



School of Nursing Faculty Handbook

**Pacific Lutheran University
12180 Park Avenue S.
Tacoma, WA 98447
253-531-6900**

Generated at: 2024-10-04 09:16:58

Table of Contents

[Dean's Welcome](#)

[PLU School of Nursing Overview](#)

[History](#)

[Guiding Principles, Vision, Mission](#)

[Philosophy](#)

[SoN Strategic Planning Framework and Initiatives 2022](#)

[SoN Program Outcomes](#)

[Integrated Learning Objectives](#)

[School of Nursing Organization Chart](#)

[School of Nursing Leadership Team](#)

[Administrative Office](#)

[Accreditation and Approvals](#)

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

[Helpful Acronyms](#)

[School of Nursing Organization \(SNO\)](#)

- [Governance Chart](#)
- [Bylaws](#)
- [Executive Committee \(EC\)](#)

- [Recruitment, Admissions, and Progressions Committee \(RAP\)](#)
- [Program Level Ad Hoc Curriculum and Performance Evaluation Committee](#)
- [Faculty Recognition, Advancement, and Development Committee \(RAD\)](#)

Position Descriptions

Professional Conduct

Faculty Administrative Policies, Practices, & Procedures

Awards

Request for Funding for Professional Faculty Development

Grievance Process

Guidelines for Responding to Requests for Confidential or Sensitive Information

Councils, Advisory Boards & Constituent Relations

Peer Review

Faculty-Student Hand-off Policy

School of Nursing Conceptual Frameworks

- [Operational definitions for conceptual frameworks](#)
- [SoN Conceptual Framework](#)

School of Nursing Program Outcomes

- [BSN Program Outcomes](#)
- [MSN Program Outcomes](#)
- [DNP Program Outcomes](#)

Sample Programs of Study

- [Traditional BSN](#)
- [Accelerated BSN](#)
- [Entry Level Master's](#)
- [BSN to MSN](#)
- [BSN to DNP Full-time - Family Nurse Practitioner](#)
- [BSN to DNP Part-time - Family Nurse Practitioner](#)
- [BSN to DNP Full-time - Psychiatric Mental Health Nurse Practitioner \(PMHNP\)](#)
- [BSN to DNP Part-time - Psychiatric Mental Health Nurse Practitioner \(PMHNP\)](#)
- [MSN to DNP Non-ARNP](#)
- [Nurse Executive MSN to MBA/DNP](#)
- [Post-ARNP to DNP](#)
- [Emergency Nurse Practitioner Certificate](#)

Curricular Policies, Practices and Procedures

- [Syllabus Template Policy for Undergraduate Courses](#)
- [Professional Standards and Guidelines](#)
- [Nursing Student Rights and Responsibilities](#)
- [DNP Post Master's Evaluation of Prior Learning](#)
- [Textbook Policy](#)
- [Grading Policy](#)
- [Testing Policy](#)
- [Prelicensure Examination Policy](#)
- [ATI Testing and Learning Platform](#)
- [APA Policy](#)
- [Program Outcomes Self-Reflection Paper Guidelines](#)
- [Performance Progression Alert \(PPA\)](#)
- [Course Evaluation Policy](#)
- [Consent for Invasive Procedures](#)

Clinical Policies

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

Faculty Recognition, Advancement, and Development

Student Recruitment, Admissions and Progression

Program Evaluation Policies, Practices and Procedures

Deans Welcome

A Message from Dean Rhoberta Haley

It is my pleasure to welcome you to the Pacific Lutheran University School of Nursing. You are joining a nursing school with a long history of educational excellence and service in the Pacific Northwest.

The PLU School of Nursing promotes the health and well-being of individuals, families, and communities through education, scholarship and service. Our core values of inquiry, service, leadership and care guide our mission. We nurture inclusive excellence and create a learning environment that values equity, inclusion and belonging.

Understanding the social determinants of health and addressing health care disparities are not just part of our work, they are our mission. Through this mission, we can make a profound difference in the lives of our patients and our community neighbors.

Our nursing programs offer degrees at the bachelor's, master's, and doctoral levels and continuing education for health care professionals. These programs, designed to meet the needs of patients and their families, our health care partners, and nurses in our region, have a profound impact on our community. We are proud of the difference we make and grateful for your support in this vital work.

For those of you just beginning your Nursing education journey, we welcome you! It is an amazing time to join a trusted and dynamic profession that makes a difference every day. For returning graduate students and continuing education participants, we want to express our heartfelt thanks for partnering with us in this vital work to provide expert nursing care and address health care disparities. We are deeply grateful to our clinical partners, donors, and supporters for the learning opportunities and invaluable support you provide to students and faculty—you make this journey possible. Our dedicated faculty and staff are here to support and guide you toward achieving your goals, and we encourage you to reach out whenever you need assistance.

Wishing you a wonderful year of learning and serving others,

Rhoberta Haley, PhD, RN
Dean, School of Nursing
Pacific Lutheran University



Dean Rhoberta Haley, PhD, RN

PLU School of Nursing Overview

Culture of Teamwork and Respect

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

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

FERPA

The School of Nursing follows the PLU FERPA policy regarding access to educational records. According to the Family Educational Rights and Privacy Act ([FERPA](#)), all students must sign consent to release records in order for educational materials to be placed in student mail folders, be shared with clinical agencies, or used in letters of recommendation.

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

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

Professional Conduct and Values of the Nursing Profession

The nursing profession is governed by a Code of Ethics and a core set of values to which faculty and students are held. Professional values and their associated behaviors are foundational to the practice of nursing and are upheld in all aspects of the PLU School of Nursing and its educational programs.

Code of Ethics

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

[History](#)

[Guiding Principals, Vision, Mission](#)

[Philosophy](#)

[SoN Strategic Planning Framework and Initiatives 2022](#)

[SoN Program Outcomes](#)
[Integrated Learning Objectives](#)

History

History of the PLU School of Nursing

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

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

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

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

Ms. Kraabel Morken was followed by Dr. Doris Stucke, who served in the capacity of Educational Director from August 1967 until June 1982. Dr. Stucke was granted a sabbatical leave for the 1982-83 academic year, following which she retired to become professor emeritus. In July 1982, Dr. Moira Mansell was appointed and served as Dean until March 1989. Dr. Dorothy Detlor-Langan served as Dean of the School of Nursing from 1989 to 1997, with Anne Hirsch serving in the role of Associate Dean, Undergraduate Nursing Education and Dr. Cleo Pass as Associate Dean, Graduate Nursing Education. In 1997, Dr. Anne Hirsch assumed the role of Interim Dean for one year. In August 1998, Dr. Terry Miller assumed the role of Dean of the School of Nursing, serving until August 2014. Dr. Teri Moser Woo joined the PLU School of Nursing as Associate Dean for Graduate Programs in 2012. Dr.

Sheila Smith, RN, APRN, ANP-BS, was appointed Dean and Professor in August 2014-July 2018. Dr. Carol Seavor was appointed Interim Dean in July 2018. Dr. Barbara Habermann was appointed Dean in July 2019 and Dr. Kathleen Richardson was appointed Associate Dean for Academic Affairs in July 2020.

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

The undergraduate program encompasses three study sequences and is approved by the Washington State Nursing Care Quality Assurance Commission. The undergraduate program qualifies students for the Bachelor of Science in nursing degree and certifies them eligible to sit for the registered nurse licensure exam (NCLEX-RN). The basic program is four academic years in length. A sequence

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

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

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

In 2012 Dr. Teri Moser Woo joined the School of Nursing and led the faculty in developing the Doctor of Nursing Practice (DNP) program. The PLU Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty area of Family Nurse Practitioner. The DNP is the first doctorate at Pacific Lutheran University and received initial approval from the Northwest Commission on Colleges and Universities and the Washington Nursing Care Quality Commission in 2014. The first DNP students were admitted 2015.

In 1981, Continuing Nursing Education became a formal program within the School of Nursing. The initial director was Dr. Cynthia Mahoney. In 1994, the program was incorporated into the Center for Continued Nursing Learning, and was directed by Dr. Patsy Maloney.

A final major accomplishment of the School of Nursing was the PLU Wellness Center, which for over 23 years provided low-cost health care to the community until its closure in the summer of 2009 due to shrinking public funding. A nurse practitioner faculty member, Professor Joan Stiggelbout, started the Center in the mid-1980's. The nurse-managed center made a major contribution to the School of Nursing and the university, as well as to the local community of Parkland.

Work began on renovating the former campus bookstore in early 2020 to be transformed to the Clinical Learning and Simulation Center. This building is located nearby on Garfield Street housing two simulation areas, a 16-bed skill laboratory, two classrooms and student lounge areas. This building opened in September, 2020.

Guiding Principles, Vision, Mission

(April 2021 Revision APPROVED at May 2021 SNO Meeting)

Guiding Principles:

Pacific Lutheran University School of Nursing embraces core values of:

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

Vision

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

Mission:

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

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

Philosophy

March 2015

Introduction

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

Nursing and Health

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

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

Collegiate Nursing Education

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

Faculty as Compassionate Leaders and Scholars

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

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

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

Students as the Future Promise of the Discipline

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

Shared Values and Guiding Principles

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

3/17/2015 Strategic Planning Work Group edits

3/31/2015 Strategic Planning Work Group edits

5/27/2015, SNO Meeting, Approved

SoN Strategic Planning Framework and Initiatives 2022

The 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.

[Download the Excel File](#)

SoN Program Outcomes

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

Integrated Learning Objectives

Integrative Learning Objectives of Pacific Lutheran University

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

Pacific Lutheran University Global Statements

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

The Integrative Learning Objectives

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

A. Critical Reflection

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

B. Expression

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

C. Interaction with Others

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

D. Valuing

1. Articulate and critically assess one's own values, with an awareness of the communities and traditions that have helped to shape them.

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

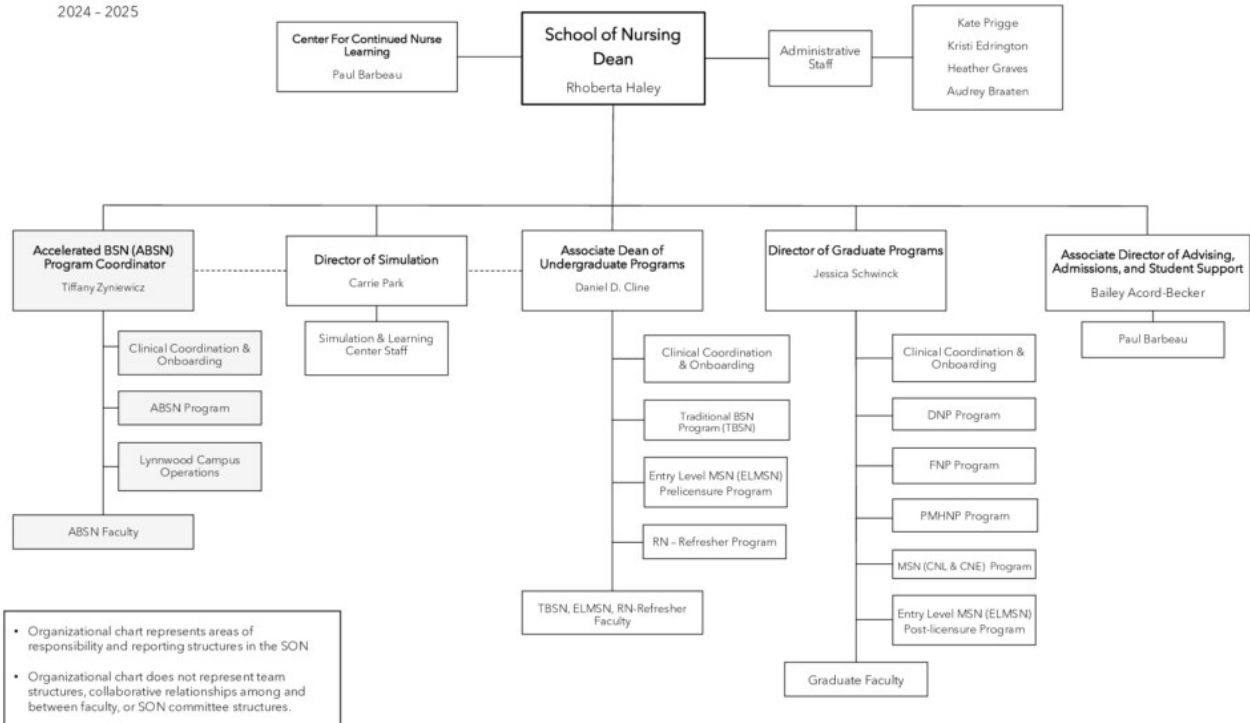
E. Multiple Frameworks

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

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

School of Nursing Organization Chart

PLU School of Nursing (SON)
Organizational Chart
2024 - 2025



School of Nursing Leadership Team

The School of Nursing Leadership team consists of:

Dean

Associate Dean for Academic Affairs and Accreditation

Assistant Dean of Prelicensure Programs

Director of Graduate Programs

ABSN Coordinator

Simulation Director

Prelicensure Junior Level Lead

Prelicensure Senior Level Lead

Administrative Office

Phone: (253) 535-7672

Fax: (253) 535-7590

email: nurs@plu.edu

The SoN administrative suite is located in Room 214 of the Ramstad Building on the upper PLU campus. Hours of operation are 8:00 am to 4:00 pm. The SoN offices are closed from Noon to 1:00 pm for lunch and on PLU university holidays.

Several administrative offices are located within the suite, including those of the Dean, Associate Dean of Academic Affairs, and Associate Director of Advising, Admissions & Student Support. Additional offices of the School of Nursing are housed on the 3rd floor of Ramstad. These include the Assistant Dean of Prelicensure Programs, Level Coordinators, and Lead Faculty, as well as the Clinical Onboarding Specialist and Graduate Student Clinical Placement Coordinator.

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

Accreditation and Approvals

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

PLU School of Nursing Programs – Accreditations and Approvals

The PLU School of Nursing programs are accredited by **CCNE** (Commission on Collegiate Nursing Education) <https://www.aacnnursing.org/CCNE>

and **NWCCU** (Northwest Commission on Colleges & Universities) <http://www.nwccu.org>

and approved by the **WA-NCQAC** (Washington State Nursing Care Quality Assurance Commission) <http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission>

Reports can be accessed in NetStor.

Washington State Rules Governing Nurse Education Programs

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

SoN Program Improvement Plans

Purpose: The program specific Program Evaluation Committees (ABSN, BSN, MSN, DNP) facilitate the development, maintenance, and implementation of School of Nursing (SoN) evaluation/assessment activities and processes as described in the Systematic Evaluation Plan (SEP). This process is achieved through collaboration with SoN faculty and appropriate SoN committees for the review and analysis of evaluation reports, and with the SoN for discussion, analysis, and quality improvement decision-making. The outcome is to recommend SoN improvement initiatives based on the analysis of assessment/evaluation data and is documented in the comprehensive Program Improvement Plan (PIP). The PIP process consists of the Plan - Do - Study - Act method. This process occurs throughout the academic year, and discussed in program level faculty meetings as well as the School of Nursing Organizational meetings (SNO meetings). Program level leads will present a comprehensive report updating the faculty during initial SNO meetings of the Fall and Spring semesters.

Helpful Acronyms

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

AACN: American Association of Colleges of Nursing

AFO: Aggregate Faculty Outcomes

CCNE: Commission on Collegiate Nursing Education

CAPP: Curriculum, Advising, and Program Planning

CIC: Curriculum and Instruction Committee

CCNL: Center for Continued Nursing Learning

DNP: Doctor of Nursing Practice

EC: Executive Committee

ELMSN: Entry Level Masters of Science in Nursing

EPC: Educational Policy Committee (PLU campus)

eFAR: Electronic Faculty Activity Report

FERPA: Family Education Rights and Privacy Act of 1974

FNP: Family Nurse Practitioner

HPRB: Human Participants Review Board

NONPF: National Organization of Nurse Practitioner Faculties

NWCCU: Northwest Commission on Colleges and University

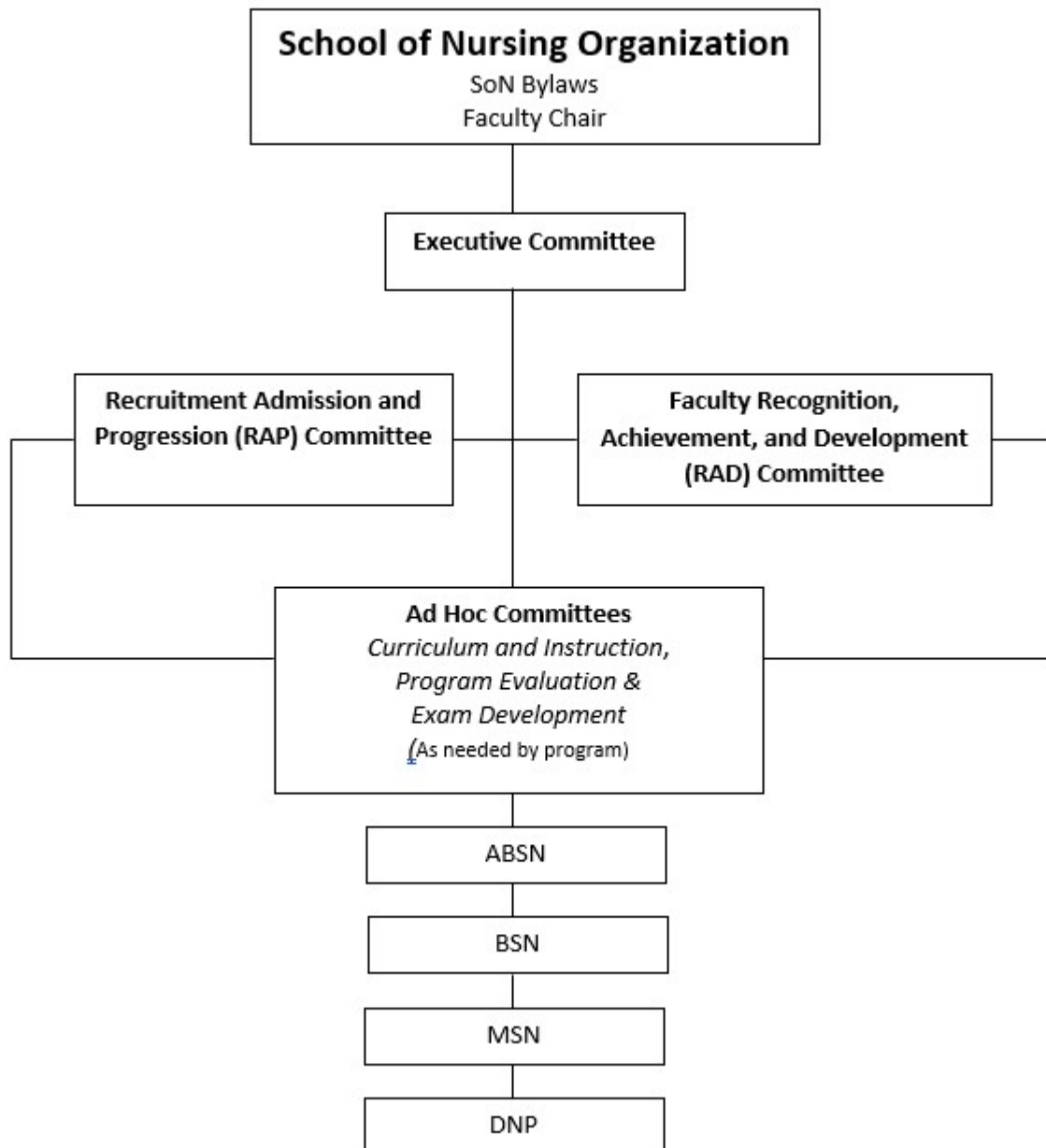
PEC: Performance Evaluation Committee

PMHNP: Psychiatric Mental Health Nurse Practitioner

School of Nursing Organization (SNO)

- [Governance Chart](#)
- [Bylaws](#)
- [Executive Committee \(EC\)](#)
- [Recruitment, Admissions, and Progressions Committee \(RAP\)](#)
- [Program Level Ad Hoc Curriculum and Performance Evaluation Committee](#)
- [Faculty Recognition, Advancement, and Development Committee \(RAD\)](#)

School of Nursing Governance Chart



Bylaws

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

[2020 School of Nursing Organization \(SNO\) Bylaws](#)

[RAP Bylaws Excerpt from 2020 SNO Bylaws](#)

Executive Committee (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.

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.

Program Level Ad Hoc Curriculum and Performance Evaluation Committees

The Curriculum and Performance Evaluation committees are program specific and oversee all curriculum, instruction, and evaluation policies, procedures, revisions, and issues within their respective program in the School of Nursing. Opportunities for students to represent their program of study will be provided. In the prelicensure programs opportunities are available for student representation from the traditional BSN, the ABSN, and the ELMSN programs. Each program level leader will convene program-specific meetings on an as-needed (ad hoc) basis. Members of the program will select student participants. Student representatives are invited to participate in the program specific committees for the program in which they are currently enrolled.

Program Specific Curriculum and Performance Evaluation Committees

The purpose of the ABSN, BSN, ELMSN, and DNP Program Curriculum and Performance Evaluation committees are to design and implement policies, procedures, revisions, and issues within the School of Nursing. This includes facilitating the development and maintenance of the School of Nursing's (SoN) Systematic Evaluation Plan (SEP) and supporting the implementation and monitoring of program evaluation assessment activities and improvement processes as required by the accreditation agency AACN CCNE.

Faculty Recognition, Advancement, and Development Committee (RAD)

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

Position Descriptions

[School of Nursing Dean](#)

School of Nursing Dean

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

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

assist in providing leadership for lifelong learning through graduate studies and continuing education.

18. Ensures consistency with the PLU dean responsibilities as outlined in the PLU Faculty Handbook:

- Provide leadership for and supervise the academic programs of the School of Nursing.
- Provide reports essential for effective administration of the School of Nursing and its academic programs.
- Establish and recommend the budget of the School of Nursing.
- Recommend and supervise department, program, and school budgets.
- Make recommendations for faculty appointments, promotions, salaries, sabbatical and special leaves, and oversee or write required faculty evaluations.
- Make recommendations for undergraduate and graduate student awards.
- Encourage and facilitate the professional growth and teaching competency of the faculty.
- Support academic leadership and collaboration among department, program and school administrators.
- Support the development and competency of the staff of the school.
- Advance the financial support base of the programs and facilities of the School of Nursing.
- Work cooperatively with the other deans to foster the liberal arts and their integration with major and professional degree curricula.

Associate Dean of Academic Affairs

Associate Dean of Academic Affairs

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

Specific Job Related Duties

- Foster a climate of academic excellence, collaboration and interdisciplinary initiatives.
- Execute an ongoing comprehensive assessment, planning and evaluation process of the academic programs that are linked to the SON mission, strategic goals, and objectives and consistent with SON policies, university policies, accreditation requirements, and other external regulatory bodies in collaboration with the Program Evaluation Committee.
- Assumes administrative accountability for ensuring the quality of educational degree-granting programs (BSN, MSN, DNP).
- Provide leadership in the accreditation process, including oversight of self-studies and site visits and the preparation of all administrative reports bearing on academic programs.
- Provide leadership in overseeing the SON academic organizational effectiveness, evidence-based education practices, and the impact of innovations in education including the effective use of technology in the teaching/learning environment.
- Monitor action plans for goal achievement in alliance with SON strategic plan.
- Serve as a clearinghouse and data source for assessment reports and reports required by accrediting and regulatory bodies
- Coordinates activities and resources of SON academic programs with university academic support systems.
- Represents the SON's interest internally which includes service on all SON related academic

teams and committees and externally to university and community constituents on all matters related to academics.

- Participate in recruiting and interviewing of prospective faculty candidates and makes recommendations to the Dean.
- Conducts performance evaluations, recommend salary, and works collaboratively with PLU human resources to resolve issues for direct reports.
- Collaborate with the leadership of the Clinical Learning and Simulation Center in overseeing all SON clinical simulation.
- Collaborate with the leadership of the Center for Continued Nursing Learning in overseeing all Continuing Education offerings.
- Responsible for the development and adherence to academic affairs budget.
- Identify and obtain extramural funding to support innovations and advancements in existing and new academic programs.
- Plans faculty teaching assignments in collaboration with program directors.
- Participates in appropriate professional organizations/meetings.
- Approve training and project grants related to academic programs.
- Represent the Dean and School of Nursing at local, state, and national organizations, events, and meetings as needed.

Director of Center for Continued Nursing Learning

Director of Center for Continued Nursing Learning

The Director of the Center for Continued Nursing Learning (CCNL) collaborates with faculty to initiate, develop, and offer Nursing and healthcare continuing education. The Director reports to the Dean of Nursing and collaborates closely with the Associate Provost of Graduate Programs and Continuing Education (GPCE) to ensure adequate administrative support of all offerings (revenue producing and internal professional development) is provided by the Continuing Education Coordinator and GPCE. Planning for the year's continuing education offerings occurs in the summer and is implemented throughout the year.

Responsibilities:

- Serve as primary nurse planner for the Center for Continued Nursing Learning.
- Maintain accreditation through MNA and/or other accrediting bodies and manage the reporting and renewal process.
- Provide curriculum oversight and review for any continuing education offerings through CCNL and the GPCE.
- Generate ideas for continuing education needs in the PLU nursing community.
- Collaborate with, educate, and encourage PLU Nursing faculty to be Associate Nurse Planners and engage in delivering continuing education offerings.
- Ensure Associate Nurse Planners follow accreditation guidelines when planning and implementing continuing education offerings.
- Recruit qualified CCNL instructors and speakers from the larger nursing and healthcare community.
- Manage CCNL budget in collaboration with the Dean of the School of Nursing.
- Maintain regular communication with the Dean of the School of Nursing and Continuing Education Coordinator about CCNL faculty, programming, expenses, and strategic efforts.
- Performs other duties as assigned.

Center for Continued Nursing Learning Program Manager

Center for Continued Nursing Learning Program Manager

The Center for Continued Nurse Learning (CCNL) Program Manager is responsible for developing, promoting, and managing existing and new healthcare professional continuing education courses, workshops and conferences, and event planning. The Program Manager will collaborate with the CCNL Director, PLU faculty and staff, School of Nursing, professional organizations, healthcare organizations to identify, create, promote, and implement healthcare professional continuing education and development programs aligned with national continuing education standards. The Program Manager supervises student workers that provide basic program support and reports to the CCNL Program Director. This position is located within the Center for Continued Nurse Learning which is part of the School of Nursing.

Responsibilities:

- Manages current and develop new in person, blended, and online professional healthcare professional development and continuing education offerings that meet market demands and/or workforce development needs.
- Collaborates with internal and external partners on course/program proposals, which include, but are not limited to, market and competitor analyses, budget development, curriculum development and/or review, and instructor recruitment.
- Participates in meetings with School of Nursing, University and external stakeholders regarding the development, support, and evaluation of CE programs; facilitates and presents information and data at these meetings when appropriate.
- Manages program budgets, including instructor contracts, approval of expenditures, purchase requisitions, and maintains/monitors expense, revenue, and budget reports.
- Manages course registration and payment processes for all offerings.
- Manages the CCNL website and social media postings.
- Collaborates with PLU's Marketing and Communications, CCNL Director and School of Nursing, to develop and implement marketing strategies, campaigns, and materials for CE programs.
- Meets with the CCNL Director regularly to evaluate current offerings, develop new offerings, and explore emerging opportunities for future programs.
- Maintains program data and generates reports for program evaluation and accreditation.
- Coordinates support and planning for all offerings.
- Provides support to instructors and communicates with offering participants.
- Supervises student worker(s).
- Performs other duties as assigned.

Associate Director of Advising, Admissions and Student Support

Associate Director of Advising, Admissions, and Student Support

The Associate Director of Advising, Admissions, and Student Support recruits and advises current and prospective students in the highly competitive nursing environment. S/he also coordinates the admission evaluation process for undergraduate and graduate nursing programs and ensures enrollment targets are met. Provides administrative support for a variety of SoN student needs and concerns, including, but not limited to, program progression and scholarships. The Coordinator

ensures due process is afforded to all parties for student issues of progression. Minimum preparation includes the Baccalaureate degree and two years of work-related experience. Reports to the Dean of the SoN.

Responsibilities:

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

Admissions Coordinator

Admissions Coordinator

The Admission Coordinator is responsible for supporting the recruitment and admission of students to the School of Nursing. The position is designed to engage with prospective applicants, prepare and screen applications for review, and assist admitted students as they enter PLU nursing programs. The Admission Coordinator will collaborate with School of Nursing faculty and PLU Admission Counselors to ensure a smooth application and review process. This position reports to the Associate Director of Advising, Admission, and Student Support in the School of Nursing.

Responsibilities:

- Answer inquiries and provide information to the general public, university members, and applicants to the School's programs.
- Process graduate admission applications, primarily via Banner and third-party application portals, such as Slate and NursingCAS.
- Assist with review of transcripts and application materials and organize applicant files and

spreadsheet.

- Assist Associate Director in program-wide recruiting and dissemination of admission information, both online and in print.
- Prepare and complete correspondence such as admission decision letters and emails.
- Monitor, maintain and manage various databases to ensure information is comprehensive, current and correct.
- Provide regular reports to supervisor, Deans/program leaders regarding the status of application levels.
- Update the School of Nursing websites as directed.
- Work with School of Nursing administrative staff to provide general office support as needed.
- Serve as a liaison with other university offices to support prospective students through the admission process.
- Performs other duties as assigned

Assistant Dean for Prelicensure Programs

Assistant Dean for Prelicensure Programs

The Assistant Dean for pre-licensure programs provides immediate oversight and management of the traditional and accelerated BSN degree programs and the ELMSN pre-licensure component. In collaboration with the Dean and Associate Dean, informs and implements academic policy; assists in general administrative planning and resource allocation, co-ordinates pre-licensure faculty workload and teaching assignments and new faculty recommendations. Coordinates the planning, development, evaluation and revision of curriculum: develops, and revises courses and programs as appropriate. The incumbent provides student & faculty supervision, and evaluates faculty performance, making recommendations for contract renewals. Ensures that programs are compliant with state and accrediting body requirements and assists with reports, meetings and other accreditation activities related to pre-licensure programs. Provides significant input into the wide variety of nursing educational programs, offering leadership in instructional and curricular activities, and present lectures both within and outside areas of expertise and interest. The incumbent will predominately teach in the pre-licensure program but may teach across all levels (BSN, MSN, & DNP). Incumbent will continue to build their teaching, scholarship, service to the School, the University and their professional discipline and accomplish other administrative assignments upon request. Direct reports include BSN coordinator, ABSN coordinator, & Simulation Director. This position is a direct report to the Associate Dean of Academic Affairs.

Essential Functions and Responsibilities:

- Support and advise faculty within the program.
- Coordinate pre-licensure teaching schedules and faculty workload.
- Collaborate with external institutions to develop new clinical partners.
- Collaborate with faculty other programs (nursing and non-nursing) to develop new and enhance existing programs.
- Ensure adequate clinical placement opportunities for students.
- Oversee student recruitment and admission into programs.
- Organize, develop, lead and participate in teaching activities throughout the curriculum.
- Provide instruction to students in support of the didactic core curriculum.
- Provide academic advising.
- Participate in and serve on school and university committees.

- Monitor student performance and progression.
- Prepare written and verbal student evaluations.
- Prepare written and verbal faculty evaluations.
- Foster and guide faculty teaching development opportunities.
- Perform other duties as assigned.

Knowledge, Skills, and Abilities:

- Knowledge of and commitment to diversity, equity, and inclusion.
- Knowledge of effective teaching and evaluation strategies.
- Engages in nursing professional organizations, forum and other venues around cutting issues in prelicensure nursing education .
- Effective verbal and written communication skills.
- Excellent organizational skills.
- Excellent communication and interpersonal skills.
- Knowledge of teaching learning theory and application.
- Ability to be self-directed and solve problems effectively and efficiently.
- Ability to maintain confidential information.
- Ability to work with diverse populations.
- Ability to think creatively and examine new teaching/working methods.
- Ability to be flexible and manage multiple responsibilities.
- Positive and professional demeanor.
- Proficiency with basic technology tools (PC, audio visual equipment, educational software).
- Proficiency with basic healthcare technology.

Required Qualifications:

1. Doctorate (PhD or DNP)
2. Hold unencumbered RN license in WA
3. Successfully complete a pre-employment background check
4. Experience teaching in Nursing Education in pre-licensure areas

Preferred Qualifications:

1. Experience in nursing leadership roles

[Director of Graduate Programs](#)

Director of Graduate Programs

The Director of Graduate Programs is responsible for providing immediate oversight and direction for all graduate programs including the Doctorate of Nursing Practice program and tracks, advance practice and graduate certificate programs, and the post-licensure portion of the ELMSN program including leadership for and collaboration with faculty members teaching within the various programs. The Director of Graduate Programs coordinates the planning, development, evaluation and revision of curriculum, developing and revising courses, and assuming teaching roles to prepare graduate students for advanced clinical and functional roles. The Director will prepare materials for presentation, provide student supervision, and review student performance, ensuring that programs are compliant with state and accrediting body requirements, as well as assisting with reports,

meetings and other accreditation activities. The Director of Graduate Programs provides significant input into a wide variety of graduate nursing educational programs, offering leadership in instructional and curricular activities, and presenting lectures both within and outside areas of expertise and interest. The Director will predominately teach in the graduate program but may teach across all levels (BSN, MSN, & DNP). The Director is expected to continue to build their teaching, clinical competence, scholarship, service to the School, the University and their professional discipline and accomplish other administrative assignments upon request. Direct report to the Associate Dean of Academic Affairs.

Responsibilities:

- Support and advise faculty within the program.
- Collaborate with faculty other programs (nursing and non-nursing) to develop new and enhance existing programs.
- Ensure adequate clinical placement opportunities for students.
- Oversee student recruitment and admission into programs.
- Organize, develop, lead and participate in teaching activities throughout the curriculum.
- Provide instruction to students in support of the didactic core curriculum.
- Teach to prepare graduate students for advanced professional and functional roles.

[ABSN Coordinator](#)

ABSN Coordinator

The Accelerated Bachelor of Science in Nursing Coordinator provides direct oversight for the ABSN program within the School of Nursing. With support from the Associate Dean and the Director of Nursing Services, the ABSN coordinator oversees staffing, scheduling, curriculum and clinical/simulation in support of ABSN program and course delivery. The ABSN coordinator collaborates with the BSN Coordinator to facilitate staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery for prelicensure programs. This position is a tenure-track position.

Responsibilities:

- Serve as the lead for delivery of ABSN programs (includes academic and advising issues).
- Provide role and content expertise for the ABSN programs.
- Ensure that the hybrid content in the program are current and evidence-based.
- Participate in program and curricular review and revision of the ABSN program.
- Participate in program and curricular review and revision of the BSN program.
- Establish new networks and relationships to expand community-based placements and partnerships.
- Ensure that the ABSN programs remains congruent with national professional standards and guidelines for BSN educational programs.
- Work with the Clinical Placement Coordinator to secure and negotiate clinical placements.
- Provide ongoing support, development, and mentoring of faculty.
- Provide ongoing support, development, and mentoring of faculty.
- Validate, with course lead faculty, that clinical faculty are evaluating student progress and addressing any issues accordingly.
- Participate in the admissions process for ABSN students by reading applications and

interviewing when appropriate.

- Review clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Serve as a professional role model for faculty and students.
- Support accreditation activities.
- Participate in the SON committee as assigned, attend meetings and collaborate on committee activities.
- Attend PLU University faculty assembly meetings.
- Participate in university service.
- Performs other duties as assigned.

Clinical Onboarding Specialist

Clinical Onboarding Specialist

The Clinical Onboarding Specialist (COS) collaborates with faculty, students and the Clinical Placements Northwest (CPNW) consortium and other clinical practice partners in developing and implementing plans for prelicensure clinical placements each semester. Collaboration involves reviewing program and student clinical site requests and available site preceptors for the various clinical courses, as well as continually evaluating current sites and developing new sites with available and competent preceptors. The COS acts as liaison to CPNW for PLU, serving as the primary contact between Pacific Lutheran University School of Nursing and the CPNW Clinical Coordinator for the South Region, who coordinates with area health care agencies used for student clinical experiences. Responsibilities include initiating and maintaining clinical contracts, facilitating agency orientations, and troubleshooting clinical placement conflicts. The COS also works to identify appropriate community based clinical opportunities including but not limited to skilled nursing facilities, homecare/hospice, outpatient clinics, senior communities and other community based clinicals. Following consultation with the Associate Dean of Academic Affairs, the COS is responsible for negotiating and arranging clinical experiences through CPNW which meet the educational requirements for students in the nursing program, interpreting and matching the needs of students and instructors to agencies with appropriate learning experiences. The coordinator is responsible for complex communication and problem solving to maintain positive working relationships with a variety of contacts inside and outside the University. Reporting to the Associate Dean of Academic Affairs of the School of Nursing, the COS functions from a solid understanding of nursing education and practice, combined with knowledge of the organizational environments where nurses practice.

Responsibilities:

- Student Clinical Needs: Accessing, Coordinating and Assigning.
- Regulations: Identifying, Educating and Complying.
- Data Management: Collecting, Organizing and Reporting.
- Represent the SoN to CPNW.
- Maintain current student/faculty clinical placement data.
- Provide agency with student lists, verify student compliance, and provide agency with all required documentation, i.e. clinical passport and any other requirements.
- Responsible for follow-up on paperwork for the student portion of the clinical placement process.
- Performs other duties as assigned

Graduate Student Clinical Placement Coordinator

Graduate Student Clinical Placement Coordinator

The Graduate Student Clinical Placement Coordinator is responsible for collaborating with faculty for Master's of Science in Nursing and Doctor of Nursing Practice clinical placements. The position is designed to ensure smooth onboarding of students to clinical sites, collecting data on clinical sites, and preceptors (including demographic data). The Clinical Placement Coordinator will assist with collecting evaluations of sites and preceptors at the end of each placement. This position reports to the Dean of the School of Nursing.

Responsibilities:

- Review student clinical site requests and available preceptors for various graduate clinical courses.
- Continually evaluate current clinical sites.
- Work with School of Nursing administrative support staff and faculty to proactively plan clinical placement needs.
- Participate with MSN and DNP faculty in developing new clinical sites and preceptors.
- Arrange clinical placements for MSN and DNP nursing students in a variety of area settings.
- Initiate and maintain Educational Experience Agreements (affiliation agreements/clinical contracts) with clinical agencies in conjunction with the Director of Professional Development.
- Facilitate faculty and student agency orientation.
- Troubleshoot clinical placement conflicts.
- Performs other duties as assigned

Family Nurse Practitioner Lead Faculty

Family Nurse Practitioner (FNP) Lead Faculty

The FNP Lead Faculty member provides direct oversight for the family nurse practitioner track (Doctoral and Certificate). With support from the Associate Dean, the FNP lead Faculty coordinates staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery. Collaborates with PMHNP lead faculty and DNP project faculty to oversee core DNP Courses. Minimum credentials include the earned doctorate in Nursing or related field, a graduate degree in Nursing, national certification as a Family Nurse Practitioner with prescriptive privileges in the State of Washington, and RN licensure in the State of Washington.

Responsibilities:

- Provides role and content expertise for the FNP & DNP programs.
- Ensures that all didactic content in the FNP & DNP programs are current and evidence-based.
- Participates in program and curricular review and revision for the FNP & DNP programs.
- Ensures that the FNP & DNP programs remain congruent with national professional standards and guidelines for NP, FNP and Doctoral educational programs.
- Works with the FNP & DNP faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for FNP students.
- Confirms clinical contracts are in place and current for all clinical sites.
- Ensures that clinical preceptors are appropriately qualified and experienced and a current

(within 2 years) CV is on file.

- Coordinates and Participates in the orientation of clinical preceptors.
- Collaborates with course lead faculty and placement coordinator to ensure student clinical placements are consistent with course and clinical objectives and to meet the learning needs of the student.
- Validates that clinical faculty are performing clinical site visits every semester, with each student, to evaluate student progress.
- Validates that evaluation of preceptors, clinical sites, and students are conducted at the end of each semester.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Communicates regularly and responsively with lead faculty, clinical faculty, preceptors and clinical sites.
- Participates in the admissions process for FNP & DNP students by reading applications and interviewing when appropriate.
- Ensures completion and filing of every-semester student clinical evaluations and clinical logs.
- Serves as a professional role model for FNP & DNP students.
- Serves as the lead for board certification predictor and prep activities.
- Supports accreditation activities.
- Provides ongoing support, development, and mentoring of faculty.

Psychiatric Mental Health Nurse Practitioner Lead Faculty

Psychiatric Mental health Nurse Practitioner (PMHNP) Lead Faculty

The PMHNP Lead Faculty member provides direct oversight for the psychiatric mental health nurse practitioner track (Doctoral and Certificate). With support from the Associate Dean, the PMHNP Lead Faculty coordinates staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery. Collaborates with FNP lead faculty and DNP project faculty to oversee core DNP Courses. Minimum credentials include the earned doctorate in Nursing or related field, a graduate degree in Nursing, national certification as a Psychiatric Mental Health Nurse Practitioner or CNS with prescriptive privileges in the State of Washington, and RN licensure in the State of Washington.

Responsibilities:

- Provides role and content expertise for the PMHNP & DNP programs.
- Ensures that all didactic content in the PMHNP & DNP programs are current and evidence-based.
- Participates in program and curricular review and revision for the PMHNP & DNP programs.
- Ensures that the PMHNP & DNP programs remain congruent with national professional standards and guidelines for NP, PMHNP and Doctoral educational programs.
- Works with the PMHNP & DNP faculty and Clinical Placement Coordinator to secure and negotiate clinical placements for PMHNP students.
Confirms clinical contracts are in place and current for all clinical sites.
- Ensures that clinical preceptors are appropriately qualified and experienced and a current (within 2 years) CV is on file.
- Coordinates and Participates in the orientation of clinical preceptors.
- Collaborates with course lead faculty and placement coordinator to ensure student clinical

placements are consistent with course and clinical objectives and to meet the learning needs of the student.

- Validates that clinical faculty are performing clinical site visits every semester, with each student, to evaluate student progress.
- Validates that evaluation of preceptors, clinical sites, and students are conducted at the end of each semester.
- Reviews clinical, student, and preceptor feedback and evaluations at the end of the semester to determine areas for improvement and validate student learning outcomes met.
- Communicates regularly and responsively with lead faculty, clinical faculty, preceptors and clinical sites.
- Participates in the admissions process for PMHNP & DNP students by reading applications and interviewing when appropriate.
- Ensures completion and filing of every-semester student clinical evaluations and clinical logs.
- Serves as a professional role model for PMHNP & DNP students.
- Serves as the lead for board certification predictor and prep activities.
- Supports accreditation activities.
- Provides ongoing support, development, and mentoring of faculty.

Course Coordinator-Course Lead

Course Coordinator/Course Lead

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

Responsibilities:

- Develops the course syllabus, consistent with academic timelines and curricular guidelines, sequencing, and approved course descriptions, objectives, content outlines, and clinical experiences.
- Schedules course meetings as required and as needed.
- Develops, in collaboration with course faculty, the topical outline and online course materials.
- Collaboratively assigns responsibilities of the teaching team based on course staffing as designated by the Dean.
- Plans and facilitates course progression, teaching approaches, and evaluation of student progress in collaboration with the teaching team.
- Ensures up-to-date course content and approaches, consistent with identified professional standards and guidelines.
- Prepares and ensures appropriate administration of course exams and other measures of student performance evaluation.
- Facilitates key assignment and portfolio needs of the course, consistent with program evaluation requirements.
- Administers standardized testing and facilitates remediation consistent with School of Nursing policy.
- Assures that required course materials are provided to the School of Nursing, including copies of the course syllabus, final examination, grading rubrics, key assignments, examples of student work, and course evaluations.

- Coordinates with School of Nursing staff or committees to facilitate the acquisition of necessary teaching materials (equipment, software, library materials).
- Orients new faculty to course and clinical requirements.
- Mentors new faculty over the course of the academic term.
- Confers with students and faculty about course concerns or performance problems in collaboration with course faculty, clinical preceptors, academic advisors, Associate Dean for Graduate Programs, and Dean, as needed.
- Maintains records of student attendance and grades.
- Submits grades to the registrar.
- Periodically informs the Graduate Program Coordinator and/or SoN Dean of course planning, implementation, and evaluation.
- Participates in meetings with other faculty and course coordinators as needed and directed.
- Completes the Annual Course Review and submits to the SoN Curriculum and Instruction (CIC) Committee, informing the CIC of necessary course updates or revisions.
- Contributes to curriculum review, evaluation, and development as a representative of the course team.
- Provides additional course and evaluation data consistent with the School of Nursing Evaluation Plan.

Additional Responsibilities for Clinical Course Coordinators:

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

Director of Simulation

Director of Simulation

The director of simulation education has teaching and administrative responsibilities for simulation and for the oversight/coordination of laboratory and clinical teaching in the 4-semester pre-license curriculum. The candidate provides leadership, management, and ongoing evaluation of all simulation learning experiences focusing on the current and emerging practice of simulation and implements strong methods of evaluation. The faculty candidate will utilize the guidelines and standards of the International Nursing Association for Clinical Simulation and Learning (INACSL) and Society of Simulation in Healthcare (SSH) to ensure simulation program quality. The faculty candidate will oversee the scheduling of simulation, learning labs and direct clinical hours to ensure an integrated approach exists.

Responsibilities:

- Collaborate with course faculty in the implementation and evaluation of laboratory, simulation and clinical components.
- Communicate with Program Coordinators to ensure program outcomes.
- Design, implement and evaluate simulation activities.
- Increase the utilization of simulation in the pre-license programs.
- Participate in SoN committee as assigned, attend meetings and collaborate on committee activities.
- Attend PLU University faculty assembly meetings.
- Participate in university service.
- Perform other related duties as required or assigned.

Simulation and Learning Laboratory Operations Manager

Simulation and Learning Laboratory Operations Manager

Under the direction of the Associate Dean of Academic Affairs, the Simulation and Learning Laboratory Operations Manager is directly responsible for and provides oversight of the Nursing Lab and simulation facilities (including high and low fidelity simulation), supplies, equipment, inventory system, scheduling, and daily operations. Supervises, directs and provides performance reviews of 2 simulation and laboratory specialists, and student worker positions. Collaboratively works with program coordinators to develop and implement training and simulation scenarios and oversees implementation of simulation activities. These activities support more than 300 students across the BSN, MSN, and DNP programs each semester.

Responsibilities:

- Oversees purchase, maintenance, and repair of lab and simulation equipment.
- Collaborates with SoN budget manager to establish, monitor, and maintain the simulation and laboratory budgets.
- Coordinates purchasing and competitive bidding for supplies and equipment.
- Directs simulation lab technician daily activities, fills in as needed.
- Oversees inventory management.
- Ensures sufficient supplies and equipment available and set up for daily lab and simulation activities.
- Provides technical support for task trainers and multimedia peripherals including: beds/examination tables, headwalls, patient monitors and other health care equipment, medication dispensing systems, and vital sign monitors
- Provides theatrical production (costuming and moulage) for simulation scenarios as requested.
- Provides technical assistance, support and training to faculty, instructors and staff in use of simulation equipment.
- Develops and Coordinates the clinical lab and simulation center schedule (including OSCE, sim, lab and classroom) in compliance with simulation center policies working to prevent scheduling conflicts.
- Develops and publishes Simulation and Lab policies and procedures.
- Coordinates with vendors to identify and evaluate new equipment, software, technology tools and manikins.
- Collects data for ongoing research or grant requirements.
- Sets up and maintains computer-based training programs.
- Maintains simulation activities and learner confidentiality.

- Serves as Building Manager.
- Performs other duties as assigned

Simulation Lab Operations Technician

Simulation Lab Operations Technician

The Simulation Lab Operations Technician will assist with medical simulation equipment and clinical skills set-up, take-down, use, and maintenance, including PCs, Audio/Video, with other associated equipment. Other duties will include providing technical support for simulation manikins, software, task trainers and all associated equipment. Provide direct support to faculty and/or outside affiliates for simulation or skill sessions, collaborates with potential users to ensure safe and effective use of equipment, set-up equipment for simulation sessions, operate simulators and equipment during sessions, and provide feedback to faculty and clinical skills staff as needed. Reports to the Simulation Operations Specialist.

Responsibilities:

- Collaborates with the Simulation Director, Simulation Operations Specialist and Clinical faculty to support healthcare students and professionals to achieve clinical learning, in a simulated patient care environment.
- Assists faculty in the development, testing, and implementation of detailed clinically based scenarios.
- Responsible for proper setup, reset, operation, breakdown, storage and technical support of simulation system, computers, manikins, and supplies.
- Conducts preventative maintenance checks and services of simulation equipment while adhering to all established protocols.
- Maintains and improves current knowledge of simulation software, equipment, supplies, media, computers, and materials related simulation learning.
- Provides support and assistance to clinical faculty and students conducting Objective Standardized Clinical Encounters (OSCEs) and examination room interactions with standardized patients.
- Maintains simulation activity and learner confidentiality.
- Provides theatrical production (costuming and moulage) for simulation scenarios as requested.
- Collaborates with IT services and simulation system vendors to identify, isolate simulation, system, and network-related issues. And follows up on ticket resolutions.
- Installs software updates on computers and maintains manikin components as directed by manufacturer support.
- Provides technical operational support for all systems and equipment related to simulation and exam rooms.
- Documents technical processes and support needed for simulations.
- Collects data for ongoing research or grant requirements.
- Trains others on setup instructions for simulations and clinical skills.
- Performs other duties as assigned

Prelicensure Junior Level Lead

Prelicensure Junior Level Lead

The prelicensure Junior level lead provides direct oversight for the prelicensure Junior level courses. With support from the Assistant and Associate Dean, the Junior Level Lead works to coordinate staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery to inform prelicensure course content, didactic, simulation and clinical faculty coverage/staffing. Minimum credentials include the earned master or doctorate in Nursing and unencumbered RN licensure in the State of Washington.

Responsibilities:

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

Prelicensure Senior Level Lead

Prelicensure Senior Level Lead

The prelicensure senior level lead provides direct oversight for the prelicensure senior level courses. With support from the Assistant and Associate Dean, the Senior Level Lead works to coordinate staffing, scheduling, curriculum, and clinical/simulation in support of course and program delivery to inform prelicensure course content, didactic, simulation and clinical faculty coverage/staffing. Minimum credentials include the earned master or doctorate in Nursing and unencumbered RN licensure in the State of Washington.

Responsibilities:

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

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

Professional Conduct

Social Media and Electronic Communication

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

Netiquette

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

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

Intimate and Sexual Relationships

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

Sexual Misconduct

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

Faculty Role

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

Faculty Administrative Policies, Practices, & Procedures

[Academic Credit Policy](#)

Academic Credit Policy, 15-week semester

Undergraduate Programs

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

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

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

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

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

Graduate Programs

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

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

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

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

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

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

Attendance at Formal Academic Ceremonies and Faculty Development

Faculty with > 0.5 FTE appointment are expected to attend SoN and PLU formal academic ceremonies and faculty development, unless excused due to other obligation or scheduling conflict. These include PLU University Conference, PLU Opening Convocation, Fall Return to Campus Workshops, Fall Evaluation Workshop, J-Term Faculty Development, SoN Recognition Ceremony, Blessing of the Hands, and PLU Commencement ceremonies. Academic regalia is required for Opening Convocation, SoN Recognition, and PLU Commencement ceremonies. Regalia can be rented through the PLU Provost Office.

University Conference

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

Opening Convocation

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

School of Nursing Recognition Pinning Ceremony

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

PLU Commencement Ceremony

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

[Banner Web](#)

BannerWeb

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

[Clinical Faculty On-Boarding](#)

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

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

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

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

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

Clinical Teaching Expectations

Clinical Teaching Expectations

Faculty teaching in clinical are expected to:

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

practice, and requirements for supervision.

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

Communication

Communication

E-Mail

Official PLU email addresses are used for communication from the School of Nursing office and from School of Nursing faculty and staff. Email is the main vehicle used by the School of Nursing to provide faculty and students with essential information and announcements. Texting of students is not an appropriate mechanism for formal student communications.

Google Calendar

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

up to date.

Learning Management System

In the traditional BSN and Graduate Programs, Sakai is used for most courses to distribute course syllabi and announcements. It may also be used for distribution of course materials, assignments, individual and group communications, group discussion, and other communication and course activities.

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

In the ABSN program, Canvas is used for most courses to distribute course syllabi and announcements. It may also be used for distribution of course materials, assignments, individual and group communications, group discussion, and other communication and educational activities. All students are expected to access Canvas regularly.

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

[Contingent Faculty Reviews](#)

Contingent Faculty Reviews

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

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

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

3rd year and subsequent 5th year reviews for contingent faculty will occur in either fall or spring semester of the 3rd and subsequent 5th year academic years of appointment. Candidates are

encouraged to invite peer reviews of classroom and clinical teaching as part of the process. Final due dates for review materials will be scheduled according to dates published in the *PLU Faculty Handbook*. The candidate may request reasonable alterations to this schedule in writing and with the Dean's approval, with the exception of the date materials are due to the Provost, currently listed as April 30 of 3rd academic year.

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

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

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

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

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

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

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

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

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

The Dean's written invitation shall request letters that:

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

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

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

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

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

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

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

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

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

Course and Academic Level Meetings

Course and Academic Level Meetings

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

Course and Clinical Assignments & Scheduling

Course & Clinical Assignments & Scheduling

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

Credentialing and Health Requirements

Credentialing and Health Requirements

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

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

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

-Drug screen (facility determined)

For faculty who are Nurses:

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

-Drug screen (facility determined)

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

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

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

Development of SoN Policy Changes

Development of & Changes to SoN Policies

The SoN policies addressed in the SoN Faculty and Student Handbooks establish the operational

framework for the SoN. It is expected that SoN policies will be documented, adhered to, and implemented fairly and consistently.

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

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

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

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

[eFAR & AFO](#)

Aggregate Faculty Outcomes (AFO)

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

SoN AFO Information 2014 - 2017

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

[AFO-RAD_SNOApproved_3-18-15](#)

[AFO-RAD_SNOApproved_2-17-16_Projections](#)

[AFO-RAD_SNOApproved_rev2-17-16](#)

[Aggregate Faculty Outcomes Results 2018 - 2021](#)

[Aggregate Faculty Outcomes Summary 2018 - 2021](#)

AFO Dimensions

Domain: Teaching

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

Domain: Scholarship

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

Domain: Service

1. 90% of faculty with ≥ 0.5 FTE appointment in the School of Nursing participate in at least one School of Nursing committee or approved special project.
 - a. Measurement: Committee rosters and Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.
2. 90% of all continuing faculty with ≥ 0.5 FTE appointment in the School of Nursing demonstrate at least one professional service commitment annually.
 - a. A professional service commitment is defined as activities emanating from professional preparation and expertise that contribute to meeting the needs of the university, profession, or community. Examples include:
 - I. University - committee work, projects, special appointments, volunteer activities supporting university mission and/or operations
 - II. Profession - specific to discipline or specialty, committee work, leadership, presentations, educational offerings, advocacy
 - III. Community - volunteer, donate time, pro-bono work, presentations, educational offerings, advocacy
 - b. Measurement: Faculty self-report in annual Faculty Activity Report and Self-Assessment (FARSA) and/or a proxy tool.

Domain: Practice

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

Approved: SNO, 3/18/15

Revised and approved: SNO, 2/17/2016

Electronic Faculty Activity Reporting (eFAR)

Faculty Activity Reports & Peripherals

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

The Self-Assessment Essay should:

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

Faculty that are planning on continuing to teach with the SoN at the end of the academic year and who had a ≥ 0.5 FTE appointment for the current AY must complete the following Faculty SoN activity reporting activities no later than June 1:

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

Faculty Appointment

Faculty Appointment

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

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

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

Faculty Fellow

Clinical Instructor

Clinical Assistant Professor

Clinical Associate Professor

Assistant Professor

Associate Professor

Professor

Faculty Illnesses, Absences, and Emergencies

Faculty Illnesses, Absences, and Emergencies

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

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

Final Exam Scheduling

Final Exam Scheduling

SoN faculty are expected to follow the established SoN curricular plan for the inclusion of course

final exams, as well as PLU final exam scheduling and administration guidelines.

Guidelines for Faculty Workload

Definition

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

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

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

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

Procedure

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

Essential Considerations

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

Faculty role expectations for service, advising, and scholarship are also included in the faculty

member's scope of responsibility, in addition to the required teaching load. At this time the SoN does not have sufficient allocated resources to award workload credit for these additional responsibilities.

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

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

Undergraduate Courses

Didactic Course Instruction

Undergraduate:

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

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

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

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

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

Clinical Instruction

Direct-Supervised Clinical Instruction

Section size = 8 students; 10 students in some instances. 1 Clinical Credit = 42 Clinical Hours = 1.7 WTUs. The standard 2 cr clinical (84 hours) is 3.4 cr. Faculty teaching clinical in the new curriculum will oversee students at their respective clinical site and simulation activities. Credit for faculty teaching in the new curriculum = 5.5 WTU per course per semester.

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

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

Lab-Based Clinical Instruction

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

Precepted Clinical

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

Graduate Courses

Graduate Didactic Course Instruction

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

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

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

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

Graduate DNP Project Supervision

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

New course preps are allocated an additional 0.5 WTU.

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

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

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

Graduate Clinical Instruction

Direct-Supervised Instruction

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

Lab-Based Instruction

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

1 Lab credit = 100 minutes lab instruction = 1.5 WTUs

Precepted Clinical

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

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

Other Graduate Programs

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

Course and other Workload Assignments

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

Office Assignments

Office Assignments

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

Office Hours

Office Hours

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

Process for Posting School of Nursing & Committee Documents to Sakai & NetStor

Process for Posting SoN and Committee Documents to NetStor and Sakai

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

- **NetStor** is maintained as a complete repository for all working documents. Draft documents need to specify "draft," either as a watermark or in the title.

- **Sakai** is maintained for final versions of documents, posted in PDF form.
 - All documents need to include the date of the document and approving body at the end of the file.

Process:

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

Room Scheduling

Room Scheduling

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

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

School of Nursing Student Handbooks

[PLU School of Nursing Student Handbook](#)

Shared Nature of SoN Curriculum

Shared Nature of SoN Curriculum

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

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

As a matter of collegial courtesy and academic professionalism, the sharing of course content

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

Student Academic Files

Student Academic Files

The Student Academic File is the official SoN record of student academic performance and is to be maintained up-to-date. FERPA regulations apply to the file and materials there-in.

Sections of the file include:

Prelicensure Student Files (ABSN, Traditional BSN, and prelicensure portion of ELMSN program):

- SoN Student Academic Files are housed in the SoN Administrative Office, R 214:
 - Student identifying information
 - Official Correspondence and any Notice of Deficiency
- ELECTRONIC FILES:
 - Admission files are in FormStack or Slate platforms
 - Advising notes and transcripts are in the student's profile in Banner
 - Standardized tests results are in the testing platform (example: ATI)
 - Criminal Background Checks, HIPAA documentation, Health documents are maintained in the clinical onboarding platform (example: CastleBranch)
 - Clinical evaluations and clinical hours tracker are maintained in the clinical courses in the Learning Management System

ELMSN Post-Licensure portion of program, MSN and DNP Student Files:

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

Faculty are required to complete advising notes, clinical evaluations, clinical logs, and any Performance Progression Alert issued prior to the end of finals week for the academic term as indicated above.

Faculty submissions of hardcopies to be filed in the Student Academic File (non-electronic copies) are to be provided to the SoN Senior Administrative Assistant.

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

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

Team-Teaching

Team-Teaching

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

Tenure-Track Faculty Reviews

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

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

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

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

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

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

4th and 5th year reviews are conducted as part of the annual faculty review/EFAR process with

materials due by June 1. An updated CV, self-assessment, and updated portfolio materials are due at that time. The faculty member is asked to schedule a meeting with the Dean prior to July 1st, for review of progress toward and materials for tenure.

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

Specific 3rd Year Review Procedures

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

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

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

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

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

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

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

The Dean's written invitation shall request letters that:

- a. Evaluate the candidate's strengths and areas for improvement;
- b. Address rank and tenure criteria listed in the *PLU Faculty Handbook* (pp. 24-26) and in the SoN Tenure and Promotion Guidelines (*SoN Faculty Handbook*, Appendix C, pp 120-124).

Review letters will be due by the date specified in the PLU Faculty Handbook. If the letter writer wishes their review letter to be shared with the candidate, the writer will send a copy to the candidate. The Dean will construct from letters received a composite summary of the letters. The

summary will be shared with the candidate and submitted as part of the dean's review. The summary will note the faculty member's strengths and areas for improvement.

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

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

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

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

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

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

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

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

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

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

Use of National Standardized Testing Across the Curriculum

Use of Nationally-Standardized Testing Across the Curriculum

The PLU SoN uses nationally-standardized testing across the undergraduate curriculum to facilitate student learning and preparation for NCLEX-RN content mastery and testing environment. All courses for which components of nationally-standardized testing have been purchased are expected

to utilize these products as well as the additional resources available through the manufacturer website, help students prepare, and assist students with recognizing the significance of strong performance on the exams.

Awards

Teaching Awards

Dean's Teaching Excellence Award

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

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

The nominee should represent the following criteria:

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

Nomination Process:

- Pacific Lutheran University faculty and staff may nominate a faculty member
- Individuals may nominate only one candidate
- Faculty members may self-nominate
- Any faculty member regardless of tenure or position are eligible
- Nominees will have the option to accept or reject their nomination

Student Awards

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

Student awards are named after Maria (Fulton) Gould (1853-1937), Mr. Tom Carlson's maternal great-grandmother. Jessie Alice (Gould) Smith (1884-1956), is Mr. Carlson's maternal grandmother. Both Maria and Jessie are listed as nurses in the 1900 US Federal census in Minneapolis, Minnesota.

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

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

The Ruth Carlson Excellence in Clinical Nursing Award

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

The Jessie Alice Gould Masters in Nursing Excellence Award

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

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

The Maria Fulton Gould Doctor of Nursing Practice Excellence Award

The Maria Fulton Gould Doctor of Nursing Practice Excellence Award is awarded to a graduating DNP student who demonstrates exemplary accomplishments as an advance-prepared practitioner-scholar, dedicated to highest quality health outcomes and effective nursing leadership in our nation's healthcare systems. Please consider the following criteria in submitting your nomination for this award:

- DNP project demonstrates high-level mastery of an area of advanced nursing practice and focuses on the translation of evidence into practice;
- Exemplifies outstanding leadership;

- Exemplifies outstanding professionalism;
- Exemplifies integrity and fairness in nursing practice, scholarship, and leadership;
- Demonstrates responsiveness, positive communication skills, and caring relationships.

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

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

Request for Funding for Professional Faculty Development

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

Application Process for Conference/Training & Reimbursement

[Travel- Pre Travel Authorization form 2019](#)

[Travel Expense Voucher - - Travel on or after 1-01-2023](#)

Grievance Process

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

Student Concerns

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

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

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

Faculty Concerns

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

Guidelines for Responding to Requests for Confidential or Sensitive Information

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

[PLU Students, Staff & Faculty](#)

PLU Students, Staff & Faculty

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

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

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

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

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

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

[Campus Departments or Facilities](#)

Campus Departments or Facilities

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

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

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

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

Individuals Calling for Background Checks

Individuals Calling for Background Checks

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

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

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

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

Law Enforcement Inquiries

Law Enforcement Inquiries

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

Note: PLU will not provide immigration information on students outside of the International Student Services program. A court order will be required for PLU to share immigration information on general students. Any requests for immigration information should be sent to the Director of Campus Safety who will then consult with the VP for Student Life and PLU’s legal counsel.

If an officer/agent contacts you to discuss an active investigation where you are a witness, victim or

otherwise involved, you do not need to refer them to Campus Safety. You will be speaking to the officer as an individual and not a representative of PLU. If you have questions about your situation the Director of Campus Safety is available for consultation.

Wellness Check

Wellness Check

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

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

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

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

Vendor & Contractor Access

Vendor & Contractor Access

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

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

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

Councils, Advisory Boards & Constituent Relations

Dean's Leadership Team

The Dean's Leadership Team meets regularly and is advisory to the Dean. The Leadership Team consists of the Associate Dean for Academic Affairs and Accreditation, Assistant Dean of Prelicensure Programs, Director of Graduate Programs, ABSN Coordinator, Simulation Director, Prelicensure Senior Level Lead, Prelicensure Junior Level Lead, and the Assistant to the Dean.

School of Nursing Community Advisory Board

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

Student Assemblies

Student open forums are held regularly and are organized as open conversations with the School of Nursing Dean and faculty. The forums provide an additional mechanism for student input into program planning and continuous quality improvement. All nursing students are welcome and encouraged to attend.

SIGMA Psi at-Large Chapter

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

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

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

planned and coordinated by PLU faculty Counselors. All students and faculty are highly encouraged to participate in the induction ceremony.

SIGMA Undergraduate student eligibility requirements

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

SIGMA Graduate student eligibility requirements

- Completed one quarter (25%) of the graduate nursing program;
- Maintained a cumulative GPA of 3.5 out of 4.0;
- Meet the expectation of academic integrity.

Center for Continued Nursing Learning (CCNL)

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

Community Based Clinicals (CBC)

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

Delta Iota Chi

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

Peer Review

Policy

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

In recognition that teaching is a dynamic and ongoing process, the PLU School of Nursing uses peer review to encourage open feedback and ongoing development of all instructors teaching didactic and/or clinical courses.

Peer Review Frequency Requirements and Guidelines:

- Tenure-Track Faculty: Annually.
- Fulltime, Part-time, Clinical only: Every 2 years.
- New faculty: At end of first year, then every 2 years.

Reference

KU Benchmarks for Teaching Effectiveness Protocol for Course Focused Peer Review (Fall 2021).

Follmer Greenhoot, A., Ward, D., Bernstein, D., Patterson, M. M., & Colyott, K. (2020). Benchmarks for Teaching Effectiveness. (Revised 2020).

RAD: December 2022, SNO Approved: January 2023

Process

Peer Review Process:

1. Faculty interested in a peer review should go to Sakai—> SoN Teaching in Excellence site—>Table of Contents —> Peer Review
2. Choose a reviewer from the list
3. Choose the appropriate form (didactic vs clinical)
4. Contact reviewer to schedule review
5. It is highly recommended that faculty include the completed peer review with annual self-assessment submission.

Please refer to the Peer Review Documents section or the Sakai SoN Excellence in Teaching site for:

- List of reviewers
- Didactic peer review form
- Clinical peer review form

Peer Review Documents

Peer Review Documents

[Approved Peer Reviewers List 2023](#)

[PLU Peer Review Form-Didactic-SNO Approved 1.2023](#)

[PLU Peer Review Form - Clinical - SNO Approved 1.2023](#)

Additional Peer Review Resources

- [PLU Criteria for Excellence in Teaching](#)
- [KU Benchmarks Framework for Teaching Effectiveness_2020](#)

Faculty-Student Hand-off Policy

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

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

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

School of Nursing Conceptual Frameworks

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

- **Nursing** is an intellectual discipline that is both an art and a science.
 - **Persons** are individuals, families, and communities, and have inherent dignity and worth.
 - **Environment** is integral to, and inseparable from person, consisting of both internal and external realms of influence.
 - **Health** and wellbeing are defined by all persons within the constructs of the environment in which they live.
-
- [Operational definitions for conceptual frameworks](#)
 - [SoN Conceptual Framework](#)

Operational Definitions for Conceptual Frameworks

Nursing

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

Person

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

Environment

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

Health

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

Advocacy

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

Competency

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

Evidence-Based Practice

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

Informed Caring

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

Interprofessional Teams

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

Liberal Arts Education

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

Person-Centered Care

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

Nursing Informatics

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

Professional Service

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

Professional Values

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

Quality improvement (QI)

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

Transformational Leadership

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

Ways of Knowing

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

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

Conceptual Frameworks Approved 2015 by SoN Faculty

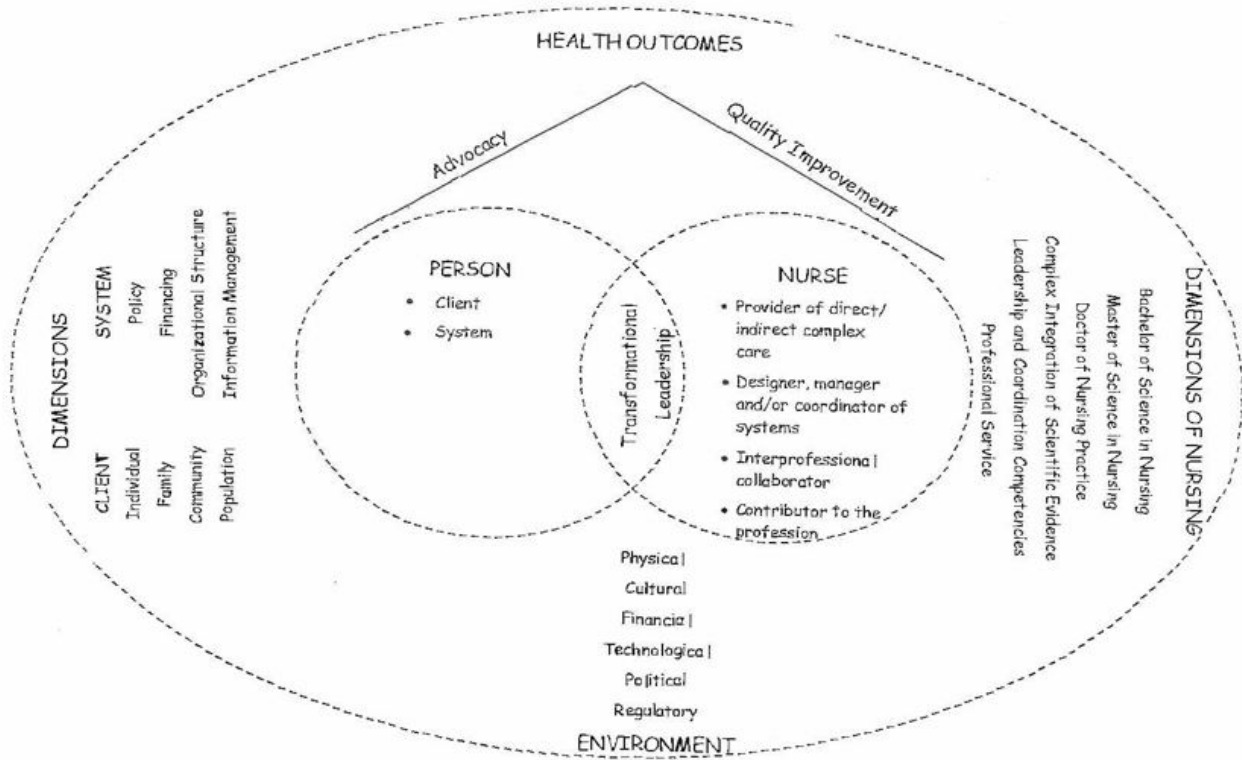
SoN Conceptual Framework

At the baccalaureate level, the professional relationship between person and nurse is the health interaction. The nurse interacts as a facilitator or collaborative leader with person in four professional roles: 1) Provider of direct/indirect care; 2) Designer, manager, and coordinator of safe, quality care; 3) Interprofessional collaborator; and 4) Professional. The health interaction is nested in the context of informed caring and defined by an ethical decision-making framework that respects diverse values and beliefs and incorporates moral concepts, advocacy, professional ethics and law. Nursing uses a facilitative or collaborative leadership process to assist persons in the promotion and maintenance of health behaviors, health restoration, and the prevention and management of disease. Leadership evolves from the integration of educational preparation and professional experience and is enacted by a willingness to identify and act on complex problems in an ethical, person-centered manner. Nursing knowledge and practice are derived from empirical, personal, aesthetic and ethical ways of knowing.

Nursing is built on a strong liberal arts foundation, professional values, clinical competency, evidence-based practice, information management, leadership, and professional service. These dimensions are brought by the nurse into any situation. The goal of the health interaction between nurse and person is to support the person's movement toward optimum health, quality of life, well-being, and/or quality of death.

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

PACIFIC LUTHERAN UNIVERSITY
 School of Nursing Conceptual
 Framework



Updated August 2022

School of Nursing Program Outcomes

- [BSN Program Outcomes](#)
- [MSN Program Outcomes](#)
- [DNP Program Outcomes](#)

BSN Program Outcomes

The PLU Bachelor of Science in Nursing curriculum is in alignment with the American Association of Colleges of Nursing [*The Essentials: Core Competencies for Professional Nursing Education*](#) (AACN, 2021, April). The BSN curriculum builds on the PLU core liberal education in the arts, humanities, and sciences as the cornerstone for the practice of nursing. Achievement of the following program outcomes enables graduates to practice as generalist nurses within complex healthcare systems:

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

MSN Program Outcomes

The PLU Master of Science in Nursing curriculum is in alignment with the American Association of Colleges of Nursing [*The Essentials: Core Competencies for Professional Nursing Education*](#) (AACN, 2021, April) and equips nurses for roles within a complex health system. Master's education at PLU prepares nurses with the knowledge and skills to lead change, promote health, and elevate care, regardless of the setting.

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

DNP Program Outcomes

The PLU Doctor of Nursing Practice (DNP) program is in alignment with the American Association of Colleges of Nursing [*The Essentials: Core Competencies for Professional Nursing Education*](#) (AACN, 2021, April) and prepares registered nurses to become Family Nurse Practitioners or, if an ARNP from another role or population focus, to advance their practice. Successful completion of the BSN or Non-ARNP MSN to DNP FNP program qualifies students to sit for national certifying examinations for Family Nurse Practitioner, making them eligible under Washington State law for Advanced Registered Nurse Practitioner (ARNP) licensure. All DNP graduates will be prepared to play a key role in providing strong, effective nursing leadership and ensuring the continued quality of patient care and evidence-based outcomes in our nation's health care system.

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

Sample Programs of Study

- [Traditional BSN](#)
- [Accelerated BSN](#)
- [Entry Level Master's](#)
- [BSN to MSN](#)
- [BSN to DNP Full-time - Family Nurse Practitioner](#)
- [BSN to DNP Part-time - Family Nurse Practitioner](#)
- [BSN to DNP Full-time - Psychiatric Mental Health Nurse Practitioner \(PMHNP\)](#)
- [BSN to DNP Part-time - Psychiatric Mental Health Nurse Practitioner \(PMHNP\)](#)
- [MSN to DNP Non-ARNP](#)
- [Nurse Executive MSN to MBA/DNP](#)
- [Post-ARNP to DNP](#)
- [Emergency Nurse Practitioner Certificate](#)

Traditional BSN

Original BSN Curriculum (to be retired at the end of Spring 2023)

Year 1

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

Year 2

Sophomore 1	BIOL 201 Introduction to Microbiology	4 Credits
	PSYC 320 Development Across the Lifespan	4 Credits
	STAT 231 Introductory Statistics	4 Credits
	NURS 220 Nursing Competencies I	4 Credits
January Term	PHED Physical Activity	1 Credit
	STAT 231 Introductory Statistics (If not taken in previous semester)	4 Credits
Sophomore 2	NURS 260 Professional Foundations I	4 Credits
	NURS 270 Health Assessment / Promotion	4 Credits
	NURS 280 Pathological Processes	4 Credits
	General Education Program Element (GenEd)	4 Credits

Year 3

Junior 1	NURS 320 Nursing Competencies II	2 Credits
	NURS 330 Pharmacology & Therapeutic Modalities	4 Credits
	NURS 340 Nursing Situations in Adult Health I	4 Credits
	NURS 350 Nursing Situations in Mental Health	4 Credits
January Term	General Education Program Element (GenEd) or required nursing course with clinical rotation	4 Credits
Junior 2	NURS 360 Nursing Research & Informatics	4 Credits
	NURS 365 Culturally Congruent Healthcare	4 Credits
	NURS 370 Nursing Situations in OB	4 Credits
	NURS 380 Nursing Situations in Pediatrics	4 Credits

Year 4

Senior 1	NURS 420 Leadership & Resource Management	4 Credits
	NURS 430 Nursing Situations in Communities	5 Credits
	NURS 440 Nursing Situations in Adult Health II	4 Credits
	NURS 441 Nursing Situations Seminar	1 Credit
January Term	General Education Program Element (GenEd) or required nursing course with clinical rotation	4 Credits

Senior 2	NURS 460 Healthcare Systems & Policy	2 Credits
	NURS 480 Professional Foundations II	2 Credits
	NURS 499 Nursing Synthesis	6 Credits
	General Education Program Element (GenEd)	4 Credits
	Total Credits	128

Traditional BSN New Curriculum, Beginning Fall 2021

Prerequisites

Biology 205 - Anatomy and Physiology I
 Biology 206 - Anatomy and Physiology II
 Chemistry 105 - Chemistry of Life (Intro into Organic and Biochemistry)
 Biology 201 - Introduction to Microbiology
 Psychology 320 - Development Across the Lifespan (*Psychology 101 - Introduction to Psychology is a prerequisite to Psychology 320*)
 Statistics 231 - Introductory Statistics
 Nursing 120 - Nutrition

Junior Year

	Nursing 311 - Patho/Pharm II	2 credits
	Nursing 314 - Care of Chronic Conditions	3 credits
	Nursing 315 - Psych/Mental Health	2 credits
Semester 1	Nursing 316 - Clinical Practicum II	5 credits
	Nursing 317 - Theory & Evidence	1 credit
	Nursing 318 - Research Methods	2 credits
	Nursing 319 - Healthcare Technology	1 credit
	Nursing 311 - Patho/Pharm II	2 credits
	Nursing 314 - Care of Chronic Conditions	3 credits
	Nursing 315 - Psych/Mental Health	2 credits
Semester 2	Nursing 316 - Clinical Practicum II	5 credits
	Nursing 317 - Theory & Evidence	1 credit
	Nursing 318 - Research Methods	2 credits
	Nursing 319 - Healthcare Technology	1 credit

Senior Year

	Nursing 401 - Care of Complex Conditions	3 credits
	Nursing 402 - Patho/Pharm III	2 credits
Semester 3	Nursing 403 - Clinical Practicum III	5 credits
	Nursing 404 - Healthcare Diversity	4 credits
	Nursing 405 - Informed Practice	2 credits
	Nursing 406 - Continuity of Care	3 credits
	Nursing 407 - Clinical Practicum IV	6 credits
Semester 4	Nursing 408 - Organizational & Economic Context of Care	2 credits
	Nursing 409 - Health Policy	2 credits
	Nursing 483 - Transition to Practice	1 credit
	Nursing 498 - Capstone Project	2 credits
	Total BSN Program Credits	64

Accelerated BSN

Note: A 4-credit Religion/Diversity course must be taken during your January term. This course is a co-requisite, and it's required to take at PLU in order to graduate.

First Semester	NUR 305 - Pathophysiology/Pharmacology I	4 credits
	NUR 306 - Foundations of Care Delivery & Health Promotion	3 credits
	NUR 307 - Health & Physical Assessment	3 credits
	NUR 308 - Clinical Practicum I	3 credits
	NUR 309 - Professional Foundations & Principles of Leadership	2 credits
	NUR 310 - Scholarly Writing Concepts	1 credit
	Total	16 credits
Second Semester	NUR 311 - Pathophysiology/Pharmacology II	2 credits
	NUR 314 - Care of Chronic Conditions	3 credits
	NUR 315 - Psychiatric Mental Health Principles	2 credits
	NUR 316 - Clinical Practicum II	5 credits
	NUR 317 - Theory and Evidence	1 credit
	NUR 318 - Research Methods	2 credits
	NUR 319 - Health Care Technology	1 credit
Total	16 credits	
Third Semester	NUR 401 - Care of Complex Conditions	3 credits
	NUR 402 - Pathophysiology/Pharmacology III	2 credits
	NUR 403 - Clinical Practicum III	5 credits
	NUR 404 - Health Care Diversity	4 credits
	NUR 405 - Informed Practice	2 credits
Total	16 credits	
Fourth Semester	NUR 406 - Continuity of Care	3 credits
	NUR 407 - Clinical Practicum IV	6 credits
	NUR 483 - Transition to Practice	1 credit
	NUR 498 - Capstone Project	2 credits
	NUR 408 - Organizational & Economic Context of Care	2 credits
NUR 409 - Health Policy	2 credits	
Total	16 credits	
Total ABSN Program Credits:		68

Entry Level Master's

Pre-Licensure (RN-Preparation), 15 months, 56 semester credits

****Progression to be phased out Spring 2025**

1st Year

	NURS 305: Patho/Pharm I	4 credits
	NURS 306: Found of Care Delivery/Health Promotion	3 credits
Summer Semester	NURS 307: Health & Physical Assessment	3 credits
	NURS 308: Clinical Practicum I	3 credits
	NURS 309: Prof Foundations & Principles of Leadership	2 credits
	NURS 310: Scholarly Writing Concepts	1 credits
Fall Semester	NURS 311: Patho/Pharm II	2 credits
	NURS 314: Care of Chronic Conditions	3 credits
	NURS 315: Psych/Mental Health	2 credits
	NURS 316: Clinical Practicum II	5 credits
	NURS 401: Care of Complex Conditions	3 credits
Spring Semester	NURS 402: Patho/Pharm III	2 credits
	NURS 403: Clinical Practicum III	5 credits
	NURS 404: Healthcare Diversity	4 credits
	NURS 405: Informed Practice	2 credits

2nd Year

	NURS 406: Continuity of Care	3 credits
Summer Semester	NURS 407: Clinical Practicum IV	6 credits
	NURS 483: Transition to Practice	1 credits
	NURS 407 Capstone Project	2 credits

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington state, students continue the Entry-Level MSN curriculum in the COM Advanced Generalist focus (see below).

Post-Licensure (MSN Core), 12 months, 31 (minimum) semester credits

****Progression to be phased out Spring 2025**

2nd Year (continued)

	NURS 523: Role of the Advanced Practice Nurse (2)	2 credits
Fall Semester	NURS 525: Theoretical Foundations (3)	3 credits
	NURS 534: Informatics & Nursing Healthcare (2)	2 credits
	NURS 544: Advanced Nursing Management of Illness & Disease (4)	4 credits
January Term	NURS 541: Advanced Health Assessment & Health Promotion	3 credits

Spring Term	NURS 526: Leadership and Management	3 credits
	NURS 527: Evaluations and Outcomes Research	3 credits
	NURS 531: Clinical Outcomes Management I	3 credits
	NURS 542: Advanced Pathophysiology & Pharmacology for Nursing Practice	3 credits
Summer Term	NURS 530: Resource Management	3 credits
	NURS 596: Scholarly Inquiry	2 credits

Optional *

(for students desiring to take certification exams - optional courses are not required for the MSN degree)

- NURS 532: Clinical Outcomes Management II (6) (required for CNL)

OR

MSN Nurse Educator Specialty Courses (additional 18 credits) (courses required to sit for CNE exam)

- NURS 538: Program Development (3)
- NURS 550: Curriculum, Instruction, and Evaluation (3)
- NURS 595: Internship (2 to 12)

Entry Level Master's - New Curriculum Beginning Summer 2024

Pre-Licensure (RN-Preparation), 15 months, 56 semester credits

1st Year

Summer Semester	GNUR 305: Patho/Pharm I	4 credits
	GNUR 306: Found of Care Delivery/Health Promotion	3 credits
	GNUR 307: Health & Physical Assessment	3 credits
	GNUR 308: Clinical Practicum I	3 credits
	GNUR 309: Prof Foundations & Principles of Leadership	2 credits
Fall Semester	GNUR 310: Scholarly Writing Concepts	1 credits
	GNUR 311: Patho/Pharm II	2 credits
	GNUR 314: Care of Chronic Conditions	3 credits
	GNUR 315: Psych/Mental Health	2 credits
Spring Semester	GNUR 316: Clinical Practicum II	5 credits
	GNUR 401: Care of Complex Conditions	3 credits
	GNUR 402: Patho/Pharm III	2 credits
	GNUR 403: Clinical Practicum III	5 credits
	GNUR 404: Healthcare Diversity	4 credits
	GNUR 405: Informed Practice	2 credits

2nd Year

Summer Semester	GNUR 406: Continuity of Care	3 credits
	GNUR 407: Clinical Practicum IV	6 credits
	GNUR 483: Transition to Practice	1 credits
	GNUR 498 Capstone Project	2 credits

After completing the pre-licensure curriculum and upon successfully obtaining RN licensure in Washington state, students continue the Entry-Level MSN curriculum in either the Clinical Nurse Leader (CNL) track or Certified Nurse Educator (CNE) track (see below).

Clinical Nurse Leader (CNL) Track:

2nd Year		
Fall Semester	GNUR 525: Theoretical Foundations (3)	3 credits
	GNUR 541: Advanced Health Assessment & Health Promotion (3)	3 credits
	GNUR 544: Advanced Nursing Management of Illness & Disease (4)	4 credits
January Term	GNUR 523: Role of the Advanced Practice Nurse (2)	2 credits
	GNUR 534: Informatics & Nursing Healthcare (2)	2 credits
Spring Term	GNUR 526: Leadership and Management (3)	3 credits
	GNUR 527: Evaluations and Outcomes Research (3)	3 credits
	GNUR 531: Clinical Outcomes Management I (4)	4 credits
	GNUR 542: Advanced Pathophysiology & Pharmacology for Nursing Practice (3)	3 credits
Summer Term	GNUR 530: Resource Management (3)	3 credits
	GNUR 532: Clinical Outcomes Management II (5)	5 credits
	GNUR 596: Scholarly Inquiry (2)	2 credits

Certified Nurse Educator (CNE) Track:

2nd Year		
Fall Semester	GNUR 525: Theoretical Foundations (3)	3 credits
	GNUR 541: Advanced Health Assessment & Health Promotion (3)	3 credits
	GNUR 544: Advanced Nursing Management of Illness & Disease (4)	4 credits
January Term	GNUR 523: Role of the Advanced Practice Nurse (2)	2 credits
	GNUR 534: Informatics & Nursing Healthcare (2)	2 credits
Spring Term	GNUR 526: Leadership and Management (3)	3 credits
	GNUR 527: Evaluations and Outcomes Research (3)	3 credits
	GNUR 538: Program Development (3)	3 credits
	GNUR 542: Advanced Pathophysiology & Pharmacology for Nursing Practice (3)	3 credits
Summer Term	GNUR 595: Internship (3)	3 credits
	GNUR 550: Curriculum, Instruction, and Evaluation (3)	3 credits
	GNUR 596: Scholarly Inquiry (2)	2 credits

BSN to MSN

****Progression to be phased out Spring 2025**

Fall Semester	NURS 523: Role of the Advanced Practice	2 credits
	NURS 525: Theoretical Foundations	3 credits
	NURS 534: Informatics & Nursing Healthcare	2 credits
	NURS 544: Advanced Nursing Management of Illness & Disease	4 credits
January Term	NURS 541: Advanced Health Assessment & Health Promotion	3 credits
Spring Term	NURS 526: Leadership and Management	3 credits
	NURS 527: Evaluations and Outcomes Research	3 credits
	NURS 531: Clinical Outcomes Management I	3 credits
	NURS 542: Advanced Pathophysiology & Pharmacology for Nursing Practice	3 credits
Summer Term	NURS 530: Resource Management	3 credits
	NURS 596: Scholarly Inquiry	2 credits
	NURS 532: Clinical Outcomes Management II	6 credits (required for CNL)

MSN Nurse Educator Specialty

****Progression to be phased out Spring 2025**

Fall Semester	NURS 523: Role of the Advanced Practice	2 credits
	NURS 525: Theoretical Foundations	3 credits
	NURS 534: Informatics & Nursing Healthcare	2 credits
	NURS 544: Advanced Nursing Management of Illness & Disease	4 credits
January Term	NURS 541: Advanced Health Assessment & Health Promotion	3 credits
Spring Term	NURS 526: Leadership and Management	3 credits
	NURS 527: Evaluations and Outcomes Research	3 credits
	NURS 531: Clinical Outcomes Management I	3 credits
	NURS 542: Advanced Pathophysiology & Pharmacology for Nursing Practice	3 credits
Summer & Fall Term	NURS 530: Resource Management	3 credits
	NURS 596: Scholarly Inquiry	2 credits
	NURS 538: Program Development	3 credits
	NURS 550: Curriculum, Instruction, and Evaluation (3)	3 credits
	NURS 595: Internship	2 to 12 credits

BSN to MSN - New Curriculum Starting Summer 2024

Clinical Nurse Leader (CNL) Track

Fall Semester	GNUR 525: Theoretical Foundations (3)	3 credits
	GNUR 541: Advanced Health Assessment & Health Promotion (3)	3 credits
	GNUR 544: Advanced Nursing Management of Illness & Disease (4)	4 credits

January Term	GNUR 523: Role of the Advanced Practice Nurse (2)	2 credits
	GNUR 534: Informatics & Nursing Healthcare (2)	2 credits
Spring Term	GNUR 526: Leadership and Management (3)	3 credits
	GNUR 527: Evaluations and Outcomes Research (3)	3 credits
	GNUR 542: Advanced Pathophysiology & Pharmacology for Nursing Practice (3)	3 credits
	GNUR 531: Clinical Outcomes Management I (4) (for CNL Track)	4 credits
Summer Term	GNUR 530: Resource Management (3) (For CNL Track)	3 credits
	GNUR 532: Clinical Outcomes Management II (5) (For CNL Track)	5 credits
	GNUR 596: Scholarly Inquiry (2)	2 credits

Certified Nurse Educator (CNE) Track

Fall Semester	GNUR 525: Theoretical Foundations (3)	3 credits
	GNUR 541: Advanced Health Assessment & Health Promotion (3)	3 credits
	GNUR 544: Advanced Nursing Management of Illness & Disease (4)	4 credits
January Term	GNUR 523: Role of the Advanced Practice Nurse (2)	2 credits
	GNUR 534: Informatics & Nursing Healthcare (2)	2 credits
Spring Term	GNUR 526: Leadership and Management (3)	3 credits
	GNUR 527: Evaluations and Outcomes Research (3)	3 credits
	GNUR 542: Advanced Pathophysiology & Pharmacology for Nursing Practice (3)	3 credits
	GNUR 538: Program Development (3) (for CNE Track)	3 credits
	GNUR 595: Internship (3) (for CNE Track)	3 credits
Summer & Fall Term	GNUR 550: Curriculum, Instruction, and Evaluation (3) (For CNE Track)	3 credits
	GNUR 595: Internship (3) (For CNE Track)	3 credits
	GNUR 596: Scholarly Inquiry (2)	2 credits

BSN to DNP Full-time - Family Nurse Practitioner (FNP)

***Progression to be phased out Spring 2025

Year 1

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

Year 2

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

Year 3

Summer	NURS 774 Women and Children - 120 hrs clinical	4 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
	NURS 775 Family Nurse Practitioner III - 120 hrs clinical	5 Credits
Fall	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
	NURS 776 Family Nurse Practitioner IV - 120 hrs clinical	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits
	Total Credits	80

BSN to DNP Full-time - Family Nurse Practitioner (FNP)

New Curriculum Beginning Summer 2024

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
	GNUR 710 Advanced Patho (3)	3 Credits
	GNUR 711 Advanced Pharm (3)	3 Credits
J-Term	GNUR 712 Advanced Pharm Discussion (1)	1 Credit
	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
Spring	Study Away option (Mexico/DC/Oly/Tacoma)	2 Credits
	GNUR 705 Information Systems & Patient Care Technology (2)	2 Credits
	GNUR 713 Physical Assessment (3)	3 Credits
	GNUR 714 Advanced Practice Clinical Decision Making (2)	2 Credits
	GNUR 720 Primary Care Procedures (3)	3 Credits
Year 2		
Summer	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
	GNUR 721 FNP1 Didactic (2)	2 Credits
	GNUR 731 FNP1 Seminar/Clinical (3) (120 hours)	3 Credits
Fall	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
	GNUR 722 FNP2 Didactic (2)	2 Credits
	GNUR 732 FNP2 Seminar/Clinical Hours (3) (120 hours)	3 Credits
J-Term	GNUR 708 Leadership & Resource Management (3)	3 Credits
	GNUR 795 Project Proposal (1)	1 Credit
Spring	GNUR 796 Project Seminar (2)	2 Credits
	GNUR 798 Project hours (1)	1 Credit
	GNUR 723 FNP3 Didactic (2)	2 Credits
	GNUR 733 FNP3 Seminar/Clinical Hours (3) (120 hours)	3 Credits
Year 3		
Summer	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2)	2 Credits
	GNUR 724 FNP4 Didactic (1)	1 Credit
	GNUR 734 FNP4 Seminar/Clinical Hours (3) (120 hours)	3 Credits
	GNUR 715 Psych for Primary Care (2)	2 Credits
Fall	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2)	2 Credits
	GNUR 735 FNP5 Seminar/Clinical Hours (4) (120 hours)	4 Credits
	GNUR 717 Management of Substance Abuse and Addiction (elective) (2)	2 Credits (elective)
J-Term	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (1)	1 Credit
Spring	Study Away option (Mexico/DC/Oly/Tacoma)	2 Credits
	GNUR 799 Final DNP Project Seminar (2)	2 Credits
	GNUR 798 DNP Project hours (1)	1 Credit
	GNUR 736 FNP Capstone Seminar/Clinical Hours (6) (240 hours)	6 Credits
	Total Credits	80

BSN to DNP Part-time - Family Nurse Practitioner (FNP)

*****Progression to be phased out Spring 2025**

**Note: Individual part-time progressions may vary. Refer to Academic Program Contract (APC) for further information.*

Year 1

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

Year 2

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

Year 3

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

Year 4

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

Total Credits 80

BSN to DNP Part-time - Family Nurse Practitioner (FNP)

****New Curriculum Beginning Summer 2024****

**Note: Individual part-time progressions may vary. Refer to Academic Program Contract (APC) for further information.*

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
J-Term	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
Spring	GNUR 705 Information Systems & Patient Care Technology (2)	2 Credits

Year 2

Summer	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
	GNUR 710 Advanced Patho (3)	3 Credits
Fall	GNUR 711 Advanced Pharm (3)	3 Credits
	GNUR 712 Advanced Pharm Discussion (1)	1 Credit
J-Term	No Classes	0 Credits
	GNUR 713 Physical Assessment (3)	3 Credits
Spring	GNUR 714 Advanced Practice Clinical Decision Making (2)	2 Credits
	GNUR 720 Primary Care Procedures (3)	3 Credits

Year 3

Summer	GNUR 721 FNP1 Didactic (2)	2 Credits
	GNUR 731 FNP1 Seminar/Clinical (3) (120 hours)	3 Credits
	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
Fall	GNUR 722 FNP2 Didactic (2)	2 Credits
	GNUR 732 FNP2 Seminar/Clinical Hours (3) (120 hours)	3 Credits
J-Term	GNUR 708 Leadership & Resource Management (3)	3 Credits
	GNUR 795 Project Proposal (1)	1 Credit
	GNUR 796 Project Seminar (2)	2 Credits
Spring	GNUR 798 Project hours (1) (60 hours)	1 Credit
	GNUR 723 FNP3 Didactic (2)	2 Credits
	GNUR 733 FNP3 Seminar/Clinical Hours (3) (120 hours)	3 Credits

Year 4

	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
Summer	GNUR 724 FNP4 Didactic (1)	1 Credit
	GNUR 734 FNP4 Seminar/Clinical Hours (3) (120 hours)	3 Credits
	GNUR 715 Psych for Primary Care (2)	2 Credits
	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
Fall	GNUR 735 FNP5 Seminar/Clinical Hours (4) (120 hours)	4 Credits
	GNUR 717 Management of Substance Abuse and Addiction (elective) (2)	2 Credits (elective)
J-Term	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project Hours (1) (60 hours)	1 Credit

Spring	GNUR 799 Final DNP Project Seminar (2)	2 Credits
	GNUR 798 DNP Hours (1) (60 hours)	1 Credit
	GNUR 736 FNP Capstone Seminar/Clinical Hours (6) (240 hours)	6 Credits
	Total Credits	80

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

***Progression to be phased out Spring 2025

Year 1

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

Year 2

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

Year 3

Summer	NURS 655 PMHNP III - 120 hrs clinical	5 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
	NURS 656 PMHNP IV - 120 hrs clinical	5 Credits
Fall	NURS 712 Trauma Informed Care	3 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
	NURS 657 PMHNP Capstone - 180 hrs clinical	4 Credits
Spring	NURS 795 Transition to DNP Practice	1 Credit
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits
	Total Credits	90

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

New Curriculum Beginning Summer 2024

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
	GNUR 710 Advanced Patho (3)	3 Credits
	GNUR 711 Advanced Pharm (3)	3 Credits
	GNUR 712 Advanced Pharm Discussion (1)	1 Credit
J-Term	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
	Study Away option (Mexico/DC/Oly/Tacoma)	
Spring	GNUR 705 Information Systems & Patient Care Technology (2)	2 Credits
	GNUR 713 Physical Assessment (3)	3 Credits
	GNUR 714 Advanced Practice Clinical Decision Making (2)	2 Credits
	GNUR 720 Primary Care Procedures (3)	3 Credits

Year 2

Summer	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
	GNUR 741 PMH1 Didactic (2)	2 Credits
	GNUR 751 PMH1 Seminar/Clinical (3) (120 hours)	3 Credits
Fall	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
	GNUR 742 PMH2 Didactic (2)	2 Credits
	GNUR 752 PMH2 Seminar/Clinical Hours (3) (120 hours)	3 Credits
	GNUR 717 Management of Substance Abuse and Addiction (2)	2 Credits
J-Term	GNUR 708 Leadership & Resource Management (3)	3 Credits
	GNUR 795 Project Proposal (1)	1 Credit
Spring	GNUR 796 Project Seminar (2)	2 Credits
	GNUR 798 Project hours (1)	1 Credit
	GNUR 743 PMH3 Didactic (2)	2 Credits
	GNUR 753 PMH3 Seminar/Clinical Hours (3) (120 hours)	3 Credits

Year 3

Summer	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2)	2 Credits
	GNUR 744 PMH4 Didactic (1)	1 Credit
	GNUR 754 PMH4 Seminar/Clinical Hours (3) (120 hours)	3 Credits
Fall	GNUR 716 Primary Care for Psych (2)	2 Credits
	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2)	2 Credits
	GNUR 755 PMH5 Seminar/Clinical Hours (4) (120 hours)	4 Credits
J-Term	GNUR 718 Management of Complex Trauma (2)	2 Credits
	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (1)	1 Credit
Spring	Study Away option (Mexico/DC/Oly/Tacoma)	
	GNUR 799 Final DNP Project Seminar (2)	2 Credits
	GNUR 798 DNP Project hours (1)	1 Credit
	GNUR 756 PMH Capstone Seminar/Clinical Hours (6) (240 hours)	6 Credits

Total Credits

84

BSN to DNP Part-time - Psychiatric Mental Health Nurse Practitioner (PMHNP)

*****Progression to be phased out Spring 2025**

**Note: Individual part-time progressions may vary. Refer to Academic Program Contract (APC) for further information.*

Year 1

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

Year 2

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

Year 3

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

Year 4

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

Total Credits

90

BSN to DNP Part-time - Psychiatric Mental Health Nurse Practitioner (PMHNP)

****New Curriculum Beginning Summer 2024****

**Note: Individual part-time progressions may vary. Refer to Academic Program Contract (APC) for further information.*

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
J-Term	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
Spring	GNUR 705 Information Systems & Patient Care Technology (2)	2 Credits

Year 2

Summer	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
	GNUR 710 Advanced Patho (3)	3 Credits
Fall	GNUR 711 Advanced Pharm (3)	3 Credits
	GNUR 712 Advanced Pharm Discussion (1)	1 Credit
J-Term	No Classes	0 Credits
Spring	GNUR 713 Physical Assessment (3)	3 Credits
	GNUR 714 Advanced Practice Clinical Decision Making (2)	2 Credits
	GNUR 740 Psychopharmacology (3)	3 Credits

Year 3

Summer	GNUR 741 PMH1 Didactic (2)	2 Credits
	GNUR 751 PMH1 Seminar/Clinical (3) (120 hours)	3 Credits
Fall	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
	GNUR 742 PMH2 Didactic (2)	2 Credits
	GNUR 752 PMH2 Seminar/Clinical Hours (3) (120 hours)	3 Credits
	GNUR 717 Management of Substance Abuse and Addiction (2)	2 Credits
J-Term	GNUR 708 Leadership & Resource Management (3)	3 Credits
	GNUR 795 Project Proposal (1)	1 Credit
	GNUR 796 Project Seminar (2)	2 Credits
Spring	GNUR 798 Project hours (1) (60 hours)	1 Credit
	GNUR 723 PMH3 Didactic (2)	2 Credits
	GNUR 733 PMH3 Seminar/Clinical Hours (3) (120 hours)	3 Credits

Year 4

Summer	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
	GNUR 744 PMH4 Didactic (1)	1 Credit
	GNUR 754 PMH4 Seminar/Clinical Hours (3) (120 hours)	3 Credits
Fall	GNUR 716 Primary Care for Psych (2)	2 Credits
	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
	GNUR 755 PMH5 Seminar/Clinical Hours (4) (120 hours)	4 Credits
J-Term	GNUR 718 Management of Complex Trauma (2)	2 Credits
	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project Hours (1) (60 hours)	1 Credit

Spring	GNUR 799 Final DNP Project Seminar (2)	2 Credits
	GNUR 798 DNP Hours (1) (60 hours)	1 Credit
	GNUR 756 PMH Capstone Seminar/Clinical Hours (6) (240 hours)	6 Credits
	Total Credits	84

MSN to DNP Non-ARNP

Year 1

Summer No Classes

Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 705 Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits

Year 2

Summer	NURS 702 Information Systems and Patient Care Technology	3 Credits
	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
Fall	NURS 770 Primary Care Procedures	3 Credits
	NURS 771 Psych for Primary Care	2 Credits
	NURS 772 Family Nurse Practitioner I - 120 hrs clinical	5 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 773 Family Nurse Practitioner II - 120 hrs clinical	5 Credits
	NURS 790 Translating Research - 60 hrs clinical	3 Credits
	NURS 791 Proposal Seminar	1 Credits

Year 3

Summer	NURS 774 Women and Children - 120 hrs clinical	4 Credits
	NURS 792 DNP Scholarly Project I - 120 hrs clinical	2 Credits
Fall	NURS 771 Psych for Primary Care	2 Credits
	NURS 775 Family Nurse Practitioner III - 120 hrs clinical	5 Credits
	NURS 793 DNP Scholarly Project II - 120 hrs clinical	2 Credits
J-Term	NURS 794 DNP Scholarly Project III - 120 hrs clinical	2 Credits
Spring	NURS 776 Family Nurse Practitioner IV - 120 hrs clinical	4 Credits
	NURS 795 Transition to DNP Practice	1 Credits
	NURS 799 DNP Scholarly Project IV - 60 hrs clinical	3 Credits

Total Credits

69

Nurse Executive MSN to MBA/DNP

The DNP/MBA Nurse Executive program is designed for nurses with a MSN degree to earn the Doctor of Nursing Practice and Master of Business degrees simultaneously. This dual-degree program integrates coursework from both disciplines, allowing students to complete the requirements for both degrees in a streamlined manner. Advanced practice registered nurses and nurse leaders will acquire the necessary clinical and business management skills to succeed in an increasingly complex healthcare environment. The Doctor of Nursing Practice (DNP) curriculum consists of the DNP core coursework (information systems and patient care technology, epidemiology, analytical methods, translating research into practice, and health policy) and a DNP Scholarly Project. The Master of Business Administration consists of 9 required courses.

Nurse Executive MSN to MBA/DNP Sample Curriculum:

****Note: Individual progressions may vary based on previous coursework**

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
	BMBA 511 Accounting for Decision Making (4)	4 Credits
	BMBA 513 Marketing Management (4)	4 Credits
J-Term	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
	GNUR 705 Information Systems & Patient Care Technology (2)	3 Credits
Spring	BMBA 510 Legal/Ethical/Social Responsibilities (4)	4 Credits
	BMBA 517 Financial Resources (4)	4 Credits

Year 2

Summer	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
Fall	BMBA 515 Organizational, Leadership, Change Management (4)	4 Credits
	BMBA 522 Quant. Decision and Analytics (4)	4 Credits
J-Term	BMBA 509 Global Business Perspectives (4)	4 Credits
	GNUR 795 DNP Project Proposal (1)	1 Credit
Spring	GNUR 796 DNP Project Proposal Seminar (2)	2 Credits
	GNUR 798 DNP Project Hours (1) (60 hours)	1 Credit
	BMBA 521 Supply Chain/Information Management (4)	4 Credits
	BMBA 523 Business Strategy & Innovation (4)	4 Credits

Year 3

Summer	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (1-5)	1-5 Credits
Fall	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project Hours (1-5)	1-5 Credits
J-Term	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project Hours (1-2)	1-2 Credits

Spring	GNUR 799 DNP Project Final Seminar (2)	2 Credits
	GNUR 798 DNP Project Hours (1-5)	1-5 Credits
	Total Credits	65 credits minimum

Post-ARNP to DNP

Year 1

Summer	GNUR 701 Foundations of Scholarly Writing & Communication (2)	2 Credits
	GNUR 702 Advanced Practice Roles & Collaboration (1)	1 Credit
	GNUR 706 Biostats, Analytical Methods, & Epidemiology (3)	3 Credits
Fall	GNUR 703 Theoretical Foundations & Evidence-based Practice (3)	3 Credits
	GNUR 707 Quality Improvement & Research Methods (3)	3 Credits
J-Term	GNUR 704 Pop Health, Policy, & Politics (2)	2 Credits
	GNUR 708 Leadership & Resource Management (3)	3 Credits
Spring	GNUR 705 Information Systems & Patient Care Technology (2)	2 Credits
	GNUR 795 Project Proposal (1)	1 Credit
	GNUR 796 Project Seminar (2)	2 Credits
	GNUR 798 Project hours (1) (60 hours)	1 Credit

Year 2

Summer	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
Fall	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (2) (120 hours)	2 Credits
J-Term	GNUR 797 DNP Project Seminar (1)	1 Credit
	GNUR 798 DNP Project hours (1) (60 hours)	1 Credit
Spring	GNUR 799 Final DNP Project Seminar (2)	2 Credits
	GNUR 798 DNP Hours (1) (60 hours)	1 Credits
Total Credits		34

Emergency Nurse Practitioner Certificate

The Emergency Nurse Practitioner specialty coursework prepares certified family, acute care, and adult-gerontology primary care nurse practitioners, either currently working in the emergency or urgent care setting or who desire to make a change and work in the emergency setting. This rigorous program builds upon core nurse practitioner knowledge and experience and provides the education and skill necessary to function as a competent nurse practitioner and leader in the emergency and urgent care settings. This program of study includes a minimum of 300 clinical hours and an extensive procedure lab/seminar. Upon completion, students with FNP certification are eligible to sit for the Emergency Nurse Practitioner Certification Examination. Students with other NP certification desiring to sit for the board will have the opportunity to complete additional coursework to become eligible.

The ENP core courses may have required clinical hours and must be taken in a prescribed sequence. A gap analysis will be conducted to determine individual course requirements.

- NURS 640: ENP Procedures (2)
- NURS 641: ENP I: Lifespan Emergency Care (4)
- NURS 642: ENP II: Trauma & Critical Illness (4)
- NURS 643: ENP III: Immersion & Seminar (4)

Curricular Policies, Practices and Procedures

- [Syllabus Template Policy for Undergraduate Courses](#)
- [Professional Standards and Guidelines](#)
- [Nursing Student Rights and Responsibilities](#)
- [DNP Post Master's Evaluation of Prior Learning](#)
- [Textbook Policy](#)
- [Grading Policy](#)
- [Testing Policy](#)
- [Prelicensure Examination Policy](#)
- [ATI Testing and Learning Platform](#)
- [APA Policy](#)
- [Program Outcomes Self-Reflection Paper Guidelines](#)
- [Performance Progression Alert \(PPA\)](#)
- [Course Evaluation Policy](#)
- [Consent for Invasive Procedures](#)

Course Syllabus Policy

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

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

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

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

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

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

- Minor revisions to course delivery format (affecting less than 20% of the course)
- Added course content
- Method of delivery for lab components
- Minor revisions to assignments and other major course assignments

- Added course materials
- Minor revisions to student evaluation methods

The following syllabus components may be revised by the course faculty without notifying the Program Lead:

- Course schedule
- Selection of specific course readings from the approved textbooks
- Faculty-developed teaching materials
- Didactic, Lab, and Clinical materials provided to the students
- Test questions, based on the approved test plan for the course
- Faculty-developed grading rubrics (except Program Outcome Self-Reflection paper)

Syllabus Template Policy

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

Undergraduate Program Syllabus Template:

Course syllabi must include (in this sequence):

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

- Course communication between student and faculty
- Technology and electronics
- Professional behavior
- University and School of Nursing Academic Policies
 - See Appendix D for mandatory language related to
 - Academic integrity
 - Academic accommodations
 - Essential qualifications
 - Performance Progression Alert
 - The list of reasons for giving a Performance Progression Alert should be updated based on the individual course
- PLU Academic Support Services
- Supplemental Content:

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

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

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

Required: Course syllabi will be posted on Course Learning Management System site and available to the students by the first day of class each semester. The syllabus template is available in the SoN Sakai site in the resources folder or by contacting the prelicensure program lead.

Graduate Program Syllabus Template

[Graduate Syllabus Template FINAL](#)

Professional Standards and Guidelines

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

Required Professional Standards & Guidelines:

- *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021, April)
- *Standards for Quality Nurse Practitioner Education* (NTF, 2022)
- *Washington NCQAC Administrative Code*

Specialty Standards & Guidelines:

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

Nurse Practitioner Competencies in Specialty Areas:

- *Family NP Competencies* (2013)
- *PMHNP Competencies* (2013)
- *NONPF NP Core Competencies* (2022)

Additional Professional Standards & Guidelines used in the Nursing courses:

- *Code for Nurses with Interpretive Statements* (ANA, 2015);
- *Nursing: Scope and Standards of Practice, 4th Ed.* (ANA, 2021);
- *Nursing's Social Policy Statement: Essence of the Profession* (ANA, 2010)
- *End-of-Life Nursing Education Consortium (ELNEC) guidelines*
(<https://www.aacnnursing.org/el nec/about>)
- *Quality and Safety in the Education of Nurses (QSEN)* (<http://qsen.org/competencies/>)
- *National Council of State Boards of Nursing (NCSBN) National Council Licensure Examination (NCLEX) Test Plan*

Nursing Student Rights and Responsibilities

The School of Nursing Student Rights and Responsibilities defined below support the Student Rights and Responsibilities as defined in the [Pacific Lutheran University's Student Code of Conduct](#).

General Principles - All students have a right to:

- a safe, supportive, respectful, and professional learning environment that is free from discrimination and accepting of individuals for who they are regardless of cultural/ethnic affiliation, spiritual affiliation, political affiliation, or any other personal characteristic, choice, or origin
- an environment conducive to learning with adequate lighting, spaces, and resources that support student achievement of program outcomes
- space within the PLU campus and the SoN to engage in scholarly activities and meet with peers, colleagues, and faculty
- assemble, form groups, and develop communities of learners
- transparency in communication with faculty and staff, program changes, clinical placement, and projects
- a nursing advisor to help the student throughout the program of study
- have their nursing advisor present during meetings in which the student feels the need for support
- asks questions, to know who to contact if they have questions regarding any aspect of their experience, and what to do if they identify an issue or concern during their time as a student

Responsibilities - Students are responsible for:

- being actively engaged in learning by arriving on time and being prepared to participate in the learning activities
- treating all persons - peers, faculty, staff, etc. - with respect, creating a safe learning atmosphere for all
- reviewing and adhering to all policies found in the [PLU Student Code of Conduct](#)
- communicating with faculty or staff if they would like to have their advisor join a meeting scheduled between the student and the faculty/staff/committee, etc
- keeping learning spaces clean and orderly, free of damage and graffiti

Academic Degree and Progression - All students have a right to:

- clear and accessible descriptions of programs and degree requirements, courses in the curriculum, and typical program progression, including courses and timeline
- be notified in a timely manner with a clear description of the curriculum change and the reason for the change
- clear communication about what is expected of them in their respective programs and when important deliverables are due (e.g., vaccination records, BLS certification, PPD/QuantiFERON Gold results, etc.)

- information about financial aid and who to contact to inquire about obtaining financial aid
- the grievance process if they feel they have been unfairly treated, to know how and why they are being disciplined, and the process by which they can grieve the action
- privacy as outlined and delineated in the Family Educational Rights and Privacy Act (FERPA)
- dispute a grade if they believe faculty awarded the grade capriciously and/or unfairly by following the steps defined in the [Grade Dispute Policy](#) (see both informal and formal guidelines)

Responsibilities - Students are responsible for:

- reviewing the curriculum and information specific to their program to be aware of expectations of the degree
- completing federal and institutional financial aid requirements on time if they are seeking financial aid
- providing feedback to faculty, staff, and the SoN leadership in a respectful manner
- maintaining compliance status for the various requirements, such as vaccines, BSL certification, etc
- maintaining academic integrity at all times as outlined in the [PLU Student Code of Conduct](#)

Communication - All students have a right to:

- truthful, timely, and accurate communication within 3 business days unless otherwise noted from peers, faculty, clinical preceptors, staff, and SoN leadership
- respectful communication, free from derogatory language
- privacy of privileged information
- constructive communication and feedback that supports student development
- know the preferred communication modality of individual faculty and staff

Responsibilities - Students are responsible for:

- reciprocating the above rights with communications among peers, clinical staff, preceptors, faculty, and SoN staff
- responding to faculty and staff communication in a timely manner within 3 business days unless otherwise noted and using the preferred method identified by faculty or staff
- not sharing communication among peers, clinical staff, preceptors, faculty, and staff on social media

Clinical Experiences - All students have a right to:

- clinical experiences that are safe, supportive, and enhance their learning and professional growth
- know the duration of the clinical experience length, onboarding procedures, location, expected start and stop times, and who the point of contact is at the SoN
- clear explanations of what to expect at the clinical site, as well as expected course outcomes related to the clinical experience
- be notified as early as possible of their clinical site location and beginning and end dates of the clinical experience

- be informed of the policy and procedure for reporting safety concerns, challenges in the clinical setting, and conflicts or difficulties with clinical faculty or preceptors

Responsibilities - Students are responsible for:

- completing all onboarding requirements for each clinical experience by the deadlines
- maintaining compliance with all onboarding requirements throughout the entire program
- communicating respectfully with onboarding staff, clinical faculty, and personnel at the clinical site
- adhering to the [clinical performance guidelines](#)
- reviewing all information provided on the clinical course site on the learning management system, including the performance guidelines, the syllabus, grading rubrics, etc.
- attending all clinical experiences to achieve the [required number of clinical hours](#) for the program
- arrive on time and prepared to actively participate in the clinical experience
- report concerns and issues to the appropriate faculty as soon as the issues or concern arises in the clinical setting

Student Authorship & Inclusion on Scholarly Presentations and Publications - All students have a right to:

- authorship and dissemination of scholarly papers or projects at professional conferences or through publication - note — authorship should be discussed upon joining the faculty-led team and must adhere to standards established by peer-reviewed journals or professional organizations
- be hired into teaching assistants/research assistant positions when working on a grant-funded scholarly project
- access information on faculty expertise and ongoing scholarly projects

Responsibilities - Students are responsible for:

- being fully engaged in the scholarly project
- completing the work assigned by the agreed-upon deadlines
- keeping all scholarly and study data and information private and secure

DNP Post Master's Evaluation of Prior Learning

Background

The Doctor of Nursing Practice Family Nurse Practitioner curriculum was developed according to guidelines set out by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF). The *Essentials: Core Competencies for Professional Nursing Education* (2021) from AACN establishes competencies that all DNP prepared graduates must achieve. Nurses with previous graduate level coursework are able to apply previous graduate level coursework toward the PLU DNP program. *Essentials: Core Competencies for Professional Nursing Education* (2021) provides guidelines for determining how a post-MSN student meets the DNP end of program competencies.

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

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

Process for Evaluating Prior Learning

1. All formal, transcribed coursework will be evaluated to determine if the coursework meets the course objectives for the PLU similar course. If the outside course is determined to be closely matched to the PLU course, the student may apply to transfer the course to PLU and credit it to the DNP degree requirements.
2. If the student has strong evidence of meeting all the objectives of a course via clinical or professional experience, they may develop a portfolio demonstrating achievement of the course outcomes. If the portfolio demonstrates achievement of the course outcomes and competencies, the course requirement may be waived. Waived course(s) will appear on the student's Academic Program Contract (APC), identified as "Constructive Credit Via Gap Analysis."
3. If course objectives are partially met, the student will need to enroll in an Independent Study (NURS 591) course to complete activities required to fulfill the objective(s).

Portfolio Evidence

When developing the portfolio of evidence to demonstrate achievement of course outcomes, it is the responsibility of the student to build a substantive file of evidence. The portfolio must include the student's CV, academic transcript, and syllabi relevant to the PLU coursework that the student is seeking to be waived .

Evidence may include:

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

CIC approval, 9/2015

SNO approval, 9/2015

Textbook Policy

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

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

CIE, May 13, 2015

Approved by SNO May 27, 2015; Update Aug 2017

[Textbook Order Form](#)

Grading Policy

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

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

Testing Policy

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

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

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

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

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

For test development, the following principles apply:

- Faculty will develop their own exam questions when possible, rather than relying on textbook-provided test banks or exam items.

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

Click Next Page to view the Prelicensure Examination Policy

Prelicensure Examination Policy

Examination Guidelines

This policy applies to the core prelicensure nursing courses - N305, N306, N307, N311, N314, N315, N401, N402, and N406 only. Adherence to these guidelines are not required in other prelicensure nursing courses.

Exam items will be derived from the course Learning Outcomes which support overall BSN Program Outcomes and Nursing Competencies. Each semester is designed to expand upon the knowledge gained in the previous semesters; therefore, questions may reflect outcomes and expectations from previous courses within the Nursing Program and pre-requisite courses, such as Anatomy and Physiology.

Course Exams administered in nursing courses will maximally account for 80% of the total course points. Weighting of exams and other assignments is established in the criteria for grade determination found in each course syllabus. Students must achieve an overall course exam straight (not weighted) average of 75% or higher to pass the course. Grades from other assignments will then be calculated to obtain overall course grade. All nursing course examinations should be given in a manner and style consistent with the 2023 NCLEX-RN Test Plan (available at NCSBN.org) and consists of a minimum of 90% NCLEX-RN style questions. Exam items will follow NCLEX-RN item writing guidelines, including, but not limited to:

- Use of “client” instead of “patient”
- Use of neutral, universal language, avoiding bias language, colloquialisms, and stereotypes
- Client age and/or gender should be provided as needed when relevant to the question
- Proper grammar and spelling
- Abbreviations should be spelled out
- Positive wording (no EXCEPT or NOT questions) should be used
- Key words will be bolded, for instance: most, priority, first

A blueprint should be constructed and used to develop the examination. At minimum, the blueprint will include:

1. Concepts/chapters covered on the exam
2. Number of exam items pertaining to each concept/chapter
3. Exam items should be mapped to the following:
 - a. course learning objectives
 - b. NCLEX-RN Client Needs categories
 - c. Bloom’s taxonomy level
 - d. QSEN competencies

Additional information may be added to the blueprint at the discretion of the course instructor. Blueprint items 1 and 2 above will serve as a study guide for the students.

Faculty should use the blueprinting capabilities of the computerized examination software to create the exam (when unavailable faculty may create their own). In applicable nursing courses, such as core nursing courses, faculty should adhere to the NCLEX-RN Client Needs category distribution percentages defined in the 2023 NCLEX-RN Test Plan as follows:

Client Needs - Percentages

Management of Care 15-21%
Safety and Infection Control 10-16%
Health Promotion and Maintenance 6-12%
Psychosocial Integrity 6-12%
Basic Care and Comfort 6-12%
Pharmacological and Parenteral Therapies 13-19%
Reduction of Risk Potential 9-15%
Physiological Adaptation 11-17%

The percentage of item types for each examination should align with the following guidelines:

Cognitive Operational Levels

	Junior I	Junior II	Senior I	Senior II
Bloom's Taxonomy Knowledge	10%	5%	0	0
Comprehension	30%	15%	10%	0
Application	50%	60%	70%	80%
Analysis or higher	10%	20%	20%	20%
Dosage Calculation*	0	10%	10%	10%

The majority of the exam should consist of multiple-choice items written in compliance with the current NCLEX-RN test plan.

Number of alternate item types per exam

Alternate formats - Faculty are encouraged to expose students to item types in class prior to use in an assessment

	Junior II	Senior I	Senior II	Junior I
Select all that apply (multiple response, drag and drop, ordered response)	5	5		5
10	10			
Other (fill-in, matching, bowtie, matrix, hot spot etc.)	5			5
10	10			
Next Gen Case study with 3 questions per case	2			3
4	5			

*N305 - Dosage Calculation examination: A twenty item dosage calculation examination will be conducted during N305. Students must achieve 100% on this examination to pass the course. Students who are unsuccessful on the first attempt must meet with the NCLEX-RN Success Coach for training/remediation and may be referred to open lab for hands-on dosage calculations practice as appropriate. Students will then be provided a second attempt to pass this exam. This process will be repeated up to a maximum of four total attempts. Students must pass the dosage calculation exam demonstrating safety within the Junior I semester or repeat N305.

All core nursing curriculum courses will include a minimum of three course exams - two content specific examinations and a comprehensive final examination. At least one course exam must be administered with grades released to students prior to midterms.

Core nursing courses are defined as follows:

□ N305, N306, N307, N311, N314, N315, N401, N402, and N406

Each core nursing course exam shall consist of a minimum of 50 items. The final comprehensive examination will consist of a minimum of 75 items. The final examination may include a maximum of ten (10) items total from previous exams deemed relevant to the essential course content.

The minimum amount of time to complete a nursing examination in any course shall be 1.5 minutes per test item. Faculty should be aware this may require requesting extra time for final examinations.

Within a reasonable time-frame — recommended two weeks but at least seven [7] days prior to scheduled assessment — faculty will provide the students with the following information:

- Exam delivery method
- Number of items on the exam
- Points per exam and percentage to overall course grade
- Type of items (example: multiple choice, bowtie, fill-in-the-blank, select all that apply, case study, etc.).
- Date and time of exam — time allotted to take the exam - begin and end times

Examination Delivery Method

All exams in core nursing courses must be administered on the computerized examination platform adopted by the PLU SoN. Use of computerized exams are recommended for all nursing courses. In the event of software or equipment failure, alternative delivery methods may be used but should be the exception not the norm.

Students are responsible for ensuring their personal devices are equipped to access exams prior to exam start time. Faculty are encouraged, but not required, to provide a simple quiz for students to use to test their devices at the beginning of the course.

Computerized Examination Software Settings

Randomizing exam items, answers, and distractors is required with the exception of items containing unfolding case study scenarios with sequencing of questions related to the item stem.

In the Senior I and Senior II semesters exam items should be presented to the student one at a time without the ability to navigate to the previous items (backtracking). The rationale for this setting is to prepare students for the NCLEX-RN examination.

All exams will have a clearly defined time limit (minimum of 1.5 minutes per item). Additional time should not be allowed. No answers provided after the time limit has expired will be considered in grading of the exam.

Grade Release and Review

Exam results will be returned to students no later than one week after the last student takes the exam. Examination grades compiled in software systems other than the PLU SoN Learning Management Systems (LMS; Sakai and Canvas) will be imported into the LMS in order for students to determine their overall course grade throughout the course. The specific objective to be attained by the student and the method of calculating the final course grade must be written in each course syllabus. Students are responsible for reading each course syllabus to apprise themselves of the particular objectives and grading system for each course.

While the overall course grade may consist of exam points combined with other course assignment points and/or extra credit points, the average of the designated course exam scores must be at least 75% before other scores are added to determine the final grade for the course. This 75% average will be calculated by averaging the scores for all course exams. Failure to obtain a 75% average for

course exams will result in course failure regardless of the number of points earned for other course activities. Students who score less than 75% on a course exam, or who have an overall course average less than 75%, should be referred to the NCLEX-RN Success Coach and their advisor should be notified of the student's status in the course.

All exam reviews must be in-person and proctored to ensure security of exam items. The type of exam review is at the instructor's discretion and may include as a group in class, in small subgroups, or individually. Students are not allowed to make notes or access electronic devices (phones, tablets, etc.) during the exam review to prevent threats to exam item integrity.

Exam Administration and Exam Security

Additional student items are not allowed in the testing room unless approved by the instructor. Any items brought into the testing area should be placed in the designated area away from the student's computer.

- Head coverings (hats/hoodies/scarves) are not allowed in the testing area, with the exception of religious head coverings.
- Students may provide their own ear plugs which must be approved by the proctor prior to the beginning of the exam.
- All documents or items brought into the testing area must be pre-approved by faculty prior to the day of the exam.
- All non-approved items, such as cell phones, smartwatches, and all other electronic devices may not be used during the test and must be turned off and stored in the designated area.
- Written, electronic, or any other materials are not allowed to be used during the exam unless specified by the instructor.
- If a scratch paper is needed for the exam, it will be provided by the faculty and the student must clearly write their name on each sheet. All scratch papers **MUST** be turned into faculty when the exam is completed prior to the student leaving the testing room.
- Verification of submission of tests conducted in-person using electronic software is required prior to the student leaving the classroom.
- If the test is not administered electronically, test packets and answer sheets **MUST** have student name and ID clearly written on the first page, be turned in to the instructor at the end of the test period, and be accounted for prior to students leaving.
- Calculators, if necessary, must be provided within exam software or by proctor.
- All borrowed laptops and/or calculators must be returned to the instructor and accounted for prior to student dismissal.
- No exam assistance (answering questions or clarifying test questions or answers) by the instructor and/or proctor is allowed.
- Computer and technical assistance are allowed for computerized exams. Students are responsible for ensuring electronic devices (laptops, tablets, etc.) are fully charged and in good working order prior to the exam. Students should complete the mock test to verify that the software is properly installed prior to the class exam. The time allotted to complete the exam will not be adjusted.
- Scheduled tests and pre-announced quizzes must be taken on the scheduled date, at the scheduled time. A student may take any exam or test one time only. It is the responsibility of the student to be prepared for all testing. Please see the excused absence and make-up procedures below.
- Public communication about test questions is a violation of the Academic Code of Conduct and the rules governing this violation will be upheld. This includes discussion in public venues or on social media. In the event that a student who has taken the exam discusses the exam with a student who has not taken the exam, both parties will be found to be in violation of the Academic Honesty Policy and the rules governing this violation will be upheld.
- Grades will be entered and calculated based upon the formatting of the LMS. The nursing program does **NOT** round grades.

- The student will be required to come to campus for all exams.
- Most quizzes and exams will require the use of online testing software. While using testing software, students are unable to print, copy, go to another URL, or access other applications. Once an exam has been started, it must be finished in the same session.
- Students are expected to adhere to the academic standards and policies set forth in the Student Handbook.
- All exams are to be proctored.
- In the event of an unexpected situation that is beyond the student's control (serious illness, accident, death of an immediate family member, etc.), the student must notify faculty using the preferred method of contact as specified on the course syllabus prior to the beginning of the scheduled examination to request an excused absence prior to the exam.
- If an exam is missed and the absence is excused, students must be prepared to take the examination that was missed on or before their first day back in class. Make-up exams are scheduled outside of class time. Students are expected to arrange their work and family schedules accordingly.

Additional guidelines:

Exams should be conducted in a room large enough to accommodate seating students in every other seat. If this is not possible, two rooms may be reserved as appropriate to enable alternating seats, in which case a second proctor will be necessary. Every student should be seated where they are visible to the proctor. If the room is equipped with cameras to record the exam environments, students should be notified that they are being recorded. Proctors should be actively attentive to the exam environment at all times. Students may not leave the exam room until their exam is submitted (exceptions should, of course, be allowed for emergency situations). When possible, only one student shall exit the room at a time.

Accommodations

The SoN honors accommodations as outlined in the PLU accommodations policy of the Office of Accessibility and Accommodations.

Students scheduling an exam under the PLU OAA accommodations policy must ensure the exam is scheduled within 48 business hours of the original exam date. Students are responsible for arranging their own accommodation testing plan and communicating this plan with the course instructor.

Students intending to use accommodations will discuss their plan with the course instructor within one week of the beginning of the semester or within one week after accommodations have been initiated.

All in-person exam security requirements also apply to assessments taken in the testing center.

Makeup Exams

Only one (1) makeup exam will be allowed per student per course. In emergency cases, exceptions to this policy will be considered on an individual basis by the course lead faculty.

Makeup exams must be completed within 72 hours of the missed exam or as scheduled per instructor discretion.

Makeup exams may be taken under individual instructor proctoring or in the test center. All test security requirements also apply to makeup exams.

Students repeating a course

Evidence-based best practices indicate faculty should strive to offer different versions of examinations for subsequent semesters (i.e. versions A, B, C).

Academic Integrity: Examinations

In addition to the standards contained in this SoN Exam policy, the SoN adheres to the academic integrity standards set forth by the university at large (see Student Code of Conduct section of the Student Handbook). Please follow University procedures to report suspected dishonesty.

Honor Pledge

Faculty are encouraged to place an honor pledge at the beginning of each exam and require attestation by the student.

Exam Development Committee

The Exam Development Committee will be available upon request to review examinations for clarity, spelling, grammar, and cultural or implicit language bias, and to assist with post-exam analysis. The EDC members will provide guidance and feedback to faculty, but all decisions remain solely the faculty discretion.

The EDC is an ad hoc committee and therefore does not meet on a regularly scheduled basis. To be considered for review, faculty should submit examination at least five (5) weeks prior to scheduled date of assessment. For assistance with post-exam analysis, faculty should email the Assistant Dean of Prelicensure Programs to facilitate an appointment with EDC members as needed.

Exams will be reviewed in appropriate order based on date of submission and scheduled date of assessment.

Exam analysis/Item Analysis

Faculty are required to complete an analysis of each exam after all students have completed the exam. Faculty are encouraged to consult evidence-based references on how to complete the test analysis and make decisions based on the results. Helpful resources can be found in the SoN Excellence in Teaching and Learning Sakai site in the Prelicensure Exam Policy section. Additional recommendations for faculty development/evidence-based best practices include:

- Webinar - Nurse Tim Inc -> Item Analysis Made Easy! By Karin Sherrill
- Books
 - o Teaching in Nursing: A Guide for Faculty by Billings and Halstead
 - o The Nurse Educator's Guide to Assessing Learning Outcomes by McDonald
 - o Evaluation and Testing in Nursing Education by Oermann and Gaberson

ATI Testing and Learning Platform

PLU's School of Nursing evaluation processes require the use of independent, external measures of student performance. This enables student performance to be compared to that of students in other nursing programs across the country.

Nursing education is academically rigorous, culminating in a comprehensive national licensure exam. While it is our goal that every student admitted to the PLU School of Nursing will be successful in achieving RN licensure, it is necessary and prudent to implement measures shown to foster first-time NCLEX-RN success. To assist students and faculty in assuring success, the School of Nursing employs both internal and external assessments of students' progress.

The external testing package currently in use for all students in the PRElicensure nursing programs (including the PRElicensure portion of the entry-level Master) is a nationally standardized exam from ATI. The ATI testing package includes multiple resources for students and faculty, including secure, proctored exams in major areas of study, online review modules, and un-proctored practice tests. The cost of ATI testing and resources is included in the School of Nursing Program fee.

The testing resources available from ATI are used as external assessments, providing students an opportunity to practice with NCLEX-style questions and identify areas in which additional academic work is needed. Faculty use the results of the ATI tests to evaluate student progression and curriculum effectiveness. In some courses, the test is required as part of the class grade.

Test scores are available to students via the ATI website. Faculty advisors are available to review ATI results with all students. If a student performs below expectations on external testing, the student is responsible for seeking remediation (with faculty guidance), which may take the form of self-study, re-testing, use of PLU resources, a class, or other opportunities.

ATI practice exams and learning resources required in each course are outlined in the course syllabus. Practice exams are not proctored but allow students to test their knowledge of nursing content. Rationales for correct and incorrect answers are provided for exams to guide students through a remediation of content specific to the topics covered in the exam its to enhance student comprehension of the content. The purpose of the Practice Tests is for students to practice NCLEX-style questions and to increase student knowledge.

It is highly recommended students complete remediation for both the Practice Tests and the required Proctored Tests in the courses throughout the nursing program to be prepared for the Readiness Test during their Senior 2 semester. It is recommended students meet with their faculty advisor to review scores, and trends, and to discuss suggestions in preparation for the NCLEX-RN®.

Remediation - Students should review the rationales for all test items on every exam — the items answered correctly as well as the items answered incorrectly — to gain thorough understanding of the content and the test item.

Secured Proctored Exams

Students must complete all practice exams and/or learning activities required prior to the Proctored

ATI Exams as specified in the course syllabus. Successful completion is demonstrated through taking the exam and completing all appropriate remediation. Faculty can verify successful completion, the number of exam attempts, time spent in examinations, remediated content, and time spent in remediation.

Points for practice exams, learning activities, and proctored exams are outlined in the course syllabi.

Percentile Ranking Course Grade (Out of 5% or 5 points)

90th or higher	5
80th - 89th	4.5
70th - 79th	4.3
60th - 69th	4.2
50th - 59th	4.0
40th - 49th	3.8
30th - 39th	3.6
20th - 29th	3.4
10th - 19th	3.2
Below 10th	3.0

Analysis and Remediation of Practice & Proctored Assessments

Students will receive a detailed test summary report after completing the exams. Students not passing the proctored exams should review the test analysis and meet with their advisor to discuss their remediation plan. Remediation will include completing content remediation sections for all incorrect and unanswered question content.

The comprehensive exam and NCLEX-RN prep work will be completed during the Senior 2 semester in N483. This information will be utilized by students to identify areas where they should focus their attention prior to sitting for the NCLEX-RN.

Student Responsibilities

- Develop a specific study plan for test preparation and adhere to it
- Commit to completing all exams to the best of their ability
- Meetings with advisors to review exam scores as needed
- Commit to completing a test remediation plan that best suits individual learning and understanding
- Utilize ATI resources to reinforce learning
- Seek assistance through the Office of Accessibility and Accommodations (OAA) for study and test-taking support if needed
- Students must request Alternative Testing Accommodations through OAA at the beginning of each semester.
- Students should meet with professors at the beginning of the semester to discuss accommodations and the test schedule for each course.
- Maintain a positive attitude and a vision of the goal (program completion and first-time success on the NCLEX)
- Maintain personal wellness through healthy eating, adequate sleep, physical activity, healthy

and responsible social activities

- Engage in anxiety control and stress reduction/management strategies as necessary before and during tests (centering, guided imagery, breathing, meditation, visualization, exercise, faith-based or cultural approaches, and other relaxation techniques)
- Self-identify to your academic advisor or course faculty if concerned about ATI/NCLEX success
- Accept personal responsibility for program success

Nursing education is academically rigorous, culminating in a comprehensive national licensure exam. While it is our goal that every student admitted to the PLU School of Nursing will be successful in achieving RN licensure, it is necessary and prudent to implement measures shown to foster first-time NCLEX-RN success. To assist students and faculty in assuring success, the School of Nursing employs both internal and external assessments of students' progress.

The external testing package currently in use for all students in the PRElicensure nursing programs (including the PRElicensure portion of the entry-level Master) is a nationally standardized exam from ATI. The ATI testing package includes multiple resources for students and faculty, including secure, proctored exams in major areas of study, online review modules, and un-proctored practice tests. The cost of ATI testing and resources is included in the School of Nursing Program fee.

The testing resources available from ATI are used as external assessments, providing students an opportunity to practice with NCLEX-style questions and identify areas in which additional academic work is needed. Faculty use the results of the ATI tests to evaluate student progression and curriculum effectiveness. In some courses, the test is required as part of the class grade.

Test scores are available to students via the ATI website. Faculty advisors are available to review ATI results with all students. If a student performs below expectations on external testing, the student is responsible for seeking remediation (with faculty guidance), which may take the form of self-study, re-testing, use of PLU resources, a class, or other opportunities.

ATI practice exams and learning resources required in each course are outlined in the course syllabus. Practice exams are not proctored but allow students to test their knowledge of nursing content. Rationales for correct and incorrect answers are provided for exams to guide students through a remediation of content specific to the topics covered in the exam its to enhance student comprehension of the content. The purpose of the Practice Tests is for students to practice NCLEX-style questions and to increase student knowledge.

It is highly recommended students complete remediation for both the Practice Tests and the required Proctored Tests in the courses throughout the nursing program to be prepared for the Readiness Test during their Senior 2 semester. It is recommended students meet with their faculty advisor to review scores, and trends, and to discuss suggestions in preparation for the NCLEX-RN®.

Remediation - Students should review the rationales for all test items on every exam — the items answered correctly as well as the items answered incorrectly — to gain thorough understanding of the content and the test item.

Secured Proctored Exams

Students must complete all practice exams and/or learning activities required prior to the Proctored ATI Exams as specified in the course syllabus. Successful completion is demonstrated through taking the exam and completing all appropriate remediation. Faculty can verify successful completion, the number of exam attempts, time spent in examinations, remediated content, and time spent in

remediation.

Points for practice exams, learning activities, and proctored exams are outlined in the course syllabi.

APA Policy

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

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

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

Best practices:

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

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

Program Outcomes Self-Reflection Paper Guidelines

The Program Outcomes Self-reflection Paper documents professional development and measures student achievement of expected program outcomes. The student's self-reflection paper documents their achievement of the program objectives, their development of self-assessment skills as they reflect on work they have completed throughout their program of study, and how their work represents their professional development. This formal paper is a synthesis of knowledge gained and clinical experiences.

The PLU Program Outcomes Self-Reflection is a formal paper that adheres to the professional writing standards of APA. **Grading rubrics are provided in the resources sections of the Learning Management Systems (Sakai and Canvas) in the designated courses at the beginning and end of the programs of study.**

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

Evidence: Students should discuss assignments and personal work from each course within their Program Outcomes Self-Reflection paper to bolster and supplement their reflection within each outcome. Evidence shall comprise works and achievements the student created through the curriculum.

Liberal Arts: Liberal Arts courses are non-nursing courses utilized to obtain the BSN degree regardless if they were taken at PLU. The Liberal Arts reflection should discuss how these non-nursing courses have influenced or helped your progress in each program outcome. The reflection should demonstrate an integration of your Liberal Arts education within your nursing experience.

Students should establish a habit of self-reflection time after each semester in their program of study. While this formal paper is due in the final semester of the program, it is highly recommended that students take time to critically reflect on their experiences throughout the program to provide a rich, comprehensive self-analysis during their senior semester.

After graduation from PLU, the Program Outcomes Self-Reflection paper may be used as a resource during job interviews and for applications to graduate school.

Performance Progression Alert (PPA)

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

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

[Link to PPA](#)

Course Evaluation Policy

Course Evaluation Policy

The nursing program has the foundational document of the *Essentials: Core Competencies for Professional Nursing Education* from AACN. In addition, program outcomes are aligned to the learning objectives of Pacific Lutheran University. Program outcomes are further aligned to each course within the program of study for the nursing program. Faculty must identify specific assignment(s) that will be used to evaluate student achievement on each course objective (designate these on the course syllabus — see syllabus template). This is required by the accrediting organization to insure students are meeting all program outcomes. Assignments will be reviewed by the program-level Curriculum Instruction Committee and evaluated by the program-level Program Evaluation Committee. If an instructor needs to change an assignment, the new assignment, grading rubric and rationale is submitted to CIC for approval because CIC must insure program outcomes are being equitably assessed and met throughout the program. Faculty are responsible for completing the course evaluation form at the end of each semester in which a course is taught.

Consent for Invasive Procedures

Effective Date September 25, 2017

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

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

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

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

Student Signature

Date

Print Name

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

Student Signature

Date

Print Name

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

Approved, S. Smith, SoN Dean

S. Liden, PLU Risk Officer
September 25, 2017

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

Clinical Policies

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

Clinical Supervision

Clinical Supervision - Faculty Role

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

- g. Clinical instructors are contracted to be available for assigned clinical day(s), including on-campus labs on assigned clinical days. Clinical instructors are responsible to assist the course coordinator with on-campus labs, with these lab hours factored into contracted faculty time. Lab hours, however, may not be used toward the WA NCQC required minimum of 600 clinical hours for the BSN in nursing.
- h. Faculty will schedule a maximum of one (1) clinical day for orientation to the clinical unit, unless there are circumstances that require a longer orientation period (i.e. EHR training).
- i. Faculty are expected to adhere to the clinical hours scheduled for the course. Students should be at their clinical site the entire scheduled clinical time period and instructors must be on site at all times that students are providing care.
 - I. Pre- or post-conference, lunch and breaks can be scheduled to meet the learning needs of the students and the healthcare needs of the patients being cared for.
 - II. Any change from the normal clinical schedule must be communicated in advance to the lead instructor for the course *and* to the PLU SoN Clinical Coordinator, to determine if the consortium agreement allows a change in the schedule.
- j. Precepted clinical experiences (BSN, MSN, DNP)
 - I. Faculty are required to orient preceptors to the program requirements, course objectives, and learning goals for the precepted experience.
 - II. Faculty are required to maintain open, responsive, and frequent communications with preceptors and students throughout the clinical experience.
 - III. Faculty are required to make at least one site visit per semester to every student in a precepted clinical, preferably before midpoint to identify any problems.
 - IV. Faculty may need to visit a precepted student more than once if there are issues with clinical performance.
 - V. Student evaluation is the responsibility of the *faculty* with input from the preceptor. The student's complete clinical hours must
 - VI. Students are to complete an evaluation of their preceptor at the end of each rotation. The evaluation is to be reviewed by the lead faculty and the evaluation is to be stored in the preceptors file.
- k. Graduate Clinical Education includes supervised, documented clinical experiences.
 - I. For MSN students, faculty have the responsibility for designing learning experiences that help students achieve course outcomes and meet the essentials of nursing education. In the DNP program, supervised clinical practice experiences should be designed to provide opportunities for students to develop and assimilate knowledge for advanced practice at a high level of complexity and/or systems level practice.
 - II. Graduate clinical experiences are documented through a log of clinical hours that is cosigned by the student, the preceptor, and the faculty member. The completed clinical log is placed in the student academic file at the end of each semester.
 - III. Graduate clinical practice hours are defined as direct or indirect patient care activities that influence outcomes for individuals or populations, including the care of individual patients, management of care for individuals and populations, development and implementation of patient care quality activities, or the development and implementation of health policy.
 - IV. Graduate clinical experiences are outside the student's role as an employed RN. Students may request to apply time spent on health system quality work toward their total clinical hours, but this must be:
 - 1. Discussed with the faculty in advance
 - 2. Meet course outcomes
 - 3. Constitute no more than [10%] of total clinical hours

- V. Practice as a nurse educator (education process, curriculum work, or educating nursing students) does not qualify for graduate clinical practice, unless the student has specified the Nurse Educator track for the MSN curriculum.
- VI. Nurse Educator students are required to complete a direct care clinical at the advanced nursing practice level in addition to nursing education practica.
 - l. Attendance
 - I. There is little time during the semester to make up clinical hours; therefore it is important students attend all clinical days. Absences for any reason other than illness are not acceptable.
 - II. Students should not come to clinical ill. Excused absences for illness may require makeup of clinical time to meet the course objectives and complete the course.
 - m. Student Evaluations:
 - I. Clinical instructors will schedule an evaluation time with each student at the midpoint of the clinical rotation.
 - II. Faculty are to use the SON-approved clinical evaluation form for the course they are teaching
 - III. Final evaluations for the clinical course are scheduled for each student individually, outside of clinical hours, and preferably on campus.
 - IV. If at any point in the semester a student is not meeting clinical expectations the faculty are required to notify the student in writing, either via the midpoint clinical evaluation or through a Performance Progression Alert form. Students should not hear about any weaknesses or issues for the first time at the final evaluation.
 - 1. An electronic copy of the Performance Progression Alert form should be transmitted to Academic Advisor; Chair of RAP committee; Associate Director of Advising, Admission, and Student Support; School of Nursing Dean; and as appropriate, Lead Course Faculty and/or the level/track faculty as appropriate.
 - 2. A hard copy of the signed Performance Progression Alert goes into the student file.
 - V. Student evaluations, and if applicable, logs of student clinical activity, are required to be filed in the student's academic file in the School of Nursing office no later than {the last day of finals week} [consider: the date grades are due to the university, which is usually 5 working days after finals end. This would allow faculty time to organize the information]
 - n. Faculty evaluations
 - I. All faculty are evaluated each clinical rotation by students. The official PLU evaluation forms are available in your SON mailbox or the SON office.
 - II. Faculty are required to follow the procedure outlined in the evaluation instructions for conducting the evaluation.
 - o. Clinical site evaluations are to be conducted at least annually and recommendations for continued use of the clinical site communicated to the SON administration and Clinical Placement Coordinator.
 - p. Cancelling clinical days
 - I. Clinical may be cancelled for weather reasons if the university is closed.
 - II. Clinical faculty should not cancel clinical for reasons other than weather without first discussing with the lead faculty for the course.
 - III. Cancelling clinical days for faculty illness
 - 1. The clinical faculty should immediately notify the students and the clinical site to cancel the clinical day.
 - 2. The faculty should notify the lead faculty for the course and/or the Clinical Coordinator so alternative plans may be made to fulfill clinical hour

requirements.

3. The clinical faculty will need to arrange to be available if make-up days are scheduled.

Clinical Hours Policy

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

The Washington State Nursing Commission requires schools of nursing to document clinical hours completed by students. Each clinical course has a minimum clinical hour requirement that must be met. Students are responsible for keeping an updated log of the total number of clinical hours on their individual BSN Clinical Attendance Tracker form. Students are responsible for uploading a copy of the BSN Clinical Attendance Tracker for each clinical course in the assignments section of the student's learning management system.

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

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

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

[Link to Clinical Attendance Tracker](#)

Clinical Evaluations

Clinical Evaluations

All students will receive feedback (written and oral; formative and summative) from faculty regarding their performance during the clinical rotation (Clinical Evaluation Tool and Criteria for Satisfactory Performance) found in your Learning Management System. The length of a clinical rotation will dictate the frequency of formal evaluation sessions. In all clinicals, students are evaluated at least twice - at the middle and end of the course. Students should be aware that evaluation of clinical performance is ongoing.

Students who are not meeting minimum standards of performance are counseled in a timely manner by the instructor and are given written notification of their unsatisfactory performance using the Performance Progression Alert. Students may at any point be removed temporarily or permanently from clinical sites for egregious, dangerous, or unprofessional conduct.

Satisfactory clinical performance is a requirement of all clinical experiences and is required for a passing grade in the associated course.

Approved, CIC and SNO, ____ 2015
SKS revisions, August 2016, September 2022

All students will receive feedback (written and oral; formative and summative) from faculty regarding their performance during the clinical rotation (Clinical Evaluation Tool and Criteria for Satisfactory Performance) found in your Learning Management System. The length of a clinical rotation will dictate the frequency of formal evaluation sessions. In all clinicals, students are evaluated at least twice - at the middle and end of the course. Students should be aware that evaluation of clinical performance is ongoing.

Students who are not meeting minimum standards of performance are counseled in a timely manner by the instructor and are given written notification of their unsatisfactory performance using the Performance Progression Alert. Students may at any point be removed temporarily or permanently from clinical sites for egregious, dangerous, or unprofessional conduct.

Satisfactory clinical performance is a requirement of all clinical experiences and is required for a passing grade in the associated course.

Conducting Clinical Experiences Independent of an Established Healthcare Agency

Clinical experiences that are developed, organized, and conducted by qualified faculty independent of an established healthcare agency provide innovative options for faculty-directed, community-based nursing practice. Such clinical experiences are an option when appropriate to the course for which the clinical experience is developed. It is the faculty member's responsibility to ensure that the clinical experience provides a sound and professionally appropriate clinical learning experience and that all necessary preparations are in place. The following general guidelines apply:

- The faculty member will conduct the necessary groundwork to investigate options for developing the clinical experience, including contacts with key personnel, organizational relationship building, assurance of alignment of goals, site visits, logistics and organizational planning, ongoing communications, and all necessary follow-up.
- The faculty member will ensure that the course coordinator and other clinical faculty are informed and supportive of the proposed clinical experience, and that the experience meets course and clinical objectives.
- Clinical experiences that foster longer term relationships with the host organization are preferred, with clear identification of the goals and contributions of the clinical experience. An exception is the delivery of one-time community-based health screening-type clinics, which may take place at a variety of locations.
- The faculty member will conduct sufficient advance planning and organization to ensure a successful experience for the students, clients, and the host organization.
- The clinical experience must be within the scope of practice of the faculty member's licensing/certification; within the faculty member's scope of expertise; appropriate to the students' clinical practice developmental level; and must provide a significant clinical learning experience. If a host organization is involved, the organization must be agreeable to the clinical experience and all of its operational details and requirements.
- When a host organization is involved, an affiliation agreement with the host organization is required and must be established in collaboration with the SoN Clinical Coordinator. This must occur with sufficient advance notice to allow negotiation of necessary details.
- The faculty member must provide any necessary direct supervision of students during all phases of the clinical activity. If student supervision is to be collaboratively conducted with other personnel or providers, it is the faculty member's responsibility to ensure that student supervision is adequate, supportive, and reliable for the students' clinical needs.
- All required and generally expected components of nursing practice will be provided as appropriate to the activity. Assessment, planning, implementation, evaluation, and documentation will all be conducted at a level consistent with professional standards and guidelines for population needs and the type of care provided.
- Mechanisms for necessary referrals and follow-up care will be determined in advance and conducted as appropriate to client needs.
- Client care documentation will be completed in accord with nursing practice standards. Documentation will be maintained by the faculty member in a manner that ensures the security and confidentiality of client records.
- Evaluation of effectiveness of the clinical experience will occur in a timely manner with each episode of delivering the clinical experience. Such evaluation of effectiveness will be appropriately documented, will include student and host organization input, and will be

included as part of the Annual Course Summary report. Necessary adjustments for improvements will be evidenced in any ongoing or repeat delivery of the clinical experience.

- Standard components of clinical onboarding, faculty contact mechanisms, incident reporting, student clinical conduct, clinical performance evaluation, student and host organization satisfaction, and other expectations of SoN clinical experiences must be maintained.
- Records of the clinical experience must be available for review by SoN faculty colleagues, accreditation, or other regulatory bodies.

S. Smith, SoN Dean, August, 2015, RAD Committee, 12/9/15

Student Clinical Practice, Policies & Expectations

Student Clinical Placements

Progression to clinical placement is a privilege dependent upon successful completion of previous required classroom, lab, and clinical experiences. All practicum placements are coordinated through Clinical Placement Northwest Consortium and independently with non-consortium agencies. At no time is a student to seek their own preceptor or clinical placement. Faculty as well are expected to work through the established channels for Clinical Placement Northwest Consortium placements and through the SoN Clinical Placement Coordinator whenever applicable. Failure to abide by this policy may result in loss of clinical placement opportunities.

Faculty may work with the Clinical Placement Coordinator regarding clinical site preferences and scheduling. Clinical placement assignments are subject to change if necessary to meet agency and SoN needs. Clinical assignments may not be changed by the student. For all Clinical Placement Northwest Consortium placements, faculty are required to work through the Clinical Placement Coordinator for any necessary revisions.

Revised, S. Smith, SoN Dean, Aug 2016

Immunization Compliance

Students are required to maintain compliance with all Northwest Clinical Placement Consortium health and on-boarding requirements. Failure to comply with these requirements will prevent the student from beginning and/or continuing in clinical nursing courses. This may alter progression in the program or lead to the rescission of admission for newly entering students. Students are responsible for the submission, maintenance and record keeping of their own health information. Complete information for students is available in the SoN Student Handbook.

Student Uniform Policy

While in clinical agencies and while in laboratory and simulation experiences, students are required to wear the PLU uniform. The PLU uniform may be used in the clinical agencies only when a student is on official school business as assigned by the faculty. Failure to comply with the uniform policy will result in dismissal for that clinical day.

- Faculty conducting community or non-agency based clinical experiences will provide information concerning appropriate attire for that clinical rotation, according to PLU and clinical agency expectations. Professional appearance and attire is expected for all clinical activities.

Pre- Licensure Uniform: For Pre-Licensure students, the PLU uniform consists of gray scrub pants,

scrub top, and optional white lab coat. A gray scrub dress of modest length is also acceptable. The scrub top is embroidered with the PLU logo. A short white lab coat may be required by individual faculty. Shoes shall be mostly-white, closed-toed, impermeable athletic or nursing shoes. Students may wear an all-white, close-fitting, non-textured, short-sleeved or $\frac{3}{4}$ length sleeve tee-shirt under the scrub top. The scrub uniform and embroidery must be purchased at the PLU SoN's vendor of choice. Clinical agencies may have additional requirements that must be followed for attendance.

Post-Licensure, MSN & DNP Students: The gray scrub uniform is not required for post-licensure MSN and DNP clinical rotations. Students must have their PLU Student ID Badge over appropriate professional (business/business casual) attire and may wear a white lab coat. Students have the option to embroider the lab coat with the PLU logo via the SoN's vendor of choice. All students will wear closed toe shoes.

Student Grooming and Appearance

Students and faculty are expected to exercise good personal hygiene, grooming, and to present themselves in clean, well-fitting, unstained uniforms/clothing without holes or tatters. Please refer to the SoN Student Handbook for further information

Student Photo ID Badge

All faculty and students are required to wear their PLU issued photo identification while in a clinical setting. Faculty and students should request a clinical photo ID badge when they begin their clinical courses from the SoN Senior Administrative Assistant. Prior to requesting a badge, please note that a photo must be uploaded for a LuteCard, as the clinical photo ID badge will utilize the same photo. For LuteCard information, please visit <https://www.plu.edu/lutecard/card-request/>.

Some health agencies require that students wear an agency identification name tag. These name tags are obtained from the agency.

Transportation to Clinical Sites

Students are responsible for their own transportation between the university and clinical practice settings. Transportation challenges are not acceptable reasons for clinical absences. Students are encouraged to have backup transportation plans should problems arise with their primary transportation. Parking areas for student use are designated by the agencies. Students are not allowed to transport clients in their private vehicles.

Privacy Protection/Computer Security

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

- maintaining strong confidential passwords,
- ensuring that computers are password protected and those passwords are changed at least

- once a semester,
- logging off computer when finished,
- not sharing computer with others once logged into the confidential system,
- ensuring that only those who have a right to know have access to the information,
- immediately reporting any breach in security, including lost or stolen computers, to instructor and appropriate facility staff.

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

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

Failure to maintain the security of agency computer systems, and failure to maintain patient confidentiality in any forum is considered a breach of professional and ethical standards. For students this will be reported to the RAP Committee and may result in dismissal from the School of Nursing.

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

Prelicensure nursing students may not access any personal electronic device in the patient care areas of any clinical learning setting. Students who require personal electronic devices for medical reasons must notify their clinical instructors for guidance/planning of the use of these devices during their clinical learning experience. Students should coordinate with their clinical instructor on their preference for emergency contact methods. PLU SoN clinical instructors may provide their number or arrange for the clinical unit number to be provided to the student for emergency use only. Students may give their phones to their clinical instructors to answer in case of an emergency. Students should use unit phones to call the clinical instructors throughout the clinical day.

Prelicensure nursing students may access personal electronic devices outside of the patient care areas (break room, staff lounge, cafeteria), but are not allowed to capture images or take photos in the clinical facility, even in these neutral areas. Nursing students are welcome to utilize social media but may not post any pictures on social media wearing a PLU SoN clinical uniform or with the PLU name badge visible. Students are not allowed to access social media during the clinical learning experience.

[Health Protection Policy](#)

In order to protect vulnerable patients, students should not participate in clinical if they are exhibiting symptoms of a communicable disease, including fever, productive cough, diarrhea, vomiting, etc. Students are required to contact their clinical faculty if they are unsure if they should be in the clinical setting for health reasons.

[Clinical Placement Compliance](#)

All students and faculty must complete all of the e-learning modules located on the CPNW.org account, on an annual basis. Tracking of compliance is completed electronically on the website and automatically shared with our partner clinical agencies. Failure to maintain compliance with completing the modules will result in denial of access to our healthcare industry partner sites for your clinical teaching. Students are also denied access for clinical practice without completed modules.

[Clinical Orientation & Electronic Medical Record \(EMR\) Training](#)

Students and faculty are required to meet agency specific clinical orientation and EMR training prior to the official start of the clinical rotation. It is the student's responsibility to check PLU email and Sakai notifications several weeks before the beginning of the term as this is the method of communication for such announcements

[Student Clinical Evaluations](#)

All students will receive feedback (written and oral; formative and summative) from faculty regarding their performance during the clinical rotation (Pre-licensure Clinical Evaluation Tool). The length of a clinical rotation will dictate the frequency of formal evaluation sessions. In all clinicals, students are evaluated at least twice - at the middle and end of the course. Students should be aware that evaluation of clinical performance is ongoing.

Students who are not meeting minimum standards of performance are counseled in a timely manner by the instructor and are given written notification of unsatisfactory performance via completion of a Performance Progression Alert. Students may at any point be removed temporarily or permanently from clinical sites for egregious, dangerous, or unprofessional conduct. **Satisfactory clinical performance is a requirement of all clinical experiences and is required for a passing grade in the associated course.**

Incident Reports

Students are required to notify faculty as soon as possible if an incident occurs. Timely reporting is expected. Faculty are expected to assist students in completing a School of Nursing Incident Report: <http://www.plu.edu/nursing/clinical-incident-report/> and possibly a University Injury Report: <https://www.plu.edu/human-resources/wp-content/uploads/sites/141/2021/06/injury-report-form-printable-v4-2.pdf>. Incidents that occur within a clinical setting will simultaneously follow facility policy on incident reporting. Faculty are required to work with the student to assist in determining appropriate action(s) for the incident. Situations or incidents resulting in safety concerns for a patient, significant injury, or potential for liability concerns/litigation must be reported directly to the SoN Dean at the earliest opportunity.

Incidents that may be reported may include, but are not limited to: needle stick injury, general injuries, errors, and hostile environment.

- Incident reports generated from an event occurring in the clinical setting will be submitted to the Clinical Placement Coordinator for tracking.
- Incident reports generated from an event occurring in the classroom or lab settings will be submitted to the Advising, Admissions, and Student Support Coordinator.
- Injury reports for on-campus injuries are to be submitted to the School of Nursing Lab Coordinator.

Needle Stick Injury

Injuries resulting from clean or dirty needle sticks must be reported within 1 hour of occurrence. Contaminated needle stick injuries should immediately be treated. Prophylaxis medication, if needed, should be started within 72 hours. Students are responsible for the cost of treatment for injuries sustained while in clinical/lab.

General injuries

General injuries as a result of poor ergonomics, slip-trip-falls, etc. need to be reported as soon as possible. If immediate medical care is necessary, notification of the faculty must be reported within 1 hour of occurrence. If the injury does not require immediate medical care then the injury should be reported as soon as possible. Students are responsible for the cost of treatment for injuries sustained while in classroom/clinical/lab. State of Washington NCQAC reporting is necessary for certain errors and injuries.

Errors

Errors resulting in the harm or potential harm of a patient must be reported to the faculty of record, or in the case of precepted clinical rotations, the contracted clinical preceptor, immediately. Students who are in precepted clinical rotations also need to report the error to their faculty of record within 24 hours. State of Washington NCQAC reporting is necessary for certain errors and injuries.

Hostile Environment

Hostile environment includes but is not limited to: bullying, sexual harassment, sexual misconduct,

lateral violence, discrimination, and physical violence. Incidents of hostile environment should be reported to the faculty of record. Any claims of hostile environment involving the SoN (classroom, lab, clinical sections, student peer relations) or a faculty member must be reported to the SoN Dean.

Automated Drug Distribution Devices Policy

Purpose

The Washington State Nursing Care and Pharmacy Quality Assurance Commissions have developed recommendations regarding the use Automated Drug Distribution Devices (ADDD). The commissions agree that nurse students must have access to all medication delivery systems.

Procedures:

1. The PLU School of Nursing program will provide students with orientation and practice experiences that include demonstration of competency of skills prior to utilizing medications distribution systems.
 - a. A formal orientation to the Automated Drug Delivery Device (ADDD) will occur in the Junior 1 semester of the prelicensure program.
 - b. ADDD competency will be measured by the student demonstrating:
 - I. Login
 - II. Identify correct patient via each system's unique process
 - III. Can accurately select the medications to be given
 - IV. Secure ADDD when complete
 - V. Follow 6 Rights of Medication Administration
 - VI. Demonstrate inventory control measures (wasting medications).
2. The School of Nursing clinical faculty, in collaboration with the healthcare facility will provide adequate training for nursing students accessing ADDDs within the clinical setting.
 - a. Procedures for each clinical site will need to be delineated.
3. Student medication errors will be documented and the record maintained by the School of Nursing.
 - a. Student medication errors or near misses must be reported by the clinical faculty to the School of Nursing within 12 hours of occurrence, via the Clinical Incident Reporting form located in the Documents and Forms page of the SoN website.
 - b. Student medication errors or near misses that cause patient harm or unreasonable risk of patient harm are to be reported to the Washington Nursing Commission within 2 days.
 - c. A record of student medication errors and near misses will be maintained by the School of Nursing and be used for on-going program improvement.
4. Alleged or actual diversion of legend drugs or controlled substances by students will be documented and a record maintained by the School of Nursing.
 - a. Student diversion or alleged diversion must be reported by the clinical faculty to the School of Nursing within 12 hours of occurrence, via the Clinical Incident Reporting form located in the Documents and Forms page of the SoN website.
 - b. Student diversion of drugs (legend drugs or controlled substances) or allegations of diversion are to be reported to the Washington Nursing Commission within 2 days.

Faculty Recognition, Advancement, and Development

[New Faculty Orientation](#)

SoN Faculty Orientation

A New Faculty Orientation program, typically ½ day in length, will be held every fall semester at the beginning of the academic year. The orientation will be coordinated by the RAD committee and SoN administration, and will complement PLU university orientation activities by highlighting SoN-specific information, processes, and guidelines. The goal of New Faculty Orientation is to facilitate and support assimilation to your new role as a member of the faculty at PLU. Full orientation can be expected to continue, at a minimum, throughout the first year of faculty appointment, and for some areas of role may take considerably longer.

Areas covered in the SoN Orientation and Faculty Orientation Handbook include but are not limited to:

- SoN leadership, administrative personnel, and support staff
- SoN Mission, Vision, Guiding Principles
- SoN Philosophy
- SoN administrative policies
- Curricular array and program outcomes
- Program plans
- Course groups, course coordinators, and team-based teaching
- Office assignments and communications
- Textbook orders and duplicating
- Sakai course management system
- Clinical requirements and onboarding
- CCNE Accreditation and WAC regulatory guidelines
- SoN Governance and Bylaws
- Faculty and Student Handbooks

Course-specific orientation will be conducted by the course coordinator, including review of the syllabus, placement of the course in the curriculum, course objectives and requirements, course policies and practices, access to and use of the course Sakai site, and clinical information. Overall course management approaches and the faculty member's specific course and clinical responsibilities will be shared; new faculty members will be assisted in getting started with their clinical needs.

[Faculty Mentoring](#)

SoN Faculty Mentoring

The SoN promotes and maintains a culture of peer mentoring through pro-active helpfulness to one another, collegial sharing of information and materials, responsiveness and assistance in response to requests, and active anticipatory guidance as needed. A commitment to promote our culture of mentoring is maintained at all levels and across all positions in the SoN.

[Peer Review](#)

Peer Review Policy

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

In recognition that teaching is a dynamic and ongoing process, the PLU School of Nursing uses peer review to encourage open feedback and ongoing development of all instructors teaching didactic and/or clinical courses.

Process:

1. Faculty interested in a peer review should go to Sakai -> SoN Teaching in Excellence site -> Table of Contents -> Peer Review
2. Choose a reviewer from the list
3. Choose the appropriate form (didactic vs. clinical)
4. Contact reviewer to schedule review
5. It is highly recommended that faculty include the completed peer review annual self-assessment submission.

Please refer to the links found in the Sakai Peer Review section for:

- List of reviewers
- Didactic peer review form
- Clinical review form

Peer Review Frequency Requirements and Guidelines:

- Tenure-Track Faculty: Annually.
- Fulltime, Part-time, Clinical only: Every 2 years.
- New faculty: At end of first year, then every 2 years.

Reference

Follmer Greenhoot, A., Ward, D., Bernstein, D., Patterson, M. M., & Colyott, K. (2020). Benchmarks for Teaching Effectiveness. (Revised 2020).

KU Benchmarks for Teaching Effectiveness Protocol for Course Focused Peer Review (Fall 2021)

Peer Review Documents

[Approved Peer Reviewers List 2023](#)

[Didactic Peer Review Form SNO Approved 1.2023](#)

[Clinical Peer Review Form SNO Approved 1.2023](#)

Additional Peer Review Resources

[PLU Criteria for Excellence in Teaching](#)

[KU Benchmarks Framework for Teaching Effectiveness_2020](#)

Academic Advising

Academic Advising Role

Faculty are assigned academic advising responsibilities on the basis of their percentage appointment and qualifications. All students are assigned a nursing faculty advisor during their first semester in the School of Nursing. The faculty advisor provides academic and professional guidance, in keeping with PLU and SoN policies.

Effective academic advising requires up-to-date knowledge of SoN program plans, PLU and SoN academic requirements, and PLU and student policies. Students are encouraged to connect with their advisor at least once each semester to check their progress and discuss any issues or concerns.

The only required advising meeting is for BSN students during the first semester to review and sign their academic program contract (APC). This meeting also serves as an initial contact meeting to get to know the student and learn about their goals in nursing.

As questions arise, faculty are encouraged to consult with the Registrar's Website for information on general PLU academic policies (pass/fail policy, credit overload information, CAPP resources, etc.). www.plu.edu/registrar/faq is a good resource.

Registration

BSN students are also required to connect with their advisor (in-person, email, or other virtual contact is ok) during advising weeks to get a Registration Access Code so they may self-register for courses. Advisors have access to the RACs shortly before mid-semester. Please review the Registrar's Office website (plu.edu/registrar) for specific dates of registration weeks and reach out to advisees to check in and give them their codes.

Graduate students are not required to meet with their advisor and they do not need a registration code in order to register.

The School of Nursing office sends registration instructions to student each semester. This document lists the classes (with Banner CRNs) that each student should be registering for, based on their program and cohort. Faculty advisors usually do not need to advise students on which classes they should be taking.

Change of Advisor: The School of Nursing reserves the right to reassign students to a new faculty

advisor when the need arises. Such changes most often occur when faculty leave the department, when new faculty are hired, and/or when a faculty member's availability and/or status changes.

Students are also allowed to request a change of advisor. A change of advisor form is available from the School of Nursing Office. Changes of advisor is approved by the Associate Director of Advising, Admissions, & Student Support, who may decline the request if, in their discretion, the change would not benefit the student. A student wishing to work with a specific advisor is requested to contact the faculty member first to see if he or she is accepting additional advisees.

Student Petitions - Role of the Academic Advisor & All Faculty: All faculty should be aware of the petition and progression policies in the School of Nursing Student Handbook. If a student becomes unable to progress in their program (i.e. course failure, personal or health issues, financial issues, etc), they should connect with their advisor for assistance with navigating the RAP petition process. If any student expresses their need to withdraw from nursing classes and leave the School of Nursing and/or PLU, please connect them with their advisor for guidance and the School of Nursing office should be notified.

Scholarship Development

Congruent with the Pacific Lutheran University Faculty Handbook, the School of Nursing has adopted a framework for scholarship as promulgated by Boyer (1990). The Boyer framework articulates four forms of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application, and Scholarship of Teaching.

As stated in the PLU Faculty Bylaws, *“Professionally active faculty demonstrate accomplishment in scholarship. Scholarship may take any of the four forms described below, all of which involve interaction with peers in ways that benefits students, colleagues, communities, disciplines, and faculty themselves. The university values all of these kinds of scholarship. Faculty are not expected to demonstrate accomplishment in all forms of scholarship.”* (Article V, Section 1, Subsection B, 2bii, p.25).

Additionally, the American Association of Colleges of Nursing (1999) issued a position statement building on the work of Boyer (1990) and others to form a descriptive tool defining scholarship in the profession of nursing. This tool provides operational descriptions and examples in the context of Boyer's (1990) four forms of scholarship, plus integrating practice within the scholarship of Application (AACN).

Guidelines for Appointment, Rank and Promotion

Criteria for the appointment of tenure track and contingent faculty positions, assigned rank, and promotion in rank are codified in the Pacific Lutheran University Faculty Constitution, Bylaws, and administrative/legislative sections of the PLU Faculty Handbook (9th Edition, September 2020). Practices in the School of Nursing are congruent and complimentary to criteria articulated in the PLU Faculty Handbook, Sections I, II, and IV. Specific Handbook sections and subsections relevant to appointment, rank and promotion are:

Section I - Faculty Constitution

- Article V, Section 1 - Rank & Tenure and Leaves of Absence

Section I - Bylaws to the Faculty Constitution

- Article V, Section 1 - Rank & Tenure and Leaves of Absence

Section II. - Aspects of Faculty Organization

- Part I. - Definition of Faculty
- Part II. - Associates to the Faculty Assembly
- Part III. - Visiting Scholars

Section IV. Personnel Policies and Employee Benefits

- Part IV., Section 2. Faculty Review Process for Tenure-Track and Tenured Faculty
- Part IV., Section 3. Faculty Review Process for Contingent Faculty
- Part VI., Policy on Delaying Accumulation of Qualifying Year of Eligibility for Tenure
- Part VII., Policy on Unit Interpretations of Criteria for Tenure and Promotion
- Part IX., Rank and Tenure Committee Procedures

Additionally, the School of Nursing has developed an interpretive document for tenure-track and tenured faculty appointment, and promotion in rank. This document provides operational statements relevant to nursing faculty performance in the Rank and Tenure criteria for teaching, scholarship, and service.

J-Term Faculty Workshops

J-Term faculty workshops provide opportunities for administration and faculty to engage in collegial activity and collaboration for the advancement of essential SoN projects, learning, and strategic initiatives. Workshop topics are varied to meet the needs of faculty, programs, and/or the SoN.

Faculty Search and Screen

Faculty search and screen is conducted to fill tenure track positions according to, and in compliance with, University and SoN policy and procedure. The goal of faculty search is to recruit the best possible faculty who are passionate about teaching and learning for SoN tenure track positions, in a highly competitive nursing faculty environment. The work of the search committee must be proactive, well-organized, and enthusiastic about Nursing at PLU. Faculty serving as a chairperson or member of a search committee are required to attend the annual Faculty Search Workshop offered by the Office of the Provost. All university procedures and documentation must be strictly maintained, including confidentiality, inclusive excellence, and equal opportunity requirements.

PLU Faculty Recognition & Awards

Annually, Pacific Lutheran University recognizes faculty, staff, and administrators for a variety of awards related to academic performance and service. The School of Nursing strives to identify and nominate outstanding faculty for relevant university-level awards and promote a culture of recognition and excellence.

All faculty are encouraged to notice, nominate, and support faculty and staff colleagues for

recognition within the University, School of Nursing, professional organizations, and community.

Student Recruitment, Admissions and Progression

Essential Qualifications for PLU Nursing Students

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

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

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

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

Essential Qualifications

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

The Essential Qualifications for Participation in School of Nursing Degree Programs are used to

assist the student in determining whether or not they meet essential qualifications, or if accommodations or modifications might be necessary for successful completion of the program at the School of Nursing.

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

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

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

Essential Qualifications for Participation in School of Nursing Degree Programs

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

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

Motor Skills

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

Sensory/Observation

A student must be able to use and interpret information presented through demonstrations and experiences in nursing. They must be able to observe a patient accurately, at a distance and in close proximity, and observe and appreciate non-verbal communications when performing nursing

assessment and intervention or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds). The student must be able to modify decisions and actions when dictated by new relevant data or after analysis of existing data. The student should be capable of recognizing and responding appropriately to life-threatening emergencies.

Communication

The student must communicate effectively verbally, non-verbally, and in writing in a timely manner with other students, faculty, staff, patients, family, and other healthcare professionals. They must be able to express ideas clearly and must be open to giving and receiving feedback. The student must be able to convey and exchange information regarding assessments, solutions, directions, and treatments. The student must be able to communicate relevant data to clinical faculty and other healthcare professionals in a timely manner. The student must be able to ask for assistance and supervision when needed. Students are expected to be professional, responsible, sensitive, accountable, and ethical in all interactions that require communication among peer and other professionals on the healthcare team.

Cognitive

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

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

Behavioral/Emotional

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

evaluate, and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Reasonable Accommodations for Disabilities

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

For further information regarding services available to students with disabilities and/or to request accommodations please contact the [Office of Accessibility and Accommodation](#) at:

Office of Accessibility and Accommodation

Tacoma, WA 98447-0003

Phone: 253-538-6392

Fax: 253-538-8252

Web site: www.plu.edu/oaa

Email: dss@plu.edu

[Disability Services for PLU Nursing Students](#)

A number of individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) are qualified to study in the School of Nursing with the use of reasonable accommodations. To be qualified to attend the School of Nursing at PLU, all individuals must be able to meet both our academic standards and the Essential Qualifications, with or without reasonable accommodations. The School of Nursing will work with the student and the [Office of Accessibility and Accommodation \(OAA\)](#) office to provide reasonable and appropriate accommodations on a case-by-case basis and will be provided at no cost to the student.

It is the student's responsibility to contact the Office of Accessibility and Accommodation. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program. Additionally, our partnering clinical settings and organizations reserve the right to make independent decisions as to whether specific accommodations will be accepted within the clinical practice setting. Further information on nursing students with disabilities can be found at the [National Organization of Nurses with Disabilities](#).

Pregnancy

While pregnancy is not considered a disability, it may impact a student's educational progression. The School of Nursing recognizes that pregnancy is protected under Title IX. Students may voluntarily request accommodations related to pregnancy and childbirth. Students will not be penalized for absences related to pregnancy and childbirth as long as the student's medical provider deems the absences medically necessary. However, students must meet applicable academic standards to complete the program, so any such absences, missed content, assignments, exams, or clinical experiences need to be made up as they would for any other approved absence. Medical provider clearance may be required in order to return to the patient care setting, and extended absences may affect program progression.

NCLEX-RN Testing Accommodation Information

Students who have testing accommodations while a student at PLU may qualify for testing accommodations during the NCLEX-RN examination. To request testing accommodations the student will need to submit the following documentation to the Washington State Nursing Care Quality Assurance Commission:

- A letter with her/his application and request for accommodation;
- A letter from the student's health care provider providing a diagnosis and identify the accommodation needed;
- A letter from the nursing program certifying the student has obtained this accommodation while attending PLU.

If accommodations are requested, do not schedule an appointment to take the NCLEX-RN exam until you have received written confirmation of your accommodations and your ATT email indicating "Accommodations Granted."

Candidates approved for testing with accommodations must schedule their testing appointment through the NCLEX Accommodations Coordinator by calling Pearson VUE NCLEX Candidate Services at the telephone number listed on their ATT and asking for the NCLEX Accommodations Coordinator. Candidates who seek to test with accommodation cannot schedule their appointments through the NCLEX Candidate website. Candidates with accommodations cannot cancel their accommodations at the time of their appointment.

Letters of Recommendation, References & FERPA

Students frequently request letters of recommendation or references from faculty and/or staff members of the School of Nursing for scholarships, educational applications, employment, etc. Nursing students are instructed to first obtain consent from each faculty/staff member; faculty and staff may choose to decline the request at their discretion.

FERPA Release for Letter of Recommendation & References

Under the Family Educational Rights and Privacy Act ([FERPA](#)), and following [PLU's FERPA Policy Statement](#), all students must sign a release for faculty/staff to disclose any educational information other than direct observation in a letter of recommendation or reference request. The FERPA

Reference-Recommendation Release from the School of Nursing (see link below) should be completed and filed with the School of Nursing office when the Letter of Recommendation Request form is submitted. Faculty or staff may also ask to see a copy of this release.

[FERPA Form 2018](#)

Student Misconduct & Safety Issues

The School of Nursing may remove a student immediately from a classroom or clinical situation if the faculty member believes the student is posing harm or significant risk of harm to a patient, client, or others. The faculty member is required to report the incident or concern to the Dean or their designee to begin the process of reviewing the incident in order to determine appropriate action. An incident report must also be filed. The student may be prohibited from attending courses or clinical during the investigational period. Events involving a student and a faculty member that the nursing education program has reason to believe resulted in patient harm, unreasonable risk of patient harm, or diversion of legend drugs must be logged and reported to the WA NCQAC within two business days of the event.

If the misconduct or safety issue is a potential violation of the PLU Code of Student Conduct, the matter will be referred to the PLU Office of Student Rights and Responsibilities and/or Campus Safety. PLU's Conduct Procedures will be followed. The School of Nursing (through its RAP Committee and process) reserves the right to determine and apply additional conduct standards and sanctions for nursing professionals.

Removal from the classroom or clinical setting for safety reasons may result in failure of the course and clinical. Nursing students who demonstrate a pattern of unsafe practice or who violate standards of academic performance or professional conduct are subject to dismissal from the School of Nursing. Concerns related to student competency or professional conduct will be referred to the School of Nursing RAP committee and/or the Dean or designee for review.

Misconduct may also include disruptive behavior, incivility, sexual misconduct, drug/alcohol abuse, criminal behavior, or violations of professional code. In a professional nursing program any such behaviors may be academic in nature and may be grounds for academic sanctions or dismissal from the program.

Violation of Academic Integrity

Academic integrity is honesty concerning all aspects of academic performance including clinical performance. Academic integrity in the classroom is defined in the [PLU Student Rights and Responsibilities](#). Academic dishonesty in the clinical setting includes, but is not limited to:

- Plagiarizing clinical assignments, including care plans, drug reviews, falsifying data in a patient's record, or other required work,
- Submitting work written by others as one's own work,
- Unauthorized collaboration with others in fulfillment of assignments,
- Falsifying data or deliberately submitting inaccurate information; and
- Covering up or denying knowledge of an error in the clinical setting,
- Falsifying data or documentation regarding patient/client visits or clinical activities in any setting.

Faculty are expected to abide by PLU and SON policy on academic integrity if s/he believes a student has engaged in a violation of academic integrity. All issues of Academic Integrity will be reviewed by the School of Nursing RAP Committee to determine if the breach is severe enough to warrant a recommendation of further sanctions, including dismissal from the program. Violations of academic integrity that meet the PLU definition of academic dishonesty must be reported to the PLU Campus Life Committee as stipulated in the PLU Student Rights and Responsibilities policy, <https://www.plu.edu/student-code-of-conduct/student-code-of-conduct-policies/academic-integrity/>.

Student Attendance

Nursing students are expected to attend all scheduled classes, to be in the clinical areas as assigned, and to be on time. Faculty may set other attendance requirements for particular classes or clinicals. Failure to attend the first two in-person class, labs, or clinicals, and failure to log in to online courses within the first week will result in removing the student from the course and affects program progressions accordingly. Students with asynchronous courses are expected to complete weekly online assignments, discussions, other materials as scheduled.

A minimum number of clinical hours is required to complete clinical rotations for the nursing programs (see [WAC 246-840-531](#)). Absences for any reason, excused or not, may adversely affect the course grade. Unexplained/unexcused absences may result in failure and will definitely affect the student's grade.

The laboratory component of nursing courses is an integral part of the nursing program. Minimum required numbers of clinical hours must be completed for successful program completion and for attestation of NCLEX-RN licensure and national certification exam eligibility. Successful demonstration of technical nursing skills in the lab is vital to ensure safe nursing practice in the clinical agencies. Therefore, attendance at all scheduled lab demonstrations, practices and tests is mandatory.

If an absence is unavoidable, the student is responsible for remedial work to master the material or activity missed, as well as for notifying the instructor(s) in a timely, appropriate manner. If a scheduled exam or evaluation activity is missed, the faculty member is not obligated to provide a make-up opportunity. This can be expected to adversely affect the final course grade.

Academic Progression

Progression in the nursing major is dependent upon satisfactory completion of the prescribed sequence of courses.

Undergraduate (BSN and ABSN):

Nursing students must obtain a minimum grade of "C" (2.0 on a 4.0 scale) in all required nursing courses before students may progress to the next sequence of nursing courses. Students who earn less than a "C" (2.0 on a 4.0 scale) in any nursing course must repeat that course in its entirety in order to continue in the program. Required courses may be repeated only once. The option to repeat a nursing course is not guaranteed. See [Course Failure](#) and [Petition Process](#) sections for more information. Students who earn a "C-" or below in a repeated nursing course are not permitted to enroll in the course a third time; they are dismissed from the nursing program.

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

Withdrawal from a course in failing status is considered equivalent to a course failure. Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.

Graduate (MSN and DNP):

Graduate nursing students must obtain an average minimum grade of “B” (3.0 on a 4.0 scale) in all required prerequisite and nursing courses before students may progress to the next sequence of nursing courses. Students who earn less than a “B-” (2.67 on a 4.0 scale) in any nursing course must repeat that course in its entirety in order to continue in the program. Required courses may be repeated only once. The option to repeat a nursing course is not guaranteed. See [Course Failure](#) and [Petition Process](#) sections for more information. Students who earn less than a “B-” in a repeated nursing course are not permitted to enroll in the course a third time; they are dismissed from the nursing program.

Graduate students must maintain a grade point average of 3.0 in all graduate work. A graduate student whose grade point average falls below 3.0 is placed on academic probation and is subject to dismissal from the program. A graduate student cannot earn a master’s or DNP degree with less than a 3.0 cumulative grade point average in all graduate-level work.

Earning less than a B- (2.67 on a 4.0 scale), is defined as failing a course in the graduate nursing program. Withdrawal from a course in failing status is considered equivalent to a course failure. Failure or withdrawal in failing status from any two nursing courses will result in dismissal from the School of Nursing.

If a student encounters circumstances beyond his or her control, that student is responsible for addressing this as soon as possible with faculty instructors and with the academic advisor. The Recruitment, Admission and Progression Committee (RAP) and/or the Dean may require documentation and testimony of these circumstances.

Part - time Enrollment

Undergraduate and pre-licensure ELMSN students must maintain full-time status in the nursing program.

Post-licensure ELMSN students seeking to change their status from full-time to part time enrollment must follow the procedures outlined for MSN students below.

MSN students need to indicate upon admission whether they are requesting full-time or part-time status. Any student seeking to change their status from full-time to part-time enrollment in the MSN or post-licensure ELMSN program must follow the steps outlined below:

- Prior to taking action (withdrawal from or enrollment in courses), discuss issues regarding part-time status with their assigned nursing advisor;
- After discussion with the advisor, submit, in writing, a request for part-time enrollment to the MSN/ELMSN Coordinator. This written request should be submitted prior to the semester in which the change in status is desired;
- Upon approval by the RAP Committee or the Dean, schedule an appointment with the MSN/ELMSN Coordinator to sign a new academic program contract;
- Use the new part-time status academic program contract as the contractual guide for subsequent enrollment in the nursing curriculum.

DNP students need to indicate upon admission whether they are requesting full-time or part-time status. Any student seeking to change their status from full-time to part-time enrollment in the DNP

programs must follow the steps as outlined below:

- Prior to taking action (withdrawal from or enrollment in courses), discuss issues regarding part-time status with their assigned nursing advisor;
- After discussion with the advisor, submit, in writing, a request for part-time enrollment to the PMHNP Lead Faculty Member, or FNP Lead Faculty Member, depending on what program you are in. This written request should be submitted prior to the semester in which the change of status is desired;
- Upon approval by the RAP Committee or the Dean, schedule an appointment with the PMHNP Lead Faculty Member, or FNP Lead Faculty member, depending on what program you are in; to sign a new academic program contract;
- Use the new academic program contract as the contractual guide for subsequent enrollment in the nursing curriculum.

Enrollment management in nursing is very important because of clinical agency expectations, capacity, and demand. A change in any student's enrollment status affects others. Requests to convert to or from full-time status to or from part-time status must follow this same process. Students should be aware that returning to full-time status following part-time enrollment is on a space-available basis and cannot be guaranteed.

Performance Progression Alert (PPA)

The School of Nursing faculty may enact a Performance Progression Alert (PPA) for students who are not meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. The PPA will specify the nature of the performance concern, criteria for satisfactory performance, the timeline for achieving expected improvements, and consequences for failure to improve. The notice will be signed by the issuing faculty member and the student. The original signed form is placed in the student's School of Nursing academic file. Communication regarding the notice will be submitted by the issuing faculty member to the following School of Nursing personnel: Academic Advisor; Chair of RAP committee; Associate Director of Advising, Admission, and Student Support; Associate Dean for Academic Affairs; School of Nursing Dean; and as appropriate, Lead Course Faculty, and/or the SoN Clinical Placement Coordinator. Deficiencies are categorized as minor and/or major based on the severity of the event. Major violations will result in immediate notification to the School of Nursing Dean. Three separate minor and/or a single major occurrences during the program of study will result in a review by the RAP committee and/or the Dean of Nursing and may result in dismissal from the School of Nursing. Any occurrences that place the client, self, or others in potential immediate danger will result in immediate review by the Dean.

Deficiencies are categorized as minor and/or major based on the severity of the event. Faculty are required to provide immediate notification to the SoN Dean for major deficiencies. Three separate minor and/or a single major occurrence during the program of study will result in a review by the RAP committee and/or the Dean of Nursing, and may result in dismissal from the School of Nursing. Any occurrences that place the client, student, or others in potential immediate danger will result in immediate review by the Dean and require reporting to the WA NCQAC within two business days.

PPA Definition and Procedure

The School of Nursing faculty may enact a Performance Progression Alert for students who are not

meeting the Essential Qualifications or not performing to academic, clinical, lab, or professional standards at any point in the academic term and program of study. The Notice of Deficiency will specify the nature of the performance concern, criteria for satisfactory performance, the timeline for achieving expected improvements, and consequences for failure to improve. The notice will be signed by the issuing faculty member and the student. The original signed form is placed in the student's School of Nursing academic file. Communication regarding the notice will be submitted by the issuing faculty member to the following School of Nursing personnel: Academic Advisor; Chair of RAP committee; Advising, Admission, and Student Support Coordinator; Graduate Program Coordinator(for graduate students); School of Nursing Dean; and as appropriate, Lead Course Faculty and/or the SoN Clinical Placement Coordinator.

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

All faculty are responsible for identifying and addressing occurrences. The following list is offered as a guideline for students to see the types of behaviors that may result in an issuance of a Performance Progression Alert. These are but a few examples and are in no way meant to be limiting or all in encompassing. For further information, please consult the Essential Qualifications document.

Minor occurrences may include:

- Unprofessional communication behaviors
- Inappropriate professional dress in clinical or lab
- Inappropriate utilization of technology during class
- Not being prepared for learning in lab, clinical, or classroom
- Failure to demonstrate the expected level of clinical competency
- Turning in late, wrong, unfinished, or incomplete assignments
- Tardiness and/or absences from lab, clinical, or classroom (excused and unexcused)
- Inappropriate behaviors and/or lack of judgment relative to assigned clinical activities, professional relationships, or interactions that are part of the learning environment
- Poor performance in the lab, clinical environment, or classroom
- Other disruptive lab, clinical, or classroom behaviors

Major occurrences:

- Life-threatening errors
- Unsatisfactory clinical performance
- Failure to report an incident
- Falsifying medical records
- Cheating/Plagiarism
- HIPAA violations
- Professional misconduct and safety Issues as defined in the School of Nursing Student Handbook
- Violations of the law or other legal regulatory requirements
- Other unsafe behaviors Any occurrences that place the client, self, or others in potential immediate danger will result in immediate review by the Dean

[Link to PPA Form](#)

Incomplete Grades

Incomplete grades provide a mechanism for students who are in good standing but have significant unforeseen circumstances preventing course completion in the normal time-frame. Incomplete grades affect nursing program progression and thus are permitted only in exceptional circumstances. The faculty of record has the right to refuse an incomplete grade and will determine the final plan for successful completion of the grade. Incomplete grades that are not completed by the agreed upon date on the Incomplete Contract Form will default to an E/F or another grade if indicated on the form. Refer to the PLU policy on incomplete grades and course syllabus for more information.

Probationary Status

Undergraduate (BSN & ABSN):

Undergraduate students who earn a "C-" or below in a nursing course, withdraw in failing status (withdrawal in failing status is considered a failure in the School of Nursing), or receives a Performance Progression Alert (PPA) for a major violation or 3 minor violations are subject to RAP review and may be placed on probation in the School of Nursing. Students may repeat a failed nursing course, or enroll in other subsequent nursing courses, only after a review by the RAP committee.

If, while on academic probation, a student earns a "C-" or below in any nursing course, or withdraws in failing status, that student will be dismissed from the School of Nursing. If, while on professional conduct-related probation, a student receives a Performance Progression Alert (PPA) for a major violation or receives an additional 3 Performance Progression Alert (PPA) for minor violations, the student will be dismissed from the School of Nursing.

Each situation is individually evaluated, and permission to continue and/or repeat is not automatically granted. Generally, students will remain on probation for one calendar year from the date of the RAP review.

Graduate (MSN & DNP):

Graduate students who earn below a "B-" in a graduate nursing course, withdraw in failing status (withdrawal in failing status is considered a failure in the School of Nursing), or receives a Performance Progression Alert (PPA) for a major violation or 3 minor violations are subject to RAP review and may be placed on probation in the School of Nursing. Students may repeat a failed nursing course, or enroll in other subsequent nursing courses, only after a review by the RAP committee.

If, while on academic probation, a student earns below a "B-" any graduate nursing course, or withdraws in failing status, that student will be dismissed from the School of Nursing. If, while on professional conduct-related probation, a student receives a Performance Progression Alert (PPA) for a major violation or receives an additional 3 Performance Progression Alert (PPA) for minor violations, the student will be dismissed from the School of Nursing.

Each situation is individually evaluated, and permission to continue and/or repeat is not automatically granted. Generally, students will remain on probation for one calendar year from the date of the RAP review.

Graduate students must maintain a grade point average of 3.0 in all graduate work. Graduate-level

credit will not be given for any class in which the grade earned is lower than a B- (2.67). A graduate student whose grade point average falls below 3.0 is placed on academic probation and is subject to dismissal from the program. A student's academic probation may be lifted once his or her cumulative GPA meets the minimum standard. If, while on academic probation, a student receives a grade of less than B-, the student is subject to dismissal from the program. A graduate student cannot earn a master's or DNP degree with less than a 3.0 cumulative grade point average in all graduate-level work.

Repeating a Course

Students who need to repeat a nursing course must first petition to do so. See [Course Failure](#) and [Petition Process](#) sections of the SoN Student Handbooks for more information. If repeating the course is permitted, the student will register on a space-available basis. If all sections of the course are closed the student must register for the course during a later semester. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit skills refresher course, NURS 491-IS Nursing Clinical Skills Refresher, prior to being allowed to continue in clinical courses. Students in regular progression are given preference.

When a student repeats a course, both the new and original grade will appear on their official transcript. However, PLU uses the higher of the two grades to determine the cumulative GPA. For further information regarding PLU's policy on repeating courses, review the PLU handbook ([undergraduate policies & procedures](#) or [graduate policies & procedures](#)).

Dismissal From the SON for Academic Reasons

Dismissal from the School of Nursing is an action that can be taken only by the Dean based on recommendation by the RAP committee. Students dismissed from the program due to unsatisfactory performance may appeal the decision to the [University Dispute Resolution Committee](#). The UDRC review is limited to whether a School of Nursing or University policy, including the policy on Equal Opportunity, was violated.

Students who are dismissed from the School of Nursing for academic performance may re-apply to the nursing program.

Undergraduate (BSN & ABSN):

Students who earn a "C-" or below in a repeated course are not permitted to enroll in the course a third time; they are dismissed from the nursing program. Students who earn a "C-" or below in any two separate nursing courses are dismissed from the School of Nursing.

Graduate (MSN & DNP):

Students who earn below a "B-" in a repeated course are not permitted to enroll in the course a third time; they are dismissed from the nursing program. Students who earn below a "B-" in any two separate nursing courses are dismissed from the School of Nursing.

Course Failure

1. The Recruitment, Admission and Progression Committee (RAP) reviews the record of every student receiving a failing grade in a course; this record includes the faculty's evaluation and the student's entire educational record. Course faculty is consulted when appropriate.
2. Students must provide a copy of [permission to remain in the program and retake the failed](#)

[course](#) petition form describing the issue in detail and any plan for future success to the chair of the Committee prior to the date of the next RAP meeting.

3. Students may ask to appear before the RAP Committee with a faculty advocate, if desired, to present their situation. The student and/or faculty advocate does not remain for the Committee deliberations.
4. After all available documentation has been reviewed, and all parties concerned have had the opportunity to voice concerns, the Committee will make its recommendation to the Dean.
5. Nursing students will receive a written statement from the Dean as to the final decision. Letters sent to students placed on academic probation will have identified areas of difficulty and stated specific expectations to be met; the student's probationary status and consequences; and the minimum level of competency to be achieved for successful completion of the course and further progression.
6. Copies of the letter will be sent to the student, appropriate faculty, and the student's faculty advisor, and added to the student's educational record in the School of Nursing. Copies may also be sent to the appropriate university officials.
7. Upon receipt of notification of successful completion of the courses for which the student was originally placed on probation, the RAP Committee will notify the student that the terms of the probation have been met and that they is again in good standing in the School of Nursing.

Grade Dispute Policy

When disagreements arise over grades assigned in a course, students and faculty are first expected to follow the SoN's established procedure for informal grade dispute resolution. If the informal procedure is unsuccessful in resolving the grade dispute, the student may elect to file a petition with the RAP committee.

Procedural Steps:

1. A student considering a grade dispute must first read the appropriate section in the Student Handbook in its entirety and discuss it with their assigned faculty advisor before proceeding to step
2. If the student's advisor is also the faculty member responsible for submitting the disputed grade, the student should contact the School of Nursing Advising, Admissions & Student Support Coordinator to determine an alternative advisor for these proceedings.
 - a. The difference between the disputed grades must be one full letter grade or higher, with the exception of those grades that could result in dismissal from, or delay in, the nursing program. (Examples: A- vs. A, *No dispute*; B vs. A, *Can be disputed*; C- vs. C, *Can be disputed*.)
 - b. Grounds for grade disputes should arise from documented incidents of discrimination and/or harassment based on race, religion, age, color, creed, national or ethnic origin, gender, sexual orientation, marital status or disability, and/or arising from non-compliance with established PLU and/or School of Nursing policies and procedures.
 - c. The grade must be disputed within twenty (20) working days after the grade has been officially posted, and prior to beginning the first day of any courses for which the disputed course/grade is prerequisite.
3. A student who chooses to dispute a grade should first initiate the **informal grade dispute process** in the following manner, by addressing the matter with the faculty member responsible for submitting the grade:
 - a. Submit to the responsible faculty member a written statement, detailing why the grade

is being disputed and the grade and/or remedy the student is seeking, and requesting an appointment to meet with the faculty member.

- I. The student is responsible for providing a copy of the written statement to the School of Nursing Administrative office to be placed in the student's official School of Nursing academic file.
 - II. The written statement should be available during the discussion between the student and the responsible faculty member.
- b. After the initial discussion, the responsible faculty member should provide a written statement detailing the issues discussed, including why the grade will or will not be changed.
- I. Both the responsible faculty member and the student should sign this written statement; the student should have an opportunity to provide additional written comments.
 - II. The faculty member is responsible for submitting this statement, along with any additional written comments from the student, to the School of Nursing office to be placed in the student's official School of Nursing file.
4. If the matter is not resolved between the student and the responsible faculty member, the student may request assistance and advocacy from his or her faculty advisor. With regard to written statements, requests for meetings and discussions held between the responsible faculty member, the faculty advisor, and the student, should follow the same procedures and guidelines as outlined in Step #2.
5. If the matter is not resolved after discussion with the faculty member and the faculty advisor, the student may initiate the **formal grade dispute process** as outlined in the [university grade dispute policy](#).

General Petition Process

Many student interactions with the RAP committee require the student to submit a petition to explain the circumstances of their situation. The petition process allows students to request an exception to policy, permission to step out of the nursing curriculum sequence, address professional conduct issues, or to dispute a grade. Regardless of the circumstances, the process of writing a petition is the same. Please also see the SoN Student Handbook section on Interplay between PLU's Student Code of Conduct and the School of Nursing. Students are required to work with their academic advisor to be sure petitions are complete and accurate.

1. Students considering a petition must contact their academic advisor as soon as possible. Advisors are responsible for assisting the student to determine the best course of action: what type of petition the student should pursue, how to craft this petition, and the process involved.
2. After meeting with their advisor, students may also request a meeting with the Advising, Admissions, and Student Support Coordinator to discuss the petition process further and determine a timeline for completion.
3. Using a [RAP Petition Form](#), the student will draft a statement that outlines their request, their reason for this request, and their proposal for future study and/or course(s) of action. This statement will vary depending upon the student's circumstances and request. Students should consult with their advisor to determine what kinds of information should be included in the statement.
4. Additional documentation, such as primary care provider notes, may also be required.
5. Students may request letters of support from current nursing faculty, but this is not required.
6. Once the petition statement is complete, students must submit it to their advisor for feedback

and suggestions.

7. Once the advisor deems the statement suitable, the student may submit the statement, along with any supporting documentation, to the Advising, Admissions, and Student Support Coordinator.
8. The petition will be reviewed at the next available Recruitment, Admissions, and Progression (RAP) committee meeting.
9. The student has the option to make a personal presentation at the RAP meeting, and to bring along one academic advisor or designated faculty substitute.
10. Students may also choose to bring witness to the event if applicable. However, personal attendance at the RAP meeting is not required.
11. Based upon their collective evaluation of the petition, the RAP committee will make a recommendation to the Dean regarding the petition. This recommendation will include an approval or denial of the petition, and may contain suggested or required course(s) of action from the student.
12. The Dean will review the petition and the committee's recommendation before making the final determination.
13. Students will be informed by mail of the outcome. At this point, petition decisions are final.
14. Students may contact the [University Dispute Resolution Committee](#) (UDRC) if they feel the processes for the petition did not follow School of Nursing or University policy. The UDRC review is limited to whether a School of Nursing or University policy, including the policy on Equal Opportunity, was violated.
Students who have petitions denied should consult with their advisor to determine how best to proceed with their nursing education.
15. Students who have petitions approved, but fall out of sequence with their cohort, will be placed in a new cohort on a space available basis.

Additional information on student-faculty disputes and petitions is outlined in the SoN Student Handbook. Other forms of student-faculty informal or formal dispute resolution and petition are expected to abide by the processes as outlined above.

Professional Relationships in the Clinical Practice

Students are expected to maintain professional boundaries and relationships in all SoN academic experiences. Students should not give their home/cell phone numbers to clients or a client's family. Students should have clients contact them through either the clinical agency or through an approved method of communication as determined by the clinical faculty. When students need to contact clients for community clinical, students should call their clients during the regular workday; unscheduled calls should not be made after 8:00 p.m. or on the weekend.

Students are not permitted to sign as witnesses for legal documents such as surgery permits or consents. It is also strongly recommended students not witness wills or other similar legal documents. Students are expected to refer any such requests to the faculty member or appropriate nursing personnel.

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

Program Evaluation Policies, Practices and Procedures

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the Washington State Nursing Care Quality Assurance Commission. The Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice, and post-graduate APRN certificate programs at Pacific Lutheran University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>). The Care and Outcomes Manager MSN curriculum meets requirements for the Clinical Nurse Leader national certification examination. The Family Nurse Practitioner track meets requirements for ANCC and AANP national certification examinations and the Psychiatric Mental Health Nurse practitioner track meets requirements for ANCC national certification examination.

The School of Nursing (SoN) Systematic Evaluation Plan (SEP) is a framework for program assessment and evaluation activities as required by the State of Washington Nursing Care Quality Assurance Commission (NCQAC) and by the Commission on Collegiate Nursing Education (CCNE) Accreditation Standards. The SEP was revised in June 2023 to realign evaluation activities with *2018 revisions of CCNE standards*, amended on January 3, 2022, and *The Essentials: Core Competencies for Professional Nursing Education* (April 6, 2021). The SEP is a dynamic document and shall be reviewed as directed by Element IV-A and revised as needed. All standards are reviewed and reported in the accreditation reports/CIPR. Program evaluation data is accessible to the faculty on the SoN Sakai site and NetStor.

The SEP is organized according to the CCNE accreditation standards and key elements. Program assessment and evaluation is a shared responsibility of all SoN faculty and administrators. Specific personnel and committees are responsible for evaluating each Standard and Key Element as indicated in the “responsibility for collection and review” column of the SEP. The responsible personnel/committees should review the components to be addressed and plan for completing the required assessment activities as indicated in the “timeline” column throughout the academic year.

A written report indicating the evaluation of the “expected outcomes” must be developed and sent to the appropriate program lead (prelicensure or post-licensure) for inclusion in the School of Nursing Organizational (SNO) meetings. Bi-annual SoN Evaluation Forums will be conducted during the Fall and Spring SNO meetings. Evaluation forums provide dedicated time for faculty to receive reports and provide input and recommendations.

The responsible personnel conducting the review will provide a report indicating if the benchmark(s) were “met” or “not met.” The responsible personnel will draft a Program Improvement Plan (PIP) using the PIP form for any unmet benchmark. The PIP form generates a PIP report which will be reviewed monthly by the appropriate program leads (prelicensure or post-licensure) and included in the monthly program lead reports. Program leads will present a comprehensive report of PIP initiatives in the evaluation forums conducted in the Fall and Spring semesters in the School of Nursing Organizational (SNO) meetings.

The program leads will monitor the outcomes of the PIP implementations for the component deemed “not met” in the following evaluation cycle to note any changes in the outcome(s), thus providing evidence for “closing the loop.” If the evidence indicates no improvement, the program-level PEC will convene. Recommendations will be provided on revising the PIP, and the PIP process will

continue until the issue is rectified and the benchmark is met.