Leadership Fellows program, 2005-2006.
- National Association of Nurse Practitioner Faculties, Mentoring Program in Community-Based Advanced Practice Nursing Fellowship Program, 2003-2004.

Honors and Awards

- Assistant Dean and Professor Emerita, College of Nursing and Health Sciences, University of Wisconsin-Eau Claire, Eau Claire, WI
- Walking OUT: An LGBTQA Commencement Celebration, recognizing faculty who have had a strong impact on LGBT student success at UWEC. SafeSpace Program, University of WI – Eau Claire, May 2012.
- Lifetime Distinguished Feminist Service Award, Women’s Studies Program, University of WI – Eau Claire, April 2012.
- Western Region National Ski Patrol, Critical Care Recognition Awards, 2008 & 2012.
- Patricia Van Ort Scholarly Achievement Award, University of Wisconsin-Eau Claire School of Nursing, 2006
- University of WI – Eau Claire, Faculty Sabbatical Program, Spring 2005. “Community-Based Advanced Practice Nursing.”
- Sigma Theta Tau, Delta Phi Chapter Leadership Award, April, 2003.
- University of Wisconsin-Eau Claire School of Nursing, Patricia M. Ostmoie Award for Excellence in Clinical Instruction, May, 1998.
- University of Minnesota School of Nursing Doctoral Fellowship, 1989-1991.
- Midwest Nursing Research Society, Doctoral Student Poster Award, 1988.
- University of Minnesota-School of Nursing Beatrice Lofgren Delue Scholarship, 1987-88.
- University of Wisconsin-Eau Claire, School of Nursing Scholarly Achievement Award, 1987.
- Phi Kappa Phi induction, April, 1987.
- Sigma Theta Tau, Delta Phi Chapter Leadership Award, April 1985.

Research Grants

- Using Simulation to Evaluate Senior BSN Practice Competencies, Tennessee Nurses Association, January 2013, \$5,000.
- LGBT Healthcare Needs and Concerns, UW-Eau Claire Faculty-Student Research Collaboration, September 2009-2011, \$7500.
- UW-Eau Claire Blugold Fellow, S. Vach. Health Experiences: CVFC Patients. 2006-2008, \$1500.
- UW-Eau Claire Faculty-Student Research Collaboration Program, CVFC Health Stories of Patients with Diabetes. 2005-2007, \$7500.
- UW-Eau Claire Faculty Development Program, AACN Hot Issues Conference, Mar 2005, \$1450.
- AACN Fuld Academic Nursing Leadership Program, Fall 2004, \$1150.

- UW-Eau Claire University Research and Creative Activity Grant, 2004-2005, Sabbatical Support, \$4900.
- UW-Eau Claire Faculty/Student Research Collaboration Grant, Social networks: Comparison of risk behaviors among college students. With R. Jadack, October 2003, \$1500.
- UW-Eau Claire Faculty Development Program, "Issues in Primary Care," \$650, Fall 2002.
- NONPF Faculty Mentoring in Community Health, UWEC Small Research and Faculty Development grant, Fall, 2000, \$500.
- UW-Eau Claire Faculty-Student Research Collaboration Grant, Evaluating Undergraduate Student Learning Outcomes: Community-Based Academic Nursing, Fall 1999, \$1800.
- UWEC Faculty-Student Collaboration, Using Nursing Taxonomies in Community-Based Academic Nursing. With J. Jones, Fall 1999, \$1800.
- UW-Eau Claire Small Research Grant, Women's Health Research Projects, Spring 1997, \$500.
- UW-Eau Claire Faculty-Student Research Collaboration, Women's Experiences of Victimizing Sexualization and Healing, 1994-1995, \$4600.
- American Nurses' Foundation Nursing Research Grants Program, Women's Experiences of Victimizing Sexualization and Healing, May 1994, \$2,698.
- University of Minnesota Doctoral Dissertation Special Grant, Women's Experiences of Victimizing Sexualization and Healing, May 1994, \$1,500.
- UW-Eau Claire Small Research Grant, Women's Experiences of Victimizing Sexualization and Healing, Fall 1993, \$650.
- UW-Eau Claire Dean's Discretionary Scholarship Funds, Women's Healing: Recovering Self and Identity Following Victimizing Sexualization. Fall 1990-1991, \$1750.

Training Grants

- Pediatric Health Assessment for Tennessee Public Health Nurses, State of Tennessee, November 2013, \$168,294.
- Building APN Capacity for the Interprofessional Management of Multiple Chronic Conditions. HRSA Advanced Nursing Education program grant, Funded (July 1, 2013 – June 30, 2016), \$1,124,999.
- Partnership for Transition to Practice, The Promise of Nursing for Tennessee-Nursing School Grant Program, TN Hospital Association, Funded (Jan 1, 2013 – Dec 31, 2013), \$15,000
- ETSU Technology Access Fee, Simulation Lab and Virtual Advising Enhancements, \$60,052, Funded January 2013.
- Access and Opportunity: Expanding Capacity through Enhanced Diversity and Educational Excellence in Nursing. UW-Eau Claire Blugold Commitment Differential Tuition Proposal, October 2010, \$93,198.
- Expansion of the Rosebud Immersion Experience for Nursing Students, UW-Eau Claire Blugold Commitment Differential Tuition proposal, with R. Jadack, May 2010, \$30,517
- UW-Eau Claire "Quick Win + Base," Connecting and Reconnecting: Enhancing Diversity in Baccalaureate Nursing Education – A Multicultural Approach. November 2008, \$67,551.25.
- WI Health Partnership Collaboration Development Grant, CVFC Chronic Disease Management Program. Grant writing team. August 2007, \$67,000
- WI Health Partnership Collaboration Planning Grant, CVFC Diabetes Management Program. Dec 2005, \$50,000
- Chippewa Valley Free Clinic, Community-Academic Partnership Grant: Collaborative Community Diabetes Care Project. Wisconsin Health Partnership Fund. Fall 2004

- UW-Eau Claire TLDC Mobile Computing Teaching Technology. Provided PDA's for NP students. With M. Jansen, October 2004.
- UW-Eau Claire Faculty-Student Research Collaboration, Determining Outcomes in Community-Based Nursing: A Teaching/Practice/Research Collaboration. \$1800, Fall 2000.
- UW-Eau Claire Women and Minority Mentoring Program, Support for Academic and Scholarly Writing, \$1300, S. Smith, Mentor; J. Jones, Mentee.
- UW-Eau Claire Faculty-Student Collaboration Grant, Theory into Practice: An International Collaboration, \$1800, Fall 1999.
- UW-Eau Claire Small Research Grant, Nursing Theory/Research/Practice in Cyberspace: An International Dialogue, \$500, Fall 1998.

Publications and Other Creative Works

Peer-Reviewed Articles:

Smith, S. K., and Turell, S. M. (2015). Perceptions of Healthcare Experiences: Relational and Communicative Competencies to Improve Care for LGBT People. *Journal of Social Issues*, Special edition, LGBT health. Under review.

Lee, M.L., Stidham, A., Melton, S.T., Mullins, C., Smith, S.K. (2015). Interprofessional Team Development in Student Led Clinics in Rural Northeast Tennessee. *International Journal of Health Sciences Education*. Accepted for publication.

Smith, S.K., Hecker Fernandes, J., Zorn, C., & Duffy, L. (2012). Precepting and mentoring needs of nursing faculty and clinical instructors: Fostering career development and community. *Journal of Nursing Education*, 51(9), 497-503.

Lamm, J., Poeschel, J., & Smith, S.K. (2008). Obtaining a thorough sleep history and routinely screening for obstructive sleep apnea. *Journal of the American Academy of Nurse Practitioners*, 20, 1-5.

Boehm, C., & Smith, S.K. (2007). Altering the course: Screening for prediabetes. *Advance for Nurse Practitioners*, 15(11), 43-46.

Girdhari, S., & Smith, S.K. (2006). Assisting older adults with outpatient acute pain management. *Journal of Orthopedic Nursing*, 25(3), 188-196.

Smith, S. K. (1997). Women's experiences of victimizing sexualization: Part I, Responses related to abuse and home/family environments. *Issues in Mental Health Nursing*, 18(5), 395-416.

Smith, S. K. (1997). Women's experiences of victimizing sexualization: Part II, Community characteristics and longer term personal impacts. *Issues in Mental Health Nursing*, 18(5), 417-431.

Mickel, R., Cassidy, M., Duifhuyzen, B., Fairbanks, C., Gross, R., Pederson, J., & Smith, S. (1992). A discussion of scholarship concerning women. *Wisconsin Dialogue: A Faculty Journal for the University of Wisconsin-Eau Claire*, 12, 56-78.

Smith, S. K. (1987). An analysis of the phenomenon of deterioration in the critically ill. *Image: Journal of Nursing Scholarship*, 20(1), 12-15.

Book Chapters:

Smith, S. K. (2009). Clinical decision making in advanced practice nursing. In M. M. Jansen and M. Zwygart-Stauffacher (Eds.). *Advanced practice nursing: A guide to professional development* (4th ed.), New York: Springer.

Smith, S. K. (2006). Clinical decision making in advanced practice nursing. In M. M. Jansen and M. Zwygart-Stauffacher (Eds.). *Advanced practice nursing: A guide to professional development* (3rd ed.), New York: Springer.

Smith, S.K. (1999). Sensitive issues in life story research. In S.M. Moch & M.F. Gates (eds.), *The researcher experience in qualitative research*. Thousand Oaks, CA: Sage.

Smith, S. K. (1990). A feminist analysis of constructs of health. In A. Graubard & R. Neil (eds.), *Caring and nursing: Explorations in the feminist perspective*. New York: National League for Nursing.

Textbook Chapter Introductions:

Smith, S.K., Copstead, L.E.C., & Kirkhorn, M.J. (2009). Frontiers of research, chapter introductions. In L.E. Copstead & J.L. Banasik (eds.), *Pathophysiology* (4th Ed.), St. Louis: Elsevier Saunders.

- Pathophysiologic processes: The complex nature of disease
- Cellular function: Genes and genetic disorders
- Defense: Immune system responses.
- Oxygen transport, blood coagulation, blood flow, and blood pressure: Blood and circulatory disorders
- Cardiac function: Heart disease and health habits
- Respiratory function: Advances in treatment of respiratory disorders
- Fluid, electrolyte, and acid-base homeostasis: The sea within us
- Renal and bladder function: Renal failure and dialysis
- Genital and reproductive function: Prostate and breast cancer
- Gastrointestinal function: Advances in treatment of gastrointestinal disorders
- Endocrine function, metabolism, and nutrition: Diabetes mellitus
- Neural function: Pain and its control
- Neuropsychological function: Biological markers of depression and schizophrenia
- Musculoskeletal support and movement: Advances in Treatment of musculoskeletal disorders
- Integumentary system: Wounds and wound healing

On-line Publications:

Smith, S. K. (2001). Developing client case management through an integrated academic nursing practice at a community free clinic. [On-line]. Available: <http://www.NONPF.org>

Published Abstracts:

Smith, S.K. (2010). *LGBT healthcare needs and concerns*. AACN Baccalaureate Nursing Conference, Orlando, FL.

Smith, S.K. (2005). *Teaching nursing in a rapidly developing country: Lessons learned from a*

short-term international teaching experience. AACN Baccalaureate Nursing Conference, Chicago, IL.

Smith, S. K. (1996). Women's experiences of victimizing sexualization and healing. *Proceedings of the 7th International Critical and Feminist Thinking in Nursing Conference.* Pittsburgh, PN: Carlow College.

Smith, S. K. (1989). A feminist analysis of constructs of health. *Proceedings of the conference on caring and nursing: Explorations in the feminist perspective.* Denver: University of Colorado School of Nursing.

Unpublished Doctoral Dissertation:

Smith, S. K. (1996). *Women's experiences of victimizing sexualization and healing.* (Unpublished doctoral dissertation). University of Minnesota, Minneapolis, Minnesota.

Unpublished Master's Thesis:

Smith, S. K. (1987). *Human responses which characterize deterioration.* (Unpublished Master's Thesis). University of Wisconsin- Eau Claire, Eau Claire, Wisconsin.

Presentations (select)

International

Smith, S. K. (2005). *Trends in nursing development.* Jinan University, Guangzhou, China, May 24-June 8, 2005; Hanoi Medical University, Hanoi, Vietnam, June 13, 2005.

Smith, S. K. (1997). *Constructing a link between nursing and feminism: Social relations of gender and the health patterning framework.* 8th International Congress on Women's Health Issues: International Council on Women's Health Issues. University of Saskatchewan, Saskatoon, Saskatchewan, June, 1997.

Smith, S. K. (1996). *Women's experiences of victimizing sexualization and healing.* 7th International Critical and Feminist Thinking in Nursing Conference. Carlow College, Pittsburgh, PN, October 12, 1996.

National

Smith, S.K. (2015). Smith, S.K. (2015). *Building capacity for the interprofessional management of multiple chronic conditions: The role of interprofessional student clinics.* Southeast Interprofessional Education Conference, East Tennessee State University. Paper presentation, June 11, 2015.

Commission on Collegiate Nursing Education (CCNE) panel presentations, 2013-2015:

- CCNE Evaluator Re-training Program, *Professional standards, guidelines, and other resources for accreditation; Planning and leading effective interviews.* Atlanta, GA, June 17-18, 2015.
- National Council of State Boards of Nursing (NCSBN), *State of the consensus model, A Report by Accreditation.* Chicago, IL, April 23-24, 2014;
- American Association of Colleges of Nursing (AACN) Master's Conference, *Accreditation standards revisions.* Scottsdale, AZ, February 27, 2014.
- AACN Semi-Annual Meeting, *Team leader training workshop.* Washington, DC, October 26, 2013.

- National Association of Neonatal Nurses Faculty Summit, *CCNE accreditation updates*. Nashville, TN, October 2, 2013.

Crouch, M. A., Davenport, M. J., McGowen, R., Pack, R., Smith, S.K. (2014). *Formative experiences of an inter-professional education program*. American Association of Colleges of Pharmacy annual meeting, Poster presentation, July, 2014.

Smith, S.K., Turell, S., Jagusch, S., Mercer, L., & Liffbrig, E. (2010). *LGBT healthcare needs and concerns*. Poster presentation, AACN Baccalaureate Nursing Conference, Orlando, FL, Nov 20, 2010.

Smith, S.K. (2005). *Teaching nursing in a rapidly developing country: Lessons learned from a short-term international teaching experience*. Paper presentation, AACN Baccalaureate Nursing Conference, Chicago, IL, Dec 1, 2005.

Smith, S. K. (1997). *Extending the health patterning framework to the lived social world: Women's experiences of victimizing sexualization and healing.* Presented at the 21st Annual Midwest Nursing Research Society Conference, Unitary Being Perspectives Symposium on Health as Expanding Consciousness: Research Based on the Theoretical Framework of Dr. Margaret Newman. Minneapolis, MN, April 8, 1997.

Smith, S. K. (1988). *A feminist analysis of constructs of health*. Paper presentation at the University of Colorado School of Nursing Conference on Caring and Nursing: Explorations in the Feminist Perspective, June 18, 1988.

Smith, S. K. (1988). *Human responses characterizing deterioration*. Poster presented at the Midwest Nursing Research Society conference, Wichita, KA, April 24, 1988.

Regional/State/Local

Smith, S.K. (2015). *Newman's theory of health as expanding consciousness*. Guest lecture, Pacific Lutheran University, October 2015.

Smith, S.K. (2015). *CCNE accreditation standards*. SoN Faculty Retreat, Pacific Lutheran University, January 2015.

Smith, S.K. (2015). *Appreciative inquiry*. SoN faculty, Pacific Lutheran University, November 2014.

Smith, S.K. (2014). *Affordable care act*. Invited presentation, University faculty, Pacific Lutheran University, October 22, 2014.

Smith, S.K. (2014). *The future of advanced practice nursing and rural health: Challenges and opportunities*. Invited paper presentation, College of St. Scholastica School of Nursing, April 11, 2014.

Smith, S.K. (2014). *Nursing education: Current challenges and imperatives*. Invited paper presentation, Winona State University School of Nursing, February 25, 2014.

Smith, S.K., Hecker-Fernandes, J., Zorn, C.R., Duffy, L. (2012). *Precepting and mentoring needs of nursing faculty and clinical instructors: Fostering career development and community*. Poster presentation, Sigma Theta Tau Research Day, April 2012.

Smith, S.K. (2011). *The future of nursing*. Invited paper presentation, East Tennessee State University College of Nursing, October 19, 2011.

Smith, S.K. (2011-2012). *LGBT healthcare needs and concerns*. Women on Wednesdays, East Tennessee State University, September 2012; Research Day, Epsilon Sigma Chapter Sigma Theta Tau, East Tennessee State University, September 2012; AIDS Resource Center of Wisconsin, September 2011; Chippewa Valley LGBT Community Center, May 2011.

Smith, S.K., Turell, S., Jagusch, S., Mercer, L., & Liffrig, E. (2010). *LGBT healthcare needs and concerns*. Poster presentations, UW-Eau Claire Student Research Day, April 2010; Sigma Theta Tau Research Day, April 2010.

Klitzke Johnson, R, & Smith, S.K. (2010). *Motivational interviewing and the inpatient with diabetes*. Poster presentations, Sigma Theta Tau Research Day, April 2010; Luther Midelfort Mayo, Nurses Week, April 2010.

Smith, S.K., Severson, L., & Vach, S. (2008). *Diabetes health stories: Free clinic patients*. Poster presentation, UW-Eau Claire Student Research Day, April 2008.

Smith, S. K. (2006). *Advanced practice nursing in diverse settings*. College of Nursing and Health Sciences, University of WI – Eau Claire, February 10, 2006.

Smith, S. K. (2005). Rosebud IHS Hospital, Rosebud, SD. July, 2005.

- *Nursing quality improvement: Concepts and processes.*
- *Professional nursing scope and standards of practice.*
- *Quality nursing practice. Results of focus group discussions.*

Smith, S.K. (2004). *CCNE Accreditation*, Faculty workshop. Mankato State University, School of Nursing, Mankato, MN, August 30, 2004.

Smith, S. K. & Strom, S. (2001). *Advanced practice case management in community free clinics*. Great Lakes Regional Free Clinics, Annual Conference. Madison, WI, April 2001.

Smith, S. K. (2000). *Playing a leadership role in the health system response to domestic violence*. Invited Panel Participant, Eau Claire, WI, May 2000.

Smith, S. K. (2000). *Women's health promotion: Current challenges*. Invited Presentation, Sacred Heart Hospital Women's Health Center, Grand Opening, Eau Claire, WI, February 21, 2000.

Smith, S. K. (2000). *Health needs of women of color*. Panel Presentation, Black History Month, UW-Eau Claire, February 14, 2000.

Smith, S. K. (1999). *Community-Based Nursing Education*. Community Partnership Workshop, UW-Eau Claire School of Nursing, September, 1999.

Smith, S. K. (1998). *Social relations of gender and women's health patterning*. University of Wisconsin-Eau Claire Faculty/Staff Academic Forum, April 8, 1998; Sigma Theta Tau, Delta Phi Chapter, October, 1998.

Smith, S. K. (1996). *Women's experiences of victimizing sexualization and healing*. University of WI-Eau Claire School of Nursing, April 19, 1996; University of Minnesota School of Nursing, May 16, 1996.

Smith, S. K. (1990). *Intuitive knowing: Application to nursing research*. North Memorial Hospital Nursing Research Conference, Minneapolis, MN., January 19, 1990.

Smith, S. K. (1987). *An analysis of the phenomenon of deterioration in the critically ill*. Paper and poster presentations, University of Wisconsin-Eau Claire School of Nursing Research Day, April 24, 1987; University of Wisconsin - Milwaukee School of Nursing Research Day, November 12, 1986.

Current Research

- Interprofessional Education for Advanced Practice Nursing: Building APN Capacity for the Interprofessional Management of Multiple Chronic Conditions, Fall 2012 to present
- LGBT Healthcare Needs and Concerns, Fall 2009 to present.

Major Reports and Projects

Reports:

- Strategic Planning Framework and Initiatives, School of Nursing, Pacific Lutheran University, Spring 2015.
- Letter of Intent: Post-DNP Graduate Certificate Programs, East Tennessee State University, College of Nursing, April 2014.
- CCNE On-Site Evaluation Team Reports, 1-2 per year from accreditation visits to numerous nursing programs across the nation and internationally, 2000 to present.
- UW-Eau Claire College of Nursing and Health Sciences, CCNE Self-Study Report for the Undergraduate and Graduate Nursing Programs, 2010-2011.
- UW-Eau Claire Higher Learning Commission Self-Study Report, Criterion #1 Mission and Integrity, 2008-2009.
- Transforming our Future: The UW-Eau Claire Centennial Plan, 2008-2016. University Planning Committee Strategic Planning Group, 2006-2008.

Curriculum:

- ETSU CON Post-DNP Graduate Certificate programs. April 2014.
- ETSU CON undergraduate curriculum revision, Tennessee Board of Regents report, September 2013.
- ETSU BSN comprehensive curriculum revision, member of leadership group, 2012-2013.
- UW-Eau Claire BSN comprehensive curriculum revision, member of leadership group, 2009-2012.

Evaluation/Assessment:

- Pacific Lutheran University School of Nursing, Systematic Evaluation Plan, 2014-2015.
- ETSU College of Nursing, Systematic Evaluation Plan, 2013-2014.
- ETSU College of Nursing, SACS Institutional Effectiveness report, CON member of the Academic Health Sciences team, 2013.
- Canadian Association of Nursing Schools (CASN), member of the accreditation standards revision work group, 2013.
- Commission on Collegiate Nursing Education, accreditation standards revision, Standards Committee member, 2011-2013.
- UW-Eau Claire Nursing Evaluation Plan, developer/coordinator, 2007-2012.
- UW-Eau Claire College of Nursing evaluation reports, 2007-2012.

Manuals:

Smith, S. K., Rapp, C. J., Brekke, J., Frazier, S., Seffens, R. (1984). Inservice Manual for Professional Practice Project. Eau Claire, WI: Luther Hospital.

Formal Instruction Taken		
Dismantling Racism, UW-Eau Claire	16 hrs	May, 2010
National Ski Patrol, Outdoor Emergency Technician, St. Paul, MN	91 hours	Fall 2006
American Association of Colleges of Nursing (AACN) Academic Leadership Development Program, 2005, Washington, DC.	Program Fellow	2005-2006
NONPF Faculty-to-Faculty Mentoring in Community Health for Graduate Nursing Education. University of Michigan, Ann Arbor, MI.	Program Fellow	2003-2004
Commission on Collegiate Nursing Education (CCNE), Training Program for Accreditation Site Visitors. Washington, DC.	16 hrs	Aug., 2000
<u>Reframing Women's Health: An Intensive Summer Institute</u> , Center for Research on Women and Gender, University of Illinois at Chicago.	40 hours	8/20-8/24, 1994
<u>Studies in American Indian History: Lakota History and Culture</u> , HIST 468/668, UWEC Outreach Extension	20 hours	10/6-10/11, 1991
<u>Lakota Summer Institute</u> , Sinte Gleska College, Mission, SD	60 hours	6/23-6/29, 1991
<u>Studies in the History of Women:</u>	20 hours	2/28-3/14,

<u>Lakota Women's Lives</u> , H394/594, UWEC Outreach Extension		1991
<u>Studies in American Indian History: Lakota History and Culture</u> , HIST 468/668, UWEC Outreach Extension	20 hours	11/5-11/8, 1990
<u>Lakota Summer Institute</u> , Sinte Gleska College, Mission, SD	60 hours	6/25-6/29, 1990

Professional Service

Pacific Lutheran University

School of Nursing Committees and Councils

Dean's Administrative Leadership Team	2014-
Dean's SoN Advisory Council	2015-
Dean's Undergraduate Student Advisory Council	2014-
Dean's Graduate Student Advisory Council	2014-
Curriculum, Instruction, and Evaluation Committee	2014-
Faculty Recruitment, Advancement, and Development Committee	2014-
Student Recruitments, Admissions, and Progressions Committee	2014-
Program Evaluation Committee	2014-

University Committees and Councils

Dean's Advisory Council	2014-
Peace Studies Committee	2015-

East Tennessee State University

College of Nursing Committees

Dean's Administrative Leadership Team	2012-2014
Undergraduate and Graduate Program Committees	2012-2014
Undergraduate and Graduate Curriculum Committees	2012-2014
Evaluation and Process Improvement Committee	2012-2014
Undergraduate Academic Standards Committee	2012-2014
Faculty Search and Screen Committee	2012-2014
Workload Committee	2012-2014
Shared Governance Design Team	2012-2014

Academic Health Sciences Committees

Interprofessional Education Committee	2012-2014
Building 60 Planning Committee	2013-2014
SACS Institutional Effectiveness Committee	2013-2014
InTOPForm Information Literacy Initiative	2013-2014

University Committees

Women's Studies Steering Committee	2103-2014
ETSU University Assessment Committee	2013-2014

UW-Eau Claire

Nursing Program Committees

-Undergraduate Curriculum Committee	Member	'07-12
Curriculum Revision Workgroup		'11-12
NCLEX Improvement Workgroup		'10-12
Service Learning Workgroup		'08-09
-Student Affairs and Undergraduate Admissions	Member	'07-12
Convocation subcommittee	Member	'07-10
-Vision-Mission-Outcomes workgroup	Convener	'08-09
-Nursing Organization	Co-chair	'07-08
-Nursing Faculty and Academic Staff Organization	Chair, Presiding Officer	'02-07
-Nursing Executive Committee	Chair	'02-07
	At-large member	'96-01
-Nursing Honors Committee	Chair	'01-05
	Member	'96-01
-Associate Dean Search & Screen	Chair	'01-02, '02-03
-Clinical Track Subcommittee	Convener	'99-01; '05-06
-Student Credit Hours Workgroup	Convener	'99-01
-Preferred Visions Task Force	ADTN member	'97-98
UWEC School of Nursing	& Task Force Chair	
-Nursing Center for Health Committee	ADTN member	'92-98
-Graduate Program, Comprehensive Exam Core Committee	Chair	'98-99
	ADTN member	'97-00
-Taskgroup for Defining Nursing as a Healing Art, UWEC School of Nursing	Group Convener	Spring, '97
-Faculty Practice Task Force	Nursing Center for Health, member	'97-98
UWEC School of Nursing		

UW-Eau Claire College of Nursing and Health Sciences

-Dean Search & Screen	Chair	'03-04
-College Transition Team	Member	'04-05

UW-Eau Claire College of Professional Studies

Dean Search & Screen	Chair	'00-01
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UW-Eau Claire, University

-Dismantling Racism	Member	'10-12
-LGBTQA Advisory Council	Member	'09-12
-HLC Assessment Academy	Member	'08-12
-Council for Assessing and Advancing Student Learning (CAASL)	Member	'08-11
-Director of Assessment Search	Member	'10-11
-International Studies Advisory Group	Member	'10-12

-UWEC Faculty Senate	Nrsg Dept member	'08-12
	ADTN member	'97-2000
-UWEC Senate Executive Committee	Member	'08-12
-Women's Studies Curriculum Committee	Member	'89-12
-Women's Studies Steering Committee	Member	'94-00, '07-10
-Women's Studies Assessment Committee	Member	'07-09
-Academic Affairs Service Learning Advisory Committee	CONHS member	'07-10
-UWEC Course Availability Committee	CONHS member	'07-10
-UWEC Planning Committee	Member	'07-08; '02-05
Mission Subcommittee		'08-09
KPI Subcommittee		'07-09
-Higher Learning Commission, Criterion #1 Group	Co-chair	'06-09
-Assoc Vice Chancellor Search	Member	'06-08
-Strategic Planning Initiative, Global Leadership group	Member	'06-08
-Associate Vice Chancellor's Ad Hoc Dept Chair Group	Member	'05-07
-UWEC Honors Program, Internal Review Committee		'02-03
-NET Mentoring Program		'01-02
-UWEC Academic Policies Committee	School of Nursing member	'97-00
-Provost's Workgroup on Service Learning	CPS member	'00-01
-American Indian Studies Committee		'00 - '03
-Sinte Gleska University Lakota Studies Faculty exchange		'90-95

Community

Chippewa Valley Free Clinic	President	2005-2011
Eau Claire, WI	Vice President	2001-2005
	Board Member	2000-2013
	Executive Committee	
	Personnel Committee	
	Fund Development Committee	
	Practice Committee	
	Nurse Practitioner Practice	
-LEAP Program	Member	2007-2012
-National Ski Patrol, Afton Alps, Afton, MN Sugar Mountain, North Carolina	Member	2006-present
-Public Health Nursing Education and Practice Council	Convener	2005-2010
-Eau Claire City-County Health Dept., Public Health Nursing Audit Committee	School of Nursing member	'97-'02

Professional Service, State

-Collegiate Nurse Educators of Washington, Board member, 2015-2018

Professional Service, National

- Commission on Collegiate Nursing Education (CCNE) Accreditation Review Committee, 2011-2016.
-CCNE Standards Committee, 2011-2013.
-CCNE Accreditation Site Visitor, 2000 to present. Team Leader 2002-present.
-Reviewer, Journal of Professional Nursing

Professional Service, International

Canadian Association of Schools of Nursing, CASN Accreditation Standards Review Project, 2013-

Professional Consultations

East Tennessee State University, College of Nursing, HRSA Advanced Nursing Education grant:
Building APN Capacity for the Interprofessional Management of Multiple Chronic Conditions, 2014-present.
Eau Claire City-County Health Department, Family Planning Program, 2005 to 2007.
Accreditation consultations
Advanced Practice Nursing
Nursing Quality Improvement
Practice Theory

Membership in Professional Organizations (since 1990):

WA Organization of Nurse Executives
Collegiate Nurse Educators of WA (CNEWS)
American Association of Nurse Practitioners
American Nurses' Association
Tennessee Nurses Association
Wisconsin Nurses' Association
Sigma Theta Tau, International Nursing Honor Society
Sigma Theta Tau, Psi at-large, Epsilon Sigma, and Delta Phi Chapters
 Nominating Committee, member: 1986-1988;
 Eligibility Committee, member: 1986-1987;
 Secretary, 1985-1986
National League for Nursing
National Organization of Nurse Practitioner Faculties
Wisconsin Organization of Nurse Executives
Western Wisconsin Advanced Practice Nurse Association
Midwest Nursing Research Society (past member)
 Women's Health Research Section
 Qualitative Research Section
 Unitary Beings Perspective Section
Phi Kappa Phi

Appendix II-D.1
Faculty Teaching in DNP Courses and Areas of Expertise

Faculty Member	Areas of Expertise	DNP Courses Taught
Katie Bates, MSN, RN Instructor	Adult Health, COM	N531, COM I
Andrea Corona, PharmD Instructor	Advanced Pharmacotherapeutics	N583, Adv Pharm
Pam George, PhD, RN Instructor	Nursing Leadership, Theory	N531, COM I
Cheryl Graf, MSN, RN, FNP Instructor	Advanced Clinical Practice, FNP	N582, Adv Health Assess N584 & 585, FNP I & II
Lorena Guerrero, PhD, RN, FNP Assist Prof	Advanced Clinical Practice, FNP Culturally Congruent Care	N524, Adv Hlth Promotion N580, Adv Pathophysiology N582, Adv Health Assess N584 & 585, FNP I & II
Gary Mahon, PhD Instructor	Leadership, Management, Informatics, Data Analytics, Quality Improvement	N527, Evaluation & Outcomes N526, Leadership/ Management N623 Information Technology N630 , Analytic Methods
Anne Mariella, PhD, RN Instructor	Nursing Theory, Research	N525, Theoretical Foundations
Mary Moller, DNP, RN, PMHCNS Assoc Prof	PMH Nursing, Advanced Clinical Practice	N540, Chronic Illness/Disease Mgmt N561, Primary Care Mental Health N651, Psychopharmacology N652, Addictions N653 & 654, PMHNP I & II N682-684, DNP Project I, II, III N699, DNP Scholarly Inquiry
Christina Pepin, MSN, RN Instructor	Adult Health, COM	N531, COM I
Emily Robinson, DNP, FNP Instructor	Advanced Clinical Practice, FNP	N582, Adv Health Assess
Sheila Smith, PhD, RN, ANP-BC Prof and Dean	Advanced Clinical Practice, ANP Advanced Pathophysiology Nursing Theory	N580, Adv Pathophysiology
Sally Watkins, PhD, RN Instructor	Nursing Leadership, Healthcare Administrative Leadership, Health Policy	N627 Health Policy/Politics

Teri Woo, PhD, RN, PNP Assoc Prof and Assoc Dean	Advanced Clinical Practice, PNP Advanced Pharmacotherapeutics Advanced Pathophysiology	N523, Adv Practice Roles N562, Women & Children N580, Adv Pathophysiology N582, Adv Health Assess N584 & 585, FNP I & II N631, Translational Research N681, DNP Proposal N682-684, DNP Project I, II, III N699, DNP Scholarly Inquiry
Sylvia Wood, CNM, RN Assoc Prof	Advanced Clinical Practice, CNM	N562, Women & Children
Dana Zaichkin, PhD, RN Assist Prof	Adult Health, COM Resource Management Population Health, Biostats	N530, Resource Management N625, Epidemiology & Biostats N682-684, DNP Project I, II, III N699, DNP Scholarly Inquiry

Appendix III-B. 1
Pacific Lutheran University School of Nursing
DNP Curriculum – Family Nurse Practitioner
BSN-prepared student

Year of Program	Summer	Fall	J-Term	Spring
1	NURS 623 Information Systems and Patient Care Technology (3) NURS 625 Epidemiology and Biostatistics (3)	NURS 523 Role of the Advanced Practice Nurse (3) NURS 525 Theoretical Foundations (3) NURS 526 Leadership and Management (3)	NURS 524 Advanced Health Promotion (2) NURS 540 Illness and Disease Management (2) 30 clinical hrs	NURS 527 Evaluations and Outcomes Research (3) NURS 630 Analytical Methods (3) NURS 531 Care and Outcomes Manager Practicum 1 (3) 120 clinical hrs
Credits/Semester	6	9	4	9
2	NURS 582 Advanced Health Assessment (3) 30 clinical hours NURS 583 Clinical Pharmacotherapeutics (3) NURS 580 Advanced Pathophysiology (3)	NURS 584 Family Nurse Practitioner Practicum I (5) 180 hrs clinical NURS 561 Primary Care Mental Health (2)		NURS 631 Translating Research into Nursing Practice (3) NURS 585 Family Nurse Practitioner Practicum II (5) 180 hrs clinical NURS 530 Resource Management
Credits/Semester	9	7		11
3	NURS 562 Women and Children (4) 120 hrs clinical NURS 681: Scholarly Project Proposal (2) 30 hrs clinical	NURS 627 Health Policy (3) NURS 682 DNP Project I (3) 120 hrs clinical NURS 594 FNP Clinical Capstone (3 credits) 120 clinical hours	NURS 683 DNP Project II (2) 30 hrs clinical	NURS 684 DNP Project III (4) 120 hrs of clinical NURS 699 DNP Scholarly Project: Capstone (2) NURS 695 Transition to DNP Practice (1)
Credits/Semester	6	9	2	7
				Total credits 79 Total post-BSN clinical hrs: 1080 Total FNP clinical hrs: 630

Appendix III-B. 1
Pacific Lutheran University School of Nursing
DNP Curriculum – Psychiatric Mental Health Nurse Practitioner
BSN-prepared student (Appendix 1)

Year of Program	Summer	Fall	J-Term	Spring
1	NURS 623 Information Systems and Patient Care Technology (3) NURS 625 Epidemiology and Biostatistics (3)	NURS 523 Role of the Advanced Practice Nurse (3) NURS 525 Theoretical Foundations (3) NURS 526 Leadership and Management (3)	NURS 524 Advanced Health Promotion (2) NURS 540 Illness and Disease Management (2) 30 clinical hrs	NURS 527 Evaluations and Outcomes Research (3) NURS 630 Analytical Methods (3) NURS 531 Care and Outcomes Manager Practicum 1 (3) 120 clinical hrs
Credits/Semester	6	9	4	9
2	NURS 582 Advanced Health Assessment (3) 30 clinical hours NURS 583 Clinical Pharmacotherapeutics (3) NURS 580 Advanced Pathophysiology (3)	NURS 653 PMHNP I Assessment, Diagnosis and Management Across the lifespan (7) 180 clinical NURS 651 Psychopharmacology Across the Lifespan (3)	NURS 652 Management of Substance-related and Addictive Disorders (2)	NURS 631 Translating Research into Nursing Practice (3) NURS 654 PMHNP II Assessment, Diagnosis and Management (6) 180 clinical NURS 530 Resource Management (3)
Credits/Semester	9	10	2	12
3	NURS 655 PMHNP III Psychotherapies across the life span (4) 120 clinical NURS 681: Scholarly Project Proposal (2) 30 hrs clinical	NURS 627 Health Policy (3) NURS 682 DNP Project I (3) 120 hrs clinical NURS 656 PMHNP IV Psychotherapies across the lifespan (4) 120 clinical	NURS 683 DNP Project II (2) 30 hrs clinical	NURS 684 DNP Project III (4) 120 hrs of clinical NURS 699 DNP Scholarly Project: Capstone (2) NURS 695 Transition to DNP Practice (1) NURS 657 PMHNP capstone (4) 180
Credits/Semester	6	10	2	11
				Total credits 90 Total post-BSN clinical hrs: 1230 Total PMHNP clinical hrs: 780

Appendix IV-F.1

**School of Nursing
Pacific Lutheran School of Nursing**

**Individual and Aggregate Faculty Outcomes
2014-2015**

Dimension: 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.

Teaching Evaluations/Overall Teaching Effectiveness: “Overall, instructor was very effective”

	*n =	n =	n =	n =	n =	%	Expected
	Strongly	Agree	Neither	Disagree	Strongly	Agree/ Strongly	Aggregate
	Agree		Agree or		Disagree	Agree	Faculty
			Disagree				Outcome
							Met?
Summer 2014	n = 95	n = 48.5	n = 26.5	n = 11	n = 2	n = 143	Met
N = 183	52%	27%	14%	6%	1%	78%	
Fall 2014	n = 705	n = 290	n = 89	n = 63	n = 26	n = 995	Met
N = 1173	60%	25%	8%	5%	2%	85%	
J-term 2015	n = 52	n = 22.5	n = 11.5	n = 7	n = 4	n = 74.5	Met
N = 97	54%	23%	12%	7%	4%	77%	
Spring 2015	n = 636.5	n = 235	n = 80	n = 43.5	n = 22	n = 315	Met
N = 1017	63%	23%	8%	4%	2%	86%	
2014-15 Totals	n = 1488.5	n = 596	n = 207	n = 124.5	n = 54	n = 2084.5	MET
N = 2470	60%	24%	8%	5%	2%	84%	

Discussion, Next Steps. Follow-up: The expected outcome that 75% of all student evaluations of teaching will demonstrate agree/strongly agree on overall teaching effectiveness is met for 2014-15. The expected aggregate outcome was exceeded by nine percentage points. It will be important to maintain this excellent outcome going forward.

*n values obtained from semester summaries, Student Evaluations of Teaching

2. 90% of continuing faculty with ≥ 0.5 FTE appointment complete and submit an annual teaching self-assessment with identification of areas for development or and/or improvement.
 - c. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Teaching Self-Assessment with Areas for Development/Improvement Identified

# Continuing Faculty	# Continuing Faculty with Self-Assessment and Areas for Development/Improvement Submitted	% Continuing Faculty with Self-Assessment and Areas for Development/Improvement	Expected Aggregate Faculty Outcome Met?
N = 10	n = 9	90%	MET
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 90% of continuing faculty with ≥ 0.5 FTE appointment will complete and submit an annual teaching self-assessment with identification of areas for development or and/or improvement was met. It will be important to maintain this excellent outcome going forward.</p>			

Dimension: Scholarship

1. 90% of all Registered Nurse faculty demonstrate annual nursing professional development that is relevant to their faculty role and consistent with the Washington State NCQAC requirements 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.

Nursing Professional Development consistent with WA NCQAC Requirements

Faculty Member	Development Activities
Maureen Barta	<ul style="list-style-type: none"> • iSTAT Operator Training: Annual Review • iSTAT Annual Competency 2015 • CHI Security Awareness • Waste (Biohazard) Management • PPE 2015 • Sepsis Practice Update • Hazardous Drugs: Administration, Handling, and Disposal 2015 • Heart Failure: Diagnosis and Mgmt • DKA and HHS New Order Set • Float Team Yearly Education Day 2015 • 2015 CHI Values and Ethics • 2015 CHI Values and Ethics • Accu-Chek II Glucometer Program 2015 • Restraint and Seclusion Annual Competency 2014 • CHI Security Awareness Fall 2014 • Pressure Ulcers • Preventing Hospital-acquired Infections 2014 • BD Nexiva IV Catheter Training 2014 • Psychiatric Emergencies in the ED • SARS: This Decade and Beyond • Ebola Virus Disease: Preparation and Prevention • Ebola: What Nurses Must Know
Katie Bates	<ul style="list-style-type: none"> • Presentation: Teaching the Nursing Process. PLU SoN January Retreat • SoN J-Term Retreat
Mary Ann Carr	<ul style="list-style-type: none"> • Active Shooter • AHA Basic Life Support • AHA Advanced Cardiovascular Support • Concussion Management in Garrison • Palliative & Hospice Care • Keys to Critical Thinking • PLU HIPPA Tng • Ward Transfers from PACU • AUP • GE Monitor Skills Inservice • Safe Pt Handling & Movement • Baxter IV Pump e-learning Module • Baxter IV Pump hands on tng • DOD Cyber Awareness Challenge Exam • Sexual Harassment/Assault Response & Prevention Standing Strong Tng

	<ul style="list-style-type: none"> • Information Awareness • N95PAPR Fit Test • EEO Anti-Harassment & No Fear for Non-Supv • Level 1:Antiterrorism Awareness Tng • Combating Trafficking in Person (CTIP) Refresher • Suicide Prevention • Operation Security Awareness (OPSEC) • SHARP First Responder Tng • SHARP Leadership Tng • WMSNi Post Anesthesia Care Workload • Emergency Preparedness Response Course (EPRC) • PLU Fall 2014 Conference • Cultural Diversity • Saving & Enhancing Lives through Donation • Army Substance Abuse Program (ASAP) • Life/Fire Safety by MAMC Safety Office • Magnetic Resonance Imaging Safety for Hospital Personnel • Occupational Health Screening • Team STEPPS Tng • HAZCOM Tng • Annual Birth Month Review (BMAR) • SoN J-Term Retreat
Bria Chakofsky-Lewy	<ul style="list-style-type: none"> • Diabetes Update CE UW SoN Continuing Education • Geriatric Failure to Thrive: A Multidimensional Problem • SoN J-Term Retreat
Erla Champ-Gibson	<ul style="list-style-type: none"> • Washington State University, PhD program credits • Continuing Ed seminars through NLN, AACN, and IHI
Jodi Erickson	<ul style="list-style-type: none"> • PhD Courses, Villanova University, 17 cr
Cheryl Graf	<ul style="list-style-type: none"> • Advanced Cardiac Life Support, 16 hrs • Pediatric Advanced Life Support, 16 hrs • Trauma Nursing Core Curriculum, 16 hrs • Emergency Nursing Pediatric Course, 16 hrs • Advanced Trauma Life Support, 16 hrs • Pharmacology, 98 hrs
Lorena Guerrero	<ul style="list-style-type: none"> • October, 2014: Washington State ARNP United Conference, Seattle, WA. • June, 2014: 49th Annual American Association of Nurse Practitioners Annual Conference, Nashville, TN. • February, 2015: Nurse Legislative Day, Olympia, WA. • April, 2015: 35th Annual National Organization of Nurse Practitioner Faculties, Baltimore, MD. • May, 2015: Women's Health Conference, Shoreline, WA • SoN J-Term Retreat
Julie Huffine	<ul style="list-style-type: none"> • Getting to Know Each Other: Teambuilding, 4.75 hrs • Advanced Practice in Primary & Acute Care • Social Media 101, 4 hrs • SoN J-Term Retreat

	<ul style="list-style-type: none"> • PhD Courses, Rush University
Chenda Johnson	<ul style="list-style-type: none"> • AACNs Critical Care Registered Nurse online continuing education. Examples of topics in include: Efficacy and Safety of Pharmacological Options for Rate Control in Atrial Fibrillation; ATI President's address webinar, 42 hrs • SoN J-Term Retreat
Rhonda Lizzi	<ul style="list-style-type: none"> • Tough Topics in the NICU: PNANN Annual Conference • Research is Fun • NCLEX Regional Workshop • Immunization: You Call the Shots Module Five: Influenza • Neonatal Resuscitation Program Certification • A Day With Penny Simkin – Labor Support • What Was Old is Now New: PNANN Annual Conference • SoN J-Term Retreta
Christie McMahill	<ul style="list-style-type: none"> • Fetal Cardiac Physiology, 5 hours • Applied Neonatal Hematologic Physiology, 10 hours • CPR • Neonatal Resuscitation • NICU updates
Terry Miller	<ul style="list-style-type: none"> • CMS Conference with representatives from the Fransican Health System and the MultiCare Health System, Baltimore, MD • Partners Investing in Nursing's Future, Leadership and Legacy Conference, Phoenix, AZ, Nov 2014
Rondi Mitchell	<ul style="list-style-type: none"> • ABC's of Dementia & Caregiving • Complementary and Integrative Medicine • Women and Heart Disease • Personal Health Partner Certification - MultiCare
Mary Moller	<ul style="list-style-type: none"> • Ass'n of Adv. Practice Psychiatric Nurses—Tacoma Chapter-Monthly CEU-Mar Genetic Testing ,1.25 • Ass'n of Adv. Practice Psychiatric Nurses—Tacoma Chapter-Monthly CEU-Apr Peer Review ,1.25 • Contemporary Forums in Psychiatric Nursing Chicago, IL, 10 • Ass'n of Adv. Practice Psychiatric Nurses Annual Conference, 2.5 • Australian Primary Care Nurses, Demographic Trends, Social Change and the Health Landscape of 2025, 3.75 • Competency Based Training for Suicide Prevention, 6.50 • APNA 12th Annual Clinical Psychopharmacology Institute: Baltimore, MD, 15 • Coordinating Care for Patients with Schizophrenia AAPPN-Tacoma, 1.0 • US Psychiatric and Mental Health Congress-Orlando, FL, 4.5 • Crisis Services for Pierce Co AAPPN-Tacoma 1.0 • American Psychiatric Nurses Association Annual Meeting, Indianapolis, IN, 10.75 • SoN J-Term Retreat
Barb Olson	<ul style="list-style-type: none"> • A Day of Thoughtful Inquiry, March 4, 2015

	<ul style="list-style-type: none"> • The Faith Community Nursing/Health Ministry Northwest Conference. May 9th, 2015
Carrie Park	<ul style="list-style-type: none"> • Contemporary Forums-Pediatric Nursing: Care of the hospitalized child June 2014, Seattle, WA • NCSBN/NCLEX Regional Workshop
Christina Pepin	<ul style="list-style-type: none"> • Webinar – Doing more with less: Using cognitive simulation to address critical thinking outside the sim center July 9, 2014 • Webinar – Using the MBTI and the five facet mindfulness questionnaire to assess debriefer characteristics Aug 6, 2014 • Webinar – Teaching secrets that make students say wow Aug 26, 2014 • Webinar – ATI capstone content review (product review webinar) Aug 26, 2014 • Webinar – Thinking like a nurse: Engaging novice learners to foster improved clinical reasoning Sept 2, 2014 • Simulation User Network conference Sept 5, 2014 • Webinar – How to affordably increase sim lab technical staff October 1, 2014 • NCSBN / NCLEX Regional workshop (NCLEX test info and Item writing workshop), October 2, 2014 • Webinar – Critical points in submitting successful nursing education research proposals Oct 16, 2014 • Webinar – Backward design to strengthen curricular models Oct 30, 2014 • Webinar – Nursing Research Grants and Resources Nov 3, 2014 • Webinar – Simulation-enhanced interprofessional education Nov 5, 2014 • NSNA Midyear Conference Nov 6-8, 2014 • Webinar – Debunking myths of dissertation proposals Nov 10, 2014 • Webinar – How students’ perceptions, thoughts, and feelings influence clinical reasoning: It’s all mental health nursing Feb 9, 2015 • Webinar – Simulation and clinical placement Feb 23, 2015 • Webinar – Curriculum Integration of the INACSL standards of best practice: Simulation Feb 24, 2015 • Webcast – Learn more about Calculating Dosages Online (product review webinar) Feb, 25, 2015 • Webinar – Simulation facilitation overview and techniques March 18, 2015 • NLN / Shoreline Community College CNE Prep Course April 11, 2015 • Webinar – Debriefing the debriefer: A training supervision model for developing excellence April 15, 2015 • SoN J-Term Retreat

	<p>PhD courses completed during 2014-2015:</p> <p>The Nurse as Leader Writing a Research Grant Application Teaching with Technologies Teaching and Learning in Nursing Evaluation Strategies for Nurse Educators Special Topics: Nursing Research Instrument Development Theory Development in Nursing Statistical Methods in Nursing 1 – univariate methods Qualitative Research Methods</p>
Sheila Smith	<ul style="list-style-type: none"> • AACN Organizational Leadership Conference, American Association of Colleges of Nursing, Oct 24, 2014 (8 hrs) • AACN Dean's Meeting, American Association of Colleges of Nursing, Oct 25-27, 2014 (22.5 hrs) • AACN Executive Development, American Association of Colleges of Nursing, Mar 20-21, 2015 (16 hrs) • AACN Dean's Meeting, American Association of Colleges of Nursing, Mar 22-25, 2015 (19 hrs) • NLN Nurse Educator Certification workshop, National League for Nursing, Apr 11, 2015 (6 hrs) • Southeastern Interprofessional Education: Improving Outcomes for Multiple Chronic Conditions, East Tennessee State University, June 11, 2015 (8.25 hrs) • Managing Insulin Therapies; Glycemic Control, Joslin Diabetes Center, June 27, 2015 (4 hrs) • Post-ACS Care: Preventing Hospital Readmissions, Medscape, June 27, 2015 (2 hrs) • SoN J-Term Retreat
Jessie Wheeler	<ul style="list-style-type: none"> • Obsessive Compulsive Disorder, 4 hrs • Chronic Pain Syndromes: Current Concepts and Treatment Strategies, 15 hrs • Depression and suicide, 15 hrs • Increased Opioid Use in US Military Raises Concerns, .25 hrs • Medication assisted treatment for opiate addiction, 36 hrs • Ebola: What Clinicians Need to Know, .25 hrs • Current trends in transfusions and planning for the future, 1 hr • ADHD and Substance Use Disorders Strongly Linked, Says AAP, .25 hrs • Respiratory tips and trick, 1 hr • Longer Deployment Linked With Mental Illness in Military, .25 hrs • New Approach Relieves Depression, Anxiety in Dementia, .5 hrs

	<ul style="list-style-type: none"> • Clinicians and Antibiotic Prescribing: Should They Know Better? .25 hrs • Prescriptions for High-Risk Meds Linked With Misuse in Teens, .25 hrs • Risk for Glioma Triples With Long-Term Cell Phone Use, .5 hrs • Darkness to light's stewards of children, 3 hrs • Desensitization Therapies for PTSD With Psychotic Disorder, .25 hrs • Patient assessment, documentation, charting requirements and legal issues, 2 hrs • Technology and nursing: A look at the future, 1.5 hrs • Addiction: Health professionals are not immune, 1 hr • Addict to mother, 1 hr • The new kids on the block: emerging drug trends, 1 hr • Fetal Alcohol Spectrum Disorders More Common than Estimated, .25 hrs
Cynthia Wolfer	<ul style="list-style-type: none"> • Palliative and Hospice Care • Coaching Principles in Healthcare • Chronic Illness: Mitigating the Impact • SoN J-Term Retreat
Teri Woo	<ul style="list-style-type: none"> • Pediatric Nursing Certification Board CPNP Item Writing (5 CE hrs) 9/26/14 • Common Clinical Scenarios in Pediatric and Adolescent Gynecology (1 CE) Mary Bridge Grand Rounds 10/7/14 • Weight...Let's talk--Pediatric Obesity (1 CE) Mary Bridge Grand Rounds 11/4/14 • Early Childhood Oral Health (1.5 CE) Washington NAPNAP Chapter 11/10/1 • NAPNAP 36th Annual Conference on Pediatric Health Care (21.5 CE hrs) March 2-15 • American Association of Nurse Practitioners 2015 National Conference New Orleans, LA (21 CE hrs) June 9-14, 2015 • SoN J-Term Retreat
Sylvia Wood	<ul style="list-style-type: none"> • AWHONN Annual Conference, June 14-18, 2014, Orlando Florida • Midwifery Update, February 22, 2015, Seattle Washington • SoN J-Term Rereat
Dana Zaichkin	<ul style="list-style-type: none"> • 11/20/14: AACN Instructional Leadership Network conference Program, Legal Issues Confronting Nurse Educators. 3.25 Contact hours (ANCC) • 11/20-11/22/14: AACN Baccalaureate Education Conference. Multiple Education-focused topics. 14.16 contact hours (ANCC) • SoN J-Term Retreat

# Registered Nurse Faculty	# Registered Nurse Faculty reporting NCQAC- Qualified Prof Development	% Registered Nurse Faculty demonstrating NCQAC- Qualified Prof Development	Expected Aggregate Faculty Outcome Met?
N = (31) 24	N = 24	(74%) 100%	MET
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 90% of all Registered Nurse faculty will demonstrate annual nursing professional development that is relevant to their faculty role and consistent with the Washington State NCQAC requirements for continuing competency is met. When all RN faculty from 2014-15 are included, the percent demonstrating the required level of expected professional development is 77%. However, data were not available for seven faculty members due to departure from the university. When RN faculty no longer at PLU are excluded from the analysis, the aggregate faculty outcome is 100%. Maintenance of this very good aggregate faculty outcome will be needed in 2015-16, and improvements are needed in data collection/reporting.</p>			

2. 80% of tenured and tenure-track faculty demonstrate a product of scholarship annually.
 - a. Scholarship is defined in the PLU Faculty Handbook, Eighth Edition (v1/25/15), p25. 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.

Scholarship Productivity

Faculty Member	Scholarship Contributions
Lorena Guerrero	<ul style="list-style-type: none"> • Integrating Community Based Health Promotion Education and Screening Awareness in FNP Education.. American Association of Nurse Practitioners Annual Conference, Poster Presentation. June, 2014 • Taking it to the Streets: Integrating Health Outreach Education Activities to Teach Health Promotion and Preventive Screening in FNP Education. National Organization of Nurse Practitioner Faculties, Poster Presentation April, 2015.
Patsy Maloney	<ul style="list-style-type: none"> • NPD Scope and Standards: Your Input is Needed.” (2015) by Harper, M and Maloney, P. ANPD Trendlines 26(3). • Nursing Professional Development Scope and Standards (2016). To be published by Association for Nursing Professional. • Professional Use of Social Media. Association of Nursing Professional Development, Webinar, June 19, 2014. • Preceptor Selection and Socialization. (2015). To be presented as narrated slides by ANPD, July 2015.
Terry Miller	<ul style="list-style-type: none"> • Panel presentation, Partners Investing in Nursing’s Future, Leadership and Legacy Conference, Phoenix, Arizona, Nov 2104
Mary Moller	<ul style="list-style-type: none"> • Moller, M.D. (2014) Incorporating prayer into psychiatric care. <i>Narrative Inquiry in Bioethics</i>, 4, 3, 206-208. • Fleischhacker, W., Arango, L., Arteel, P., Barnes, T., Carpenter, W., Duckworth, K., Galderisi, S., Halpern, L., Knapp, M., Marder, S., Moller, M., Sartorius, N., Woodruff, P. (2014). Schizophrenia: Time to commit to policy change. <i>Schizophrenia Bulletin</i>, 40: S165-S194. • Potter, M. L. & Moller, M.D. (2015). Framework of psychiatric nursing. In Potter, M.L. & Moller, M.D. (Eds). <i>Psychiatric-mental health nursing: From suffering to hope</i> (1-23). Boston: Pearson. • Genung, V. & Moller, M.D. (2015). Psychopharmacology. In Potter, M.L. & Moller, M.D. (Eds). <i>Psychiatric-mental health nursing: From suffering to hope</i> (518-535). Boston: Pearson. • Moller, M.D. (2014). Reimbursement and documentation. In Wheeler, K. (Ed). <i>Psychotherapy for advanced practice psychiatric nurses</i> (2nd Ed.) (661-692). New York: Springer Publishing Company. • Potter, M. L., & Moller, M.D. (2015). <i>Psychiatric mental health nursing: From suffering to hope</i>. 1st Ed. Upper Saddle River, New Jersey: Pearson.

	<ul style="list-style-type: none"> • Moller, M.D. (2015, May-plenary). <i>All SSRIs Are Not Created Equal</i>. Association of Advanced Practice Psychiatric Nurses annual conference, Seattle, WA • Moller, M.D. (2015, May-Keynote). <i>Every Nurse is a Mental Health Nurse: You Just Didn't Know It!</i> Australian Primary Health Care Nurses Association annual conference, Gold Coast, Queensland, Australia. • Moller, M.D. (2015, May-concurrent session). <i>Wellness: It's More Than a State of Mind</i>. Australian Primary Health Care Nurses Association annual conference, Gold Coast, Queensland, Australia. • Moller, M.D. (2015, May). <i>Chronic disease and the social determinants of health</i>. Health policy roundtable Australian Department Health. Canberra, Australian Capital Territory, Australia. • Moller, M.D. & Marcus, P. (2015, April-all-day preconference). <i>Rethinking Challenging Patient Behaviors: Walking a Mile in Their Shoes</i>. Contemporary Forums, Chicago, IL • Moller, M.D. (2015, April-plenary session). <i>Understanding Schizophrenia: Putting the Fizz in Neurophysiology and Treatment</i>. Contemporary Forums, Chicago, IL. • Moller, M.D., Hamilton, J.M., Leahy, L.G., Singh, T.L. (2015, April-concurrent session). <i>Entrepreneurship: Been There, Done That, Now It's Your Turn! Ask the Experts Panel</i> • Moller, M.D. (2015, April-concurrent session). <i>Cents and Sensibility: Financials, contracts, billing, coding, empanelment, collections</i>. Contemporary Forums, Chicago, IL. • Moller, M.D. (2015, March). <i>Is it Mental Health or Mental Illness...and What's the Difference Anyway?</i> Behavioral Health Education Consortium of Nebraska (BHECON) 2015 Nursing Webinar Series. http://www.unmc.edu/bhecn/education/nurse-training.html • Moller, M.D., Knight, C., Pessagno, R. (2014, October). <i>Teaching psychotherapy to graduate students</i>. American Psychiatric Nurses Association Annual Conference, Indianapolis, IN. • Moller, M.D. (2014, November). <i>The MAPP Recovery Model: Milestones of Adjustment Post-Psychosis Research</i>. Ass'n of Advanced Practice Psychiatric Nurses Annual Conference. Tacoma, WA, • Moller, M.D. (2014, September). <i>The MAPP Recovery Model: Milestones of Adjustment Post-Psychosis Research</i>. United States Psychiatric-Mental Health Congress, Orlando, FL. • Moller, M.D. (2014, October). <i>DSM-5 Update-Psychosis</i>. American Psychiatric Nurses Association Annual Conference, Indianapolis, IN. • Moller, M.D. & Johnson, L. (2014, October). <i>The therapeutic relationship alliance</i>. American Psychiatric Nurses Association Annual Conference, Indianapolis, IN.
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	<ul style="list-style-type: none"> • Moller, M.D. (2014, June). The brain-behavior connection to rehabilitation: Understanding symptoms and treatment from a biological perspective. Black Hills Works, Rapid City, SD.
Sheila Smith	<ul style="list-style-type: none"> • Smith, S. K., and Turell, S. M. (2015). Perceptions of Healthcare Experiences: Relational and Communicative Competencies to Improve Care for LGBT People. Accepted for publication, <u>Journal of Social Issues</u>, Special edition, LGBT health. • Crouch, M. A., Davenport, M. J., McGowen, R., Pack, R., Smith, S.K. Formative Experiences of an Inter-Professional Education Program. American Association of Colleges of Pharmacy annual meeting, poster presentation, July, 2014. • Affordable Care Act. University House, Pacific Lutheran University, October 22, 2014. • Appreciative Inquiry. SoN faculty, Pacific Lutheran University, November 2014. • CCNE Accreditation Standards. SoN Faculty Retreat, Pacific Lutheran University, January 2015. • Building Capacity for the IP Management of MCC: The Role of IP Student Clinics. Southeast Interprofessional Education Conference, East Tennessee State University. Paper presentation, June 11, 2015. • Professional Standards, Guidelines, and other Resources for Accreditation; Planning and Leading Effective Interviews. Panel presentations. CCNE Evaluator Re-training Program, Commission on Collegiate Nursing Education. Atlanta, GA, June 17-18, 2105.

# Tenured/ Tenure-Track Faculty	# Tenured/ Tenure-Track reporting Product of Scholarship	% Tenured/ Tenure-Track Faculty reporting Product of Scholarship	Expected Aggregate Faculty Outcome Met?
N = 7	N = 5	71%	Not Met
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 80% of tenured/tenure-track faculty will demonstrate a product of scholarship was not met for the 2014-15 academic year. Five of seven tenured/tenure-track faculty demonstrated a product of scholarship; six of seven were needed to meet the established goal. While some tenured/tenure-track faculty demonstrated multiple products of scholarship, a larger number of the</p>			

faculty in this group needs to be supported to complete products of scholarship in the 2015-16 academic year.

Dimension: Service

1. 90% of faculty with ≥ 0.5 FTE appointment serve on at least one School of Nursing committee.
 a. Measurement: Committee rosters and Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Faculty Service – School of Nursing

Faculty Member	SoN Service Contributions
Katie Bates	<ul style="list-style-type: none"> • Member, SoN CIE committee, 2014-15 • Clinical Evaluation tool subcommittee • ATI Testing subcommittee
Vanessa Cameron	<ul style="list-style-type: none"> • Member, SoN RAD committee, 2014-15
Mary Ann Carr	<ul style="list-style-type: none"> • Member, SoN RAD committee, 2014-15 • Member, SoN Strategic Planning work group • Member, SoN Ad Hoc Clinical Evaluation committee • Member, DNP Program task force, summer 2014 • Liaison to Multicare for clinical activities
Jodi Erickson	<ul style="list-style-type: none"> • Member, SoN RAP committee, 2014-15 • STTI Psi at-large chapter, PLU Counselor
Lorena Guerrero	<ul style="list-style-type: none"> • Chair, SoN RAP committee, 2014-15 • Member, PLU Human Participants Review Board • Member, Dean’s Leadership Council • Member, SoN Advisory Council
Julie Huffine	<ul style="list-style-type: none"> • Member, SoN RAP committee, 2014-15 • SoN representative at PLU academic information fair. • STTI Psi at-large chapter, PLU Counselor
Rhonda Lizzi	<ul style="list-style-type: none"> • Member, SoN RAD Committee, 2014-15 • SoN Ad Hoc Clinical Evaluation Tool committee
Gary Mahon	<ul style="list-style-type: none"> • Member, SON CIE committee • Clinical Evaluation tool subcommittee • SoN Library Liaison • Member, SON Ad Hoc Program Evaluation Committee
Patsy Maloney	<ul style="list-style-type: none"> • Chair, School of Nursing Faculty Organization (SNO) • Chair, SNO Executive Council

	<ul style="list-style-type: none"> • Member, Dean’s Leadership Council
Mary Moller	<ul style="list-style-type: none"> • Member, Curriculum, Instruction, Evaluation committee • Member, Search Committee, Tenure Track Faculty • Member, Program Evaluation Committee Task Force • Faculty Advisor, NAMI • Provided assistance with prospective high school student orientation
Christina Pepin	<ul style="list-style-type: none"> • Member, SoN RAP committee • Lead, Student Handbook subcommittee • Interim chair, RAP petition hearings • Member, SoN Strategic Planning workgroup • Participated in evaluating East Campus building as lab space for the School of Nursing • Participated in the Campus Master Plan Programming meeting Sept 2014 • PLU Safety Committee Advisory Member • Faculty Advisor, Delta Iota Chi • Coordinator, Washington Business Week Healthcare Week visit to the School of Nursing August, 2014 • Coordinator, Multicare Nurse camp visit to the School of Nursing July 2014 • Offered Foley refresher courses for Nursing upper classmen Oct 2014 • Offered Trach care refresher courses for Nursing upper classmen Nov 2014 • Hosted Lute OverKnight students in a test-review class for prospective nursing students, April 2015 • Organized student panel to participate in Fall Preview Day • Organized student volunteers for President Scholar’s Weekend • Participated in interviews of President Scholars Feb 21, 2015
Jeannine Roth	<ul style="list-style-type: none"> • Member, SoN RAD Committee, 2014-15
Sheila Smith	<ul style="list-style-type: none"> • Convener & Chair, SoN Dean’s Leadership Council • Convener & Chair, Dean’s SoN Advisory Council • Convener & Chair, Dean’s Undergraduate Student Advisory Council • Convener & Chair, Dean’s Graduate Student Advisory Council • Member, SoN CIE Committee • Member, SoN RAD Committee • Convener & Chair, Ad Hoc Program Evaluation Committee • Member, Provost’s Academic Dean’s Council
Sara Swett	<ul style="list-style-type: none"> • Member, SoN CIE Committee, 2014-15

Jessie Wheeler	<ul style="list-style-type: none"> • Member, SoN RAP committee, 2014-2015
Cynthia Wolfer	<ul style="list-style-type: none"> • Member, SoN RAP committee, 2014-15 • Member, SON Strategic Planning workgroup
Teri Woo	<ul style="list-style-type: none"> • Member, SON RAP committee, Member of SON CIE committee, • Lead, Ad-Hoc SON CIE committee to develop DNP PMHNP curriculum • Member, SON Strategic Planning workgroup • Member, SON Ad Hoc Program Evaluation Committee • Member, Dean’s Leadership Council • Member, School of Nursing Advisory Council
Sylvia Wood	<ul style="list-style-type: none"> • Chair, SoN CIE Committee • Member, SoN Executive Committee • Member, Dean’s Leadership Council • Member, School of Nursing Advisory Council
Dana Zaichkin	<ul style="list-style-type: none"> • Chair, SoN RAD committee • Chair, SoN Faculty Search committee • Member, SNO Executive Council • Member, Ad hoc Program Evaluation committee • Ad hoc Clinical Evaluation subcommittee • Member, SoN Strategic Planning workgroup • Member, Dean’s Leadership Council • Member, School of Nursing Advisory Council • Lute OverKnight- Mock N220 Labe offered to visiting prospective students, March 13,2015

# Faculty with ≥ .5 FTE Appointment	# Faculty with ≥ .5 FTE Appointment serving on a SoN Committee	% Faculty with ≥ .5 FTE Appointment serving on a SoN Committee	Expected Aggregate Faculty Outcome Met?
N = (22) 20	N = 18	(82%) 90%	MET
<p>Discussion, Next Steps. Follow-up: When faculty for whom data were not available (two faculty members) are excluded from the analysis, the expected aggregate faculty outcome that 90% of faculty with ≥0.5 FTE appointment serve on at least one School of Nursing committee was met. It</p>			

is likely that the improvements needed in data collection/reporting applies to this indicator as well.

2. 90% of all faculty 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.

Faculty Service – Professional

Faculty Member	Professional Service Contributions
Maureen Barta	<ul style="list-style-type: none"> • Director of Certified Nursing Assistant program, Care Plus Home Health & Training • Key Peninsula Free Clinic • Friends of the Children of Haiti, Medical Mission
Bria Chakofsky-Lewy	<ul style="list-style-type: none"> • “Culture and Care,” presentation to Hope Central Clinic, 3/23/14 • Diabetes and Culture, presentation to Harborview nurses, 4/24/14

	<ul style="list-style-type: none"> • Culture and Palliative Care: Issues and Tools, presentation at Harborview Palliative Care rounds, 5/13/14 • Caring for Limited English Speaking Patients and Families, Presentation to Washington Home Care Association, 4/15/15 • Best Practices in working with Interpreters, presentation at UW CNE, 4/23/15
Andrea Corona	<ul style="list-style-type: none"> • Washington State Delegate (substitute), American Society of Health System Pharmacists, Summer Meeting June 2015 • Continuing Education Committee, Washington State Pharmacy Association • Pharmacologic Update for Nurses, Pacific Lutheran University, Tacoma, WA, May 2015 • Presentation, Chronic Disease State Management, Pacific Lutheran University, Tacoma, WA, January 2014, January 2015 • Chronic Disease State Management: Nuggets of Knowledge, Washington State Pharmacy Association Annual Meeting, Cle Elum, WA November 2014 • OSCEs for “Newbies”, Society of Teachers of Family Medicine, Orlando, FL April 2014
Jodi Erickson	<ul style="list-style-type: none"> • Counselor, Sigma Theta Tau International • President Altrusa International Foundation, Puyallup Valley Chapter
Cheryl Graf	<ul style="list-style-type: none"> • SANE Statewide Training • Adult and pediatric expert case review for abuse and sexual assault/DV • Northwest Harborview peer review • Precepting FNP students
Julie Huffine	<ul style="list-style-type: none"> • Counselor, Sigma Theta Tau International
Rhonda Lizzi	<ul style="list-style-type: none"> • Advisory Board, 7th Day Adventist Community Services
Gary Mahon	<ul style="list-style-type: none"> • K. Moasio’s PhD dissertation Committee, Rush University • Career mentor, Healthcare information systems • Madigan Research Day, coordinated PLU MSN student participation
Patsy Maloney	<ul style="list-style-type: none"> • ELNEC Trainer and GNEC Trainer—A member of the End-of-Life Nursing Educational Consortium and a trainer and member of the Geriatric Nurse Educational Consortium • Reviewer for MEDSURG Nursing: The Journal of Adult Health • Sentinel Reader for McMaster online Rating of Evidence • STTI Psi at-large chapter, coordinated student posters for Induction
Terry Miller	<ul style="list-style-type: none"> • MultiCare Health System, Quality Committee of the Board of Directors • Franke Tobey Jones, Board of Directors; Board Representative to Continuous Quality Improvement Committee • Responsive Care Coordination Program (RCCP) Advisory Board • Olympic College Nursing Advisory Committee

Mary Moller	<ul style="list-style-type: none"> • Manuscript Review: Qualitative Health Research; Journal of Midwifery and Women’s Health; Journal of the American Psychiatric Nurses Association; Archives of Psychiatric Nursing • Visiting Professor: NYU College of Nursing-Psychopharmacology of Antipsychotic Medications. March, 2015. • Psychiatric Expert Panel of the American Academy of Nursing; Sexual Harassment in Colleges and Institutions Policy Dialogue task force • American Psychiatric Nurses Association Suicide Competency Training: Pilot group developing protocols/training for nationwide training • Member of American Healthcare Professionals and Friends for Medicine in Israel (APF) - Emergency Medical Volunteer (EMV)
Barb Olson	<ul style="list-style-type: none"> • Faculty liaison member on the PLU Nursing Alumni Board. • Refresh! Review! Renew!, Behavioral Health & Faith Community Nursing Conference, Presenter, May 2015 • Laughter Yoga Program, Silverdale Lutheran Church Women’s Retreat, May 2015
Christina Pepin	<ul style="list-style-type: none"> • Faculty Advisor, Delta Iota Chi • Coordinator, Washington Business Week Healthcare Week visit to the School of Nursing August, 2014 • Coordinator, Multicare Nurse camp visit to the School of Nursing July 2014 • Facilitated Department of Health Advanced Disaster Life Support course on PLU campus and organized student volunteers June 28 & 29, 2014
Sheila Smith	<ul style="list-style-type: none"> • Commission on Collegiate Nursing Education (CCNE), On-Site Evaluator and Team Leader • CCNE, Accreditation Review Committee • Manuscript Review: Journal of Professional Nursing
Sally Watkins	<ul style="list-style-type: none"> • WA NCQAC, ProTem member
Jessie Wheeler	<ul style="list-style-type: none"> • Alpha-1 antitrypsin deficiency: Effects on liver and lung function. Tacoma Community College Respiratory Fair • Out of the Darkness walk, Olympia, WA • Mental health and substance abuse training, Providence St Peter Hospital, Olympia, WA
Cynthia Wolfer	<ul style="list-style-type: none"> • Parish Nurse
Teri Woo	<ul style="list-style-type: none"> • Expert Panel Member (the only nurse or NP on the panel) <i>Eunice Kennedy Shriver</i> National Institute for Child Health and Human • Development, Best Pharmaceuticals for Children Act Working Group

	<ul style="list-style-type: none"> • Member, Centers for Disease Control/Pew Charitable Trust, Outpatient Antibiotic Prescribing: Setting a National Goal for Inappropriate Use • Pediatric Nurse Practice Quality Assurance Practice Reviewer, College of Registered Nurses of British Columbia • OSCE Examiner, College of Registered Nurses of British Columbia • Co-editor of Pharmacology column in the <i>Journal of Pediatric Health Care</i> • Member, Pediatric Nurse Certification Board, Pediatric Pharmacology Assessment committee • 2013-2015 Western Institute of Nursing <ul style="list-style-type: none"> ○ Local Program Committee 2012, 2014 ○ Silent Auction Committee 2012, 2013, 2014, 2015 • 2013-2015 OHSU School of Nursing Alumni Association <ul style="list-style-type: none"> ○ Currently serving on OHSU SON Alumni Advisory Committee (2012-present)
Sylvia Wood	<ul style="list-style-type: none"> • Editorial Advisory Board for <u>Fit Pregnancy</u>
Dana Zaichkin	<ul style="list-style-type: none"> • American Association of Colleges of Nursing (AACN), Instructional Leadership Network, Steering Committee and Program Committee co-chair

# Faculty	# Faculty reporting Professional Service Commitment	% Faculty reporting Professional Service Commitment	Expected Aggregate Faculty Outcome Met?
N = (34) 28	N = 20	(59) 71%	Not Met
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 90% of all faculty demonstrate at least one professional service commitment annually was not met. Data were not available for six faculty members due to departure from the university. When faculty from whom data were not available are excluded from the analysis, the aggregate outcome for 2014-15 is 71%, significantly below the expected aggregate faculty outcome of 90%. It is likely that the improvements needed in data collection/reporting applies to this indicator, but it may also be the case that the level of faculty contributions to professional service is in need of improvement.</p>			

Dimension: Practice

1. 95% of all licensed nursing faculty maintain practice requirements for licensure consistent with Washington State NCQAC continuing competency requirements.

a. Practice is defined as professional activities that contribute toward fulfilling “active nursing practice” of 531 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.

Faculty Practice – WA NCQAC Continuing Competency Requirements

Faculty Member	Practice Activities consistent with NCQAC Requirements
Maureen Barta	Part-time faculty member, PLU SoN FNP, Care Plus Home Health & Training Key Peninsula Free Clinic Friends of the Children of Haiti, Medical Mission
Katie Bates	Part-time faculty member, PLU SoN Staff Nurse, Providence St. Peter Hospital, Olympia, WA
Vanessa Cameron	Part-time faculty member, PLU SoN Staff Nurse, St. Joseph’s Hospital, Tacoma, WA
Mary Ann Carr	Full-time faculty member, PLU SoN Staff Nurse, MAMC-Post Anesthesia Care Unit
Bria Chakofsky-Lewy	Part-time faculty member, PLU SoN
Erla Champ-Gibson	Part-time faculty member, PLU SoN
Jodi Erickson	Part-time faculty member, PLU SoN Staff Nurse, St. Joseph’s Hospital, Tacoma, WA
Cheryl Graf	Part-time faculty member, PLU SoN FNP, Franciscan Medical Group Gig Harbor; Carena Medical Group telemedicine, Seattle; Harborview Center for Sexual Assault and Traumatic Stress
Lorena Guerrero	Full-time faculty member, PLU SoN FNP, Rainier Internal Medicine Student FNP Clinics
Julie Huffine	Part-time faculty member, PLU SoN
Chenda Johnson	Part-time faculty member, PLU SoN Staff Nurse, Franciscan Health, ICU
Rhonda Lizzi	Part-time faculty member, PLU SoN Staff Nurse, Valley Medical Center, NICU
Patsy Maloney	Full-time faculty member, PLU SoN
Christie McMahill	Part-time faculty member, PLU SoN Part-time faculty member, Centralia College Staff Nurse, St. Joseph’s Hospital, Tacoma, WA

Terry Miller	Full-time faculty member, PLU SoN (on sabbatical)
Kathy Moio	Part-time faculty member, PLU SoN
Mary Moller	Full-time faculty member, PLU SoN Visiting Faculty, NYU College of Nursing Telemental Health APRN practice
Barb Olson	Part-time faculty member, PLU SoN Parish Nurse
Carrie Park	Part-time faculty member, PLU SoN Staff Nurse, Mary Bridge Hospital
Christina Pepin	Full-time faculty member, PLU SoN
Sheri Shull	Part-time faculty member, PLU SoN
Sheila Smith	Full-time faculty member, PLU SoN ANP, ETSU Johnson City Community Health Center
Mona Stewart	Part-time faculty member, PLU SoN
Sara Swett	Full-time faculty member, PLU SoN
Sally Watkins	Part-time faculty member, PLU SoN Nursing Administration, St. Joseph's Hospital, Tacoma, WA
Jessie Wheeler	Part-time faculty member, PLU SoN Part-time faculty member, Tacoma Community College Nurse Educator, Providence St. Peter Hospital
Cynthia Wolfer	Full-time faculty member, PLU SoN Staff Nurse, Maxim Healthcare Services Member Pierce County Medical Reserve Corp: Immunization Clinics Parish Nurse, St Andrew's Episcopal Church
Teri Woo	Full-time faculty member, PLU SoN PNP, Kaiser Permanente NW, OR/WA Student FNP Clinics
Sylvia Wood	Full-time faculty member, PLU SoN CNM, Franciscan Medical Group
Dana Zaichkin	Full-time faculty member, PLU SoN

# Faculty	# Faculty reporting Practice Activities consistent with NCQAC Requirements	% Faculty reporting Practice Activities consistent with NCQAC Requirements	Expected Aggregate Faculty Outcome Met?
N = 31	N = 31	100%	MET
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 95% of all licensed nursing faculty maintain practice requirements for licensure consistent with Washington State NCQAC continuing competency requirements was met. 100% of faculty demonstrated accomplishment of this outcome. However, the metric may not be meaningful as all RN faculty meet this indicator by virtue of the fact that they are employed as nurse educators.</p>			

2. 70% of 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) and/or a proxy tool.

Faculty with National Specialty Certification

Faculty Member	National Specialty Certification
Maureen Barta	FNP, CCRN
Mary Ann Carr	CNS
Jodi Erickson	CNL
Cheryl Graf	FNP
Lorena Guerrero	FNP
Julie Huffine	CNS
Chenda Johnson	CCRN
Lisa Johnson	CNS
Patsy Maloney	CEN, NEA-BC, CNPD
Christie McMahill	CMNN
Mary Moller	PMHCNS-BC, CPRP
Sheila Smith	ANP-BC

Jessie Wheeler	PMHCNS-BC
Teri Woo	CPNP, CNL
Sylvia Wood	CNM

# Faculty	# Faculty with National Specialty Certification	% Faculty with National Specialty Certification	Expected Aggregate Faculty Outcome Met?
N = 31	N = 15	48%	Not Met
<p>Discussion, Next Steps, Follow-up: The expected aggregate faculty outcome that 70% of Registered Nurse faculty will hold national specialty certification is not met. At 48%, the aggregate outcome for 2014-15 is significantly below the expected aggregate faculty outcome of 70%. The number of RN faculty holding national specialty certification is in need of improvement.</p>			

3. 100% of faculty required to maintain national certification for their teaching demonstrate participation in clinical practice consistent with certification requirements.
- Defined as attaining and/or contributing to the practice requirements needed to maintain national certification during the assessment period.
 - Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Faculty Practice – National Certification Requirements

Faculty Member, Credentials	Practice Consistent with National Certification Requirements
Cheryl Graf, FNP	<ul style="list-style-type: none"> • Prompt Care, Franciscan Medical Group, Gig Harbor, WA • Carena Medical Group, Seattle, WA • Harborview Center for Sexual Assault and Traumatic Stress (HCTSAT), Seattle, WA, education and training
Lorena Guerrero, FNP	<ul style="list-style-type: none"> • Rainier Internal Medicine • PLU SoN Student Clinics
Mary Moller, PMHNP	<ul style="list-style-type: none"> • Telemental Health Practice to facilitate ARNP licensure
Sheila Smith, ANP-BC	<ul style="list-style-type: none"> • East TN State University, Johnson City Community Health Clinic
Teri Woo, CPNP	<ul style="list-style-type: none"> • Kaiser Permanente NW, OR/WA

Sylvia Wood, CNM	• Franciscan Medical Group, Tacoma, WA
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# Faculty Required to maintain National Certification for their Teaching	# Maintaining Practice Consistent with National Certification Requirements	% Maintaining Practice Consistent with National Certification Requirements	Expected Aggregate Faculty Outcome Met?
N= 6	N= 6	100%	MET
<p>Discussion, Next Steps. Follow-up: The expected aggregate faculty outcome that 100% of faculty required to maintain national certification for their teaching demonstrate participation in clinical practice consistent with certification requirements is met. While this outcome is met for 2014-15, our SoN workload guidelines currently do not specify faculty practice as part of workload, as required by the NTF criteria. In the 2015-16 workload guidelines, full-time faculty who are required to maintain advanced clinical practice for their teaching and national certification will have 3 cr release time designated for practice, equivalent to 0.5 days per week allocated for practice.</p>			

