PLU School of Nursing Student Handbook

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Nursing Student Handbook

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Welcome from the Dean

Dear Faculty, Staff, Students and Alumni,

It is my honor and pleasure to welcome you to the PLU School of Nursing 2023-2024 academic year! I am serving as your Interim Dean of the School of Nursing (SON) while a search is conducted for your next permanent Dean. The SON continues to change and thrive, meeting the challenges of time with our Bachelor, Masters and Doctoral programs continuing to demonstrate excellence evidenced by earning and maintaining professional national accreditation by the National Commission of Collegiate Education (CCNE) through these last twenty years. Our new innovative Accelerated Bachelor of Science program based in Lynnwood, WA continues to grow and broaden access to nursing education critical to meeting the demand for BSN prepared nurses in our society.

The School of Nursing, as an integral part of Pacific Lutheran University, embraces the university vision and mission for all to engage in thoughtful inquiry, service, leadership and care. I am committed to the success of our students and faculty at every level and will strive to provide supportive leadership to that end. I encourage each of you to engage wholeheartedly in the opportunities provided for learning and growth and to be an active participant in your education. Your unique life experiences, interests, and views will impact the richness of our teaching/learning environment and we look forward to your presence and contributions. As a member of our PLU and Nursing family, together and one by one, we make a difference!

I wish you a successful year of learning, growth and satisfaction and go Lutes!

Carol Seavor, Ed D, RN

Pacific Lutheran University School of Nursing

University Mission
School of Nursing Guiding Principles
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University Mission

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

School of Nursing Guiding Principles

Pacific Lutheran University School of Nursing embraces core values of:

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

School of Nursing Vision

Pacific Lutheran University School of Nursing will be a nationally recognized program 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.

School of Nursing 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

School of Nursing Philosophy

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.

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 RNBSN

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. The building opened September, 2020.

General Information

Culture of Respect
Equal Educational Opportunity
PLU's Non-Discrimination Policy
Family Educational Rights and Privacy Act (FERPA)
Interplay between PLU's Student Code of Conduct and the School of Nursing

Culture of Respect

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

This respect is illustrated by the following behaviors:

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

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

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

Equal Educational Opportunity

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

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

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

PLU’s Non-Discrimination Policy

Pacific Lutheran University, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, does not discriminate in the administration of any of its educational programs, admissions, scholarships, loans, or other activities or programs on the basis of race, gender, sexual orientation or preference, national or ethnic origin, color, disability, marital status, age, or religious belief. Inquiries regarding compliance with these statutes and regulations may be directed to the Office of the Vice President for Student Life and Dean of Students, (253) 535-7200, PLU’s Title IX Coordinator, Teri Phillips, (253) 535-7187, or to the Assistant Secretary for Civil Rights. U.S. Department of Education, Office for Civil Rights, 400 Maryland Ave SW, Washington, D.C. 20202.

Family Educational Rights and Privacy Act (FERPA)

The School of Nursing follows the PLU FERPA policy regarding access to educational records. According to the Family Educational Rights and Privacy Act (FERPA), all students must sign 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.

During new student orientation, all students must sign a FERPA Release form in order to participate in clinical practicums that allow the School of Nursing to share information with clinical agencies, including results of criminal background checks and drug screenings. Students often request faculty to write letters of recommendations for scholarships, residencies, employment, and graduate school. Students requesting letters of recommendation must sign consent to FERPA Reference-Recommendation Release form specifying what agencies may receive the information.

Interplay between PLU's Student Code of Conduct and the School of Nursing

Each student associated with PLU, including each student in the School of Nursing, is expected to be familiar with and to follow all policies, rules and regulations promulgated by the university, as well as local, state and federal laws. Students are expected to know and follow conduct standards set out in the PLU Student Code of Conduct. Failure to abide by the policies, rules, and regulations may result in disciplinary action(s) outlined in the Student Code of Conduct, up to and including suspension or expulsion from the university.

Nursing programs, by their nature as healthcare professional programs, hold students to higher standards of academic, professional, and behavioral expectations than the general university, so students at the School of Nursing are also expected to know and follow the additional standards specific to the School of Nursing. Those standards are identified throughout this handbook, and are summarized in this policy.

PLU nursing students are required to abide by all policies and standards of the School of Nursing as a minimum expectation for admission, standard program progressions, and for program completion. There are possible conduct-based circumstances where a student would be eligible to continue his or her education at PLU, but not to continue in the School of Nursing. Readmission to PLU after suspension, for example, does not equate to readmission to return to the School of Nursing, and should not be considered as such. In some situations, for example, conduct may violate professional conduct standards for the nursing profession but may not violate university policy. In any such situation, the School of Nursing reserves the right, in its sole discretion, to take action independent of the Student Conduct Process, through its RAP Committee and Petition process.

If allegations which could constitute a violation of the PLU Student Code of Conduct are made against a student in the School of Nursing, the allegations will be reported to the Office of Student Rights and Responsibilities. The School of Nursing or its representative(s) may in certain circumstances, make the report. The process set out in the Student Code of Conduct will be utilized to determine whether or not the student is "Responsible" for violating the Code of Conduct. If a violation is found to have occurred, sanctions will be determined through that process. Once that determination is made and any appeals are completed, the student's conduct file will be available for review and action by the School of Nursing RAP committee.

The School of Nursing will accept as true the findings of fact made by Review Officers in the university's Student Conduct process. Some sanctions imposed through the Student Conduct Process, such as probation, suspension or expulsion (without limitation) from PLU, will necessarily result in an equivalent probation, suspension or expulsion from the School of Nursing without further action by School of Nursing. The School of Nursing may, on its own initiative and in its own discretion, through its RAP committee, impose additional sanctions based on the Student Conduct process findings of fact, because Nursing professionals are subject to patient care considerations and related standards in addition to those for students in other fields of endeavor. See, for example, sections in this Handbook on Professional Conduct and Values of the Nursing Profession; Academic Performance; Professional

Misconduct and Safety Issues; and Clinical Practice Policies and Health Requirements/Expectation, without limitation. A student who returns to PLU after probation, suspension or expulsion may petition the RAP committee for re-enrollment in the School of Nursing. Completion of requirements for re-enrollment at PLU must be completed before a petition may be filed with the RAP committee with respect to re-enrollment in the School of Nursing. The petition process of this Handbook must be followed.

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

School of Nursing Administrative Offices

Phone: (253) 535-7672 email: nurs@plu.edu

The School of Nursing administrative suite is located in Room 214 of the Ramstad Building. Several administrative offices are located, within the suite, including those of the Dean, Associate Dean of Academic Affairs, Associate Director of Advising, Admissions & Student Support, and Clinical Onboarding Specialist. The office staff also includes the Assistant to the Dean, Senior Office Assistant, Senior Administrative Assistant, Budget and Contract Coordinator, and student workers. The Director of the Center for Continued Nursing Learning (CCNL) Program and Coordinator for the CCNL program are located in Ramstad.

In addition to providing support for School of Nursing daily operations, the staff of the School of Nursing serve as an informational resource for students, faculty, other PLU offices, and members of the community. Students are welcome to visit the office during regular operating hours to conduct business, submit assignments and other papers, or to make appointments to meet with nursing administrators.

Since interaction with office personnel is as much a component of professional behavior as is performance in the clinical and classroom setting, students are expected to exhibit the same professionalism and courtesy when interacting with any member of the office staff as they would with members of the faculty, student colleagues, and other professionals. As professional office staff, each member is committed to delivering quality service.

In the interest of courtesy and privacy, students are not permitted to enter any individual administrative office without first being invited to do so and should check in with administrative staff. So that confidential information may remain secure, students may not enter the faculty mailroom, also located in the main offices.

Contact Information for SoN Administrative Personnel
School of Nursing Organization

- SoN Organizational Chart
- SoN Governance Chart

Communications

- Appointments with Administration, Faculty, and Staff
- Change of Name, Address, or Telephone Number
- Electronic Resources
  - Email
  - Learning Management System
  - BannerWeb
- Mail Folders
- Changes to Student Policies

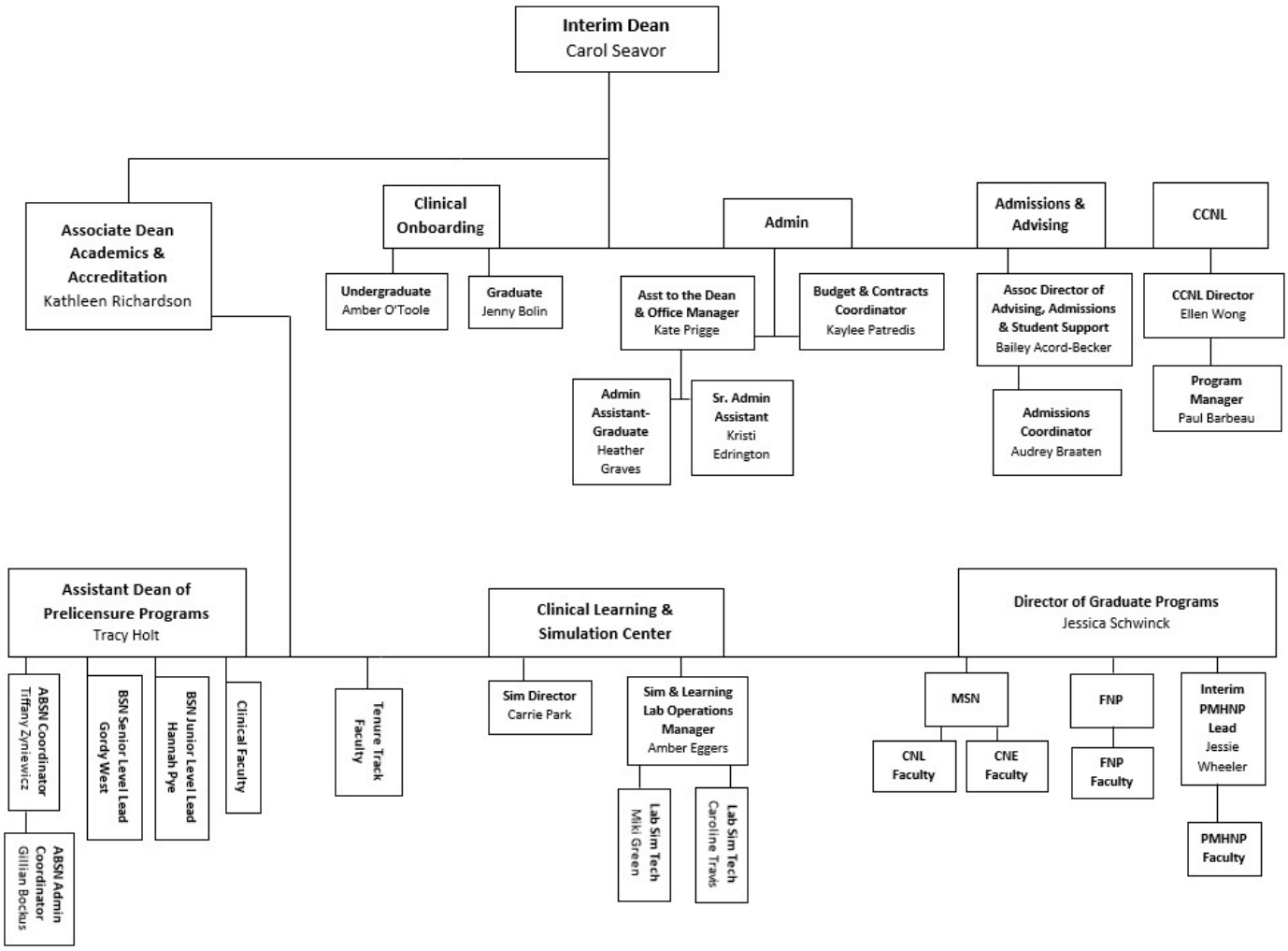
Contact Information for SoN Administrative Personnel

Contact Information for SoN Administrative Personnel is located on our website:
www.plu.edu/nursing/staff

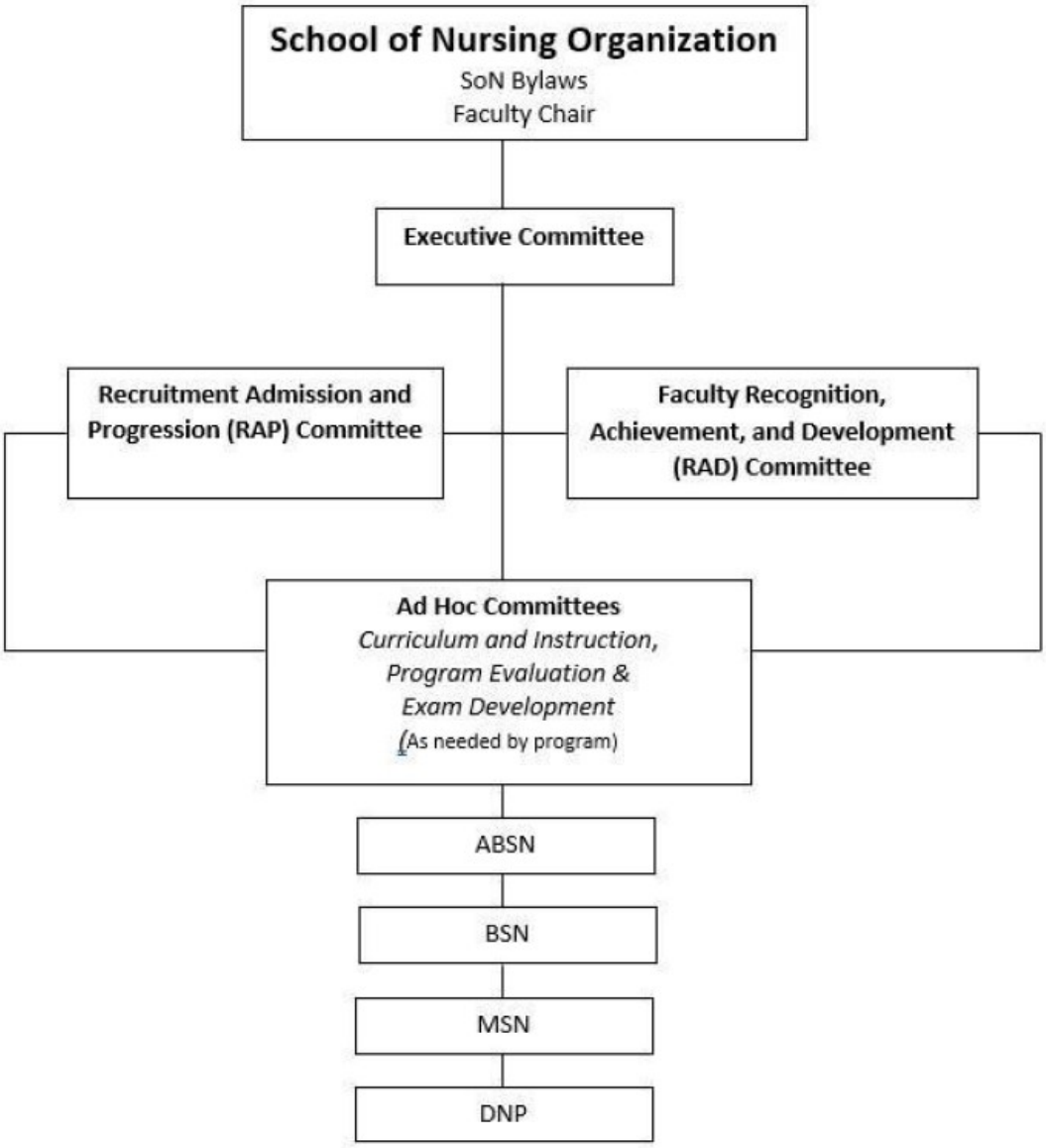
School of Nursing Organization

- SoN Organizational Chart
- SoN Governance Chart

SoN Organizational Chart



SoN Governance Chart



Communications

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Appointments with Administration, Faculty, and Staff

Students are welcome to make appointments with the Dean, Associate Dean of Academic Affairs, Associate Director Advisor, Admission, & Student Support, and Clinical Placement Coordinator as appropriate. Appointments with the Dean should be made through the Assistant to the Dean. Other appointments should be made through the main office.

Students also are welcome to make appointments with faculty and staff as appropriate. Students are encouraged to request appointments via email. Please be aware that many of our faculty teach clinical courses or work in the clinical arena off campus, which may limit availability to meet on campus. Faculty are encouraged to post office hours outside their doors or through the School of Nursing office.

As nursing professionals, students are expected to keep and be on time for scheduled appointments, or, in the event of an emergency, to notify the office or faculty member in advance if scheduled appointments must be cancelled.

Change of Name, Address, or Telephone Number

Students are responsible for notifying the School of Nursing and Student Services, and any other appropriate university offices of any changes in name, mailing address, email address, or telephone number in a timely manner. Students who do not keep these offices apprised of this information are still responsible for any information/correspondence sent to them at the last address on file. New identification cards and badges should be purchased accordingly.

Electronic Resources

All students are expected to activate and use the PLU ePass account and familiarize themselves with the systems provided for them by the university, including email, a learning management system (i.e.: Sakai, Canvas) and BannerWeb. For assistance with electronic resources, students should contact the Help Desk.

Email

Only official PLU e-mail addresses will be used for communication from the School of Nursing office and School of Nursing faculty and staff. Every student is given a PLU account upon official admission and enrollment at PLU. You can forward all your PLU messages to your preferred e-mail address if you have another e-mail account. Also, e-mail is the main vehicle used by the School of Nursing to provide students vital information about scholarships, announcements, class information, etc. and faculty as well as administrators frequently uses e-mail to communicate with students.

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 educational activities. Additional Sakai project sites may be created by the School of Nursing office or faculty as a way to contain and distribute information to large groups of nursing students. All students are expected to access Sakai regularly.

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.

BannerWeb

BannerWeb is used for course registration, course schedules, unofficial transcripts, CAPP reports, and financial aid.

Changes to Student Policies

Students are notified of changes to student policies through electronic notification via email, Learning Management System announcements, revisions to the electronic version of the Student Handbooks, and/or postings to the School of Nursing web pages. It is the student's responsibility to check these resources frequently for updates and revisions.

School of Nursing Curriculum

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
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- MSN to DNP Non-ARNP
- Nurse Executive MSN to MBA/DNP
- Post-ARNP to DNP
- Emergency Nurse Practitioner Certificate

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:

(1) ***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.

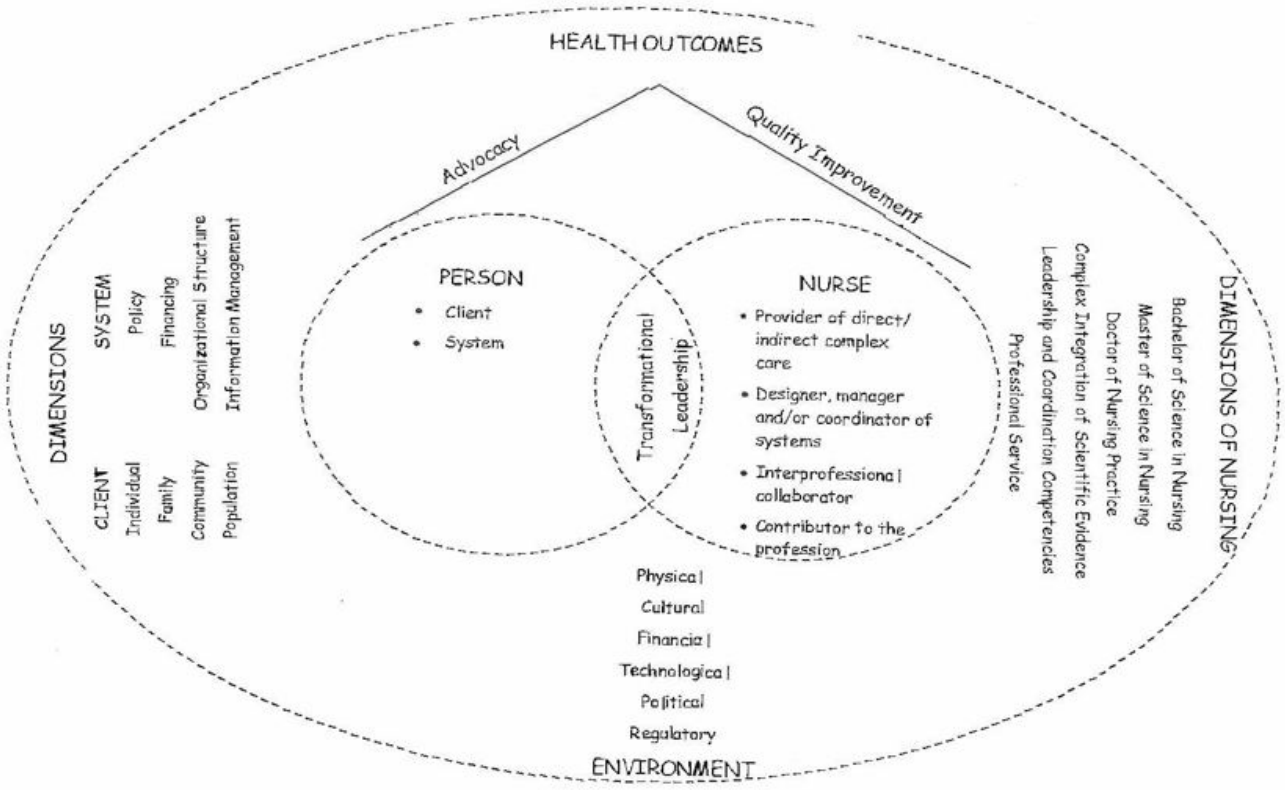
(2) ***Aesthetic*** knowing is the art of nursing that is a fluid and dynamic approach to understanding and attaching meaning in a situation. Aesthetic knowing allows the nurse to perceive and empathize with the situations of persons, foster compassion, actively listen, and nurture. Nursing as an art is based on caring and respect for human dignity.
(3) ***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.
(4) ***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.

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
- MSN Care and Outcomes Manager
- 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

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

Semester 1	NURS 305 - Patho/Pharm I	4 credits
	NURS 306 - Foundations of Care Delivery & Health Promotion	3 credits
	NURS 307 - Health & Physical Assessment	3 credits
	NURS 308 - Clinical Practicum I	3 credits
	NURS 309 - Professional Foundations & Principles of Leadership	2 credits
	NURS 310 - Scholarly Writing Concepts	1 credit
Semester 2	Nursing 311 – Patho/Pharm II	2 credits
	Nursing 314 – Care of Chronic Conditions	3 credits
	Nursing 315 – Psych/Mental Health	2 credits
	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

Semester 3	Nursing 401 – Care of Complex Conditions	3 credits
	Nursing 402 – Patho/Pharm III	2 credits
	Nursing 403 – Clinical Practicum III	5 credits
	Nursing 404 – Healthcare Diversity	4 credits
	Nursing 405 – Informed Practice	2 credits
Semester 4	Nursing 406 - Continuity of Care	3 credits
	Nursing 407 – Clinical Practicum IV	6 credits
	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

1st Year		
Summer Semester	NURS 305: Patho/Pharm I	4 credits
	NURS 306: Found of Care Delivery/Health Promotion	3 credits
	NURS 307: Health & Physical Assessment	3 credits
	NURS 308: Clinical Practicum I	3 credits
	NURS 309: Prof Foundations & Principles of Leadership	2 credits
Fall Semester	NURS 310: Scholarly Writing Concepts	1 credits
	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
Spring Semester	NURS 401: Care of Complex Conditions	3 credits
	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		
Summer Semester	NURS 406: Continuity of Care	3 credits
	NURS 407: Clinical Practicum IV	6 credits
	NURS 483: Transition to Practice	1 credits
	NURS 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 the COM Advanced Generalist focus (see below).

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

2nd Year (continued)		
Fall Semester	NURS 523: Role of the Advanced Practice Nurse (2)	2 credits
	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)

MSN Care and Outcomes Manager

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

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 DNP Full-time – Family Nurse Practitioner (FNP)

Year 1		
Summer	NURS 700 Advanced Practice Roles	3 Credits
	NURS 701 Theoretical Foundations	2 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Fall	NURS 703 Organizational and Systems Leadership	3 Credits
	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	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
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 705 Resource Management	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 Credit
Year 3		
Summer	NURS 774 Women and Children – 120 hrs clinical	4 Credits
	NURS 792 DNP Scholarly Project I – 120 hrs clinical	2 Credits
Fall	NURS 775 Family Nurse Practitioner III – 120 hrs clinical	5 Credits
	NURS 793 DNP Scholarly Project II – 120 hrs clinical	2 Credits
		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**
	Total post-BSN clinical hrs:	**1080**
	Total FNP clinical hrs:	**600**

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

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	
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 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**
	Total post-BSN clinical hrs:	**1080**
	Total FNP clinical hrs:	**600**

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

Year 1		
Summer	NURS 700 Advanced Practice Roles	3 Credits
	NURS 701 Theoretical Foundations	2 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Fall	NURS 703 Organizational and Systems Leadership	3 Credits
	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	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
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	NURS 705 Resource Management	3 Credits
Spring	NURS 654 PMHNP II – 180 hrs clinical	5 Credits
	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
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 Credit
	NURS 799 DNP Scholarly Project IV – 60 hrs clinical	3 Credits
	Total Credits	**90**
	Total post-BSN clinical hrs:	**1260**
	Total PMHNP clinical hrs:	**780**

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

Year 1		
Summer	NURS 700 Advanced Practice Roles	3 Credits
	NURS 702 Information Systems and Patient Care Technology	3 Credits
Fall	NURS 720 Analytical Methods	3 Credits
	NURS 721 Epidemiology and Biostatistics	3 Credits
J-Term	NURS 704 Policy and Politics	3 Credits
Spring	NURS 743 Evaluation and Outcomes Research	3 Credits
Year 2		
Summer	NURS 701 Theoretical Foundations	2 Credits
Fall	NURS 703 Organizational and Systems Leadership	3 Credits
J-Term	NURS 705 Resource Management	3 Credits
Spring	NURS 730 Advanced Pathophysiology	3 Credits
	NURS 731 Advanced Pharmacotherapeutics	3 Credits
Year 3		
Summer	NURS 732 Advanced Physical Assessment	4 Credits
	NURS 733 Advanced Health Promotion	2 Credits
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	
Spring	NURS 654 PMHNP II – 180 hrs clinical	5 Credits
	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**
	Total post-BSN clinical hrs:	**1260**
	Total PMHNP clinical hrs:	**780**

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

More information about this exciting new program will be coming soon. Thank you!

Post-ARNP to DNP

Year 1		
Summer	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
	NURS 705 Resource Management	3 Credits
Spring	NURS 790 Translating Research - 60 hrs clinical	3 Credits
	NURS 791 Proposal Seminar	1 Credit
Year 2		
Summer	NURS 792 DNP Scholarly Project I – 120 hrs clinical	2 Credits
Fall	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 795 Transition to DNP Practice	1 Credits
	NURS 799 DNP Scholarly Project IV – 60 hrs clinical	3 Credits
	Total Credits	**29**

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)

Student Governance/Organizations

Student Participation in School of Nursing Governance

- Recruitment, Admission, & Progression (RAP)
- Program Level Ad Hoc Curriculum and Performance Evaluation Committees
- Student/Faculty Assemblies

Student Participation in Program Evaluation

- Student Evaluation of Courses and Faculty
- End-of-Program Student Surveys & Meetings
- Student Participation in Faculty Recruitment

Student Organizations and Organizations of Student Interest

- Associated Students of PLU
- Delta Iota Chi
- Sigma Theta Tau International

Student Participation in School of Nursing Governance

Student input is a very important piece to governing the School of Nursing and creating effective change. We encourage and welcome input from students about courses, faculty, and activities in the School of Nursing. One mechanism in place to facilitate this process is participation on relevant committees. Another is in the selection of new tenure-track faculty and evaluation of faculty.

- Recruitment, Admission, & Progression (RAP)
- Program Level Ad Hoc Curriculum and Performance Evaluation Committees
- Student/Faculty Assemblies

Recruitment, Admission, & Progression (RAP)

This committee oversees recruitment of future students, reviews student applications, reviews student issues and petitions, implements policies and procedures that pertain to recruitment, admissions, and progression within the School of Nursing, and oversees the recognition ceremonies. A minimum of one undergraduate and one graduate student sits on the committee. As student positions become available, the School invites interested students to volunteer. Members of the RAP committee vote to select the student representatives.

Program Level Ad Hoc Curriculum and Performance Evaluation Committees

The Curriculum and Performance Evaluation committees are program specific and oversees 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 Committees
The purpose of the ABSN, BSN, ELMSN, and DNP Program Curriculum, instruction, and evaluation committees is to design and implement policies, procedures, revisions, and issues within the School of Nursing, such as 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. 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.

Student/Faculty 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.

Student Participation in Program Evaluation

- Student Evaluation of Courses and Faculty
- End-of-Program Student Surveys & Meetings
- Student Participation in Faculty Recruitment

Student Evaluation of Courses and Faculty

Student feedback for courses and teaching performance are secured at least once for each course every semester and are one element of faculty evaluation, along with faculty self-evaluation and the Dean’s evaluations of faculty. Faculty members are reviewed for promotion and/or tenure (permanent retention) by the PLU Rank and Tenure Committee according to the schedule established by the university. Names of faculty being reviewed are published. The PLU Rank and Tenure Committee solicits recommendations from faculty. However, additional recommendations may be submitted by any student or faculty member. The Rank and Tenure Committee evaluates all submitted information when making recommendations to the president for promotion and/or tenure.

End-of-Program Student Surveys and Meetings

End-of Program Surveys are administered to graduating students from all nursing programs during the last semester in the program. In addition, the graduating classes are scheduled for a group exit interview with the Dean, for purposes of program evaluation and continuous improvement.

Student Participation in Faculty Recruitment

Students may participate, on an informal basis, in interviews with applicants for faculty positions. Notice of visits by applicants may be extended in class. Students interested in participating in summer interviews, if any, should notify the Dean’s assistant of their interest and willingness to be contacted.

Student Organizations and Organizations of Student Interest

- Associated Students of PLU
- Delta Iota Chi
- Sigma Theta Tau International

Associated Students of PLU

The Associated Students of PLU (ASPLU) serves as the representative voice of students in promoting excellence in all aspects of PLU life. This association provides for active participation by all students through its committee structure. Nursing students are encouraged to participate in the university-wide student governance by becoming involved in the many ASPLU committees and activities.

Delta Iota Chi

Delta Iota Chi is PLU's Nursing Service Club and constituency school for the National Student Nurses Association. Their mission 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). Membership in these organizations is voluntary and helps prepare nursing students to assume the roles and responsibilities of the professional nurse and offers networking avenues and opportunities for professional service. All PLU nursing students are eligible to become members of Delta Iota Chi, NSWS and NSNA.

Sigma Theta Tau International

In 1922, six nursing students at Indiana University founded Sigma Theta Tau, the honor society of nursing, to encourage continuing superior scholarship and leadership among nurses and provide a mechanism for recognition of nurses who achieved a high level of scholarship or demonstrated leadership in nursing. Today, Sigma Theta Tau (STTI) is an international society composed of more than 300 chapters. STTI includes those in Canada, Korea, and Taiwan and has over 150,000 members.

The name Sigma Theta Tau comes from the Greek letters Storga, Tharos, and Tima meaning Love, Courage, and Honor. The purposes of the society are to:

- recognize superior achievement
- encourage leadership development
- foster high nursing standards
- stimulate creative work
- strengthen the commitment to the ideals of the profession

The PLU Nursing Honor Society recognizes students who demonstrate outstanding scholarly achievement and professional promise. The PLU School of Nursing participates in Psi Chapter-at-Large of Sigma Theta Tau, along with Seattle Pacific University and the University of Washington.

Eligible undergraduate students for Sigma Theta Tau have:

1. completed ½ of the nursing curriculum;
2. maintained a cumulative GPA of 3.0 or higher and
3. rank in the top 35% of their graduating class;
4. meet the expectation of academic integrity.

All graduate nursing students in good standing are considered for Sigma Theta Tau membership. Eligible graduate students must:

1. have successfully completed one quarter (25%) of the graduate nursing program;
2. have a cumulative GPA of 3.5 or higher; and
3. meet the expectation of academic integrity

Nominations are processed by Sigma Theta Tau in January of each year.

Orientation and Ceremonies

School of Nursing Orientation
Opening Convocation
School of Nursing Recognition Ceremony
Commencement
Student Awards and Scholarships

School of Nursing Orientation

An orientation session is held prior to the beginning of nursing coursework. The orientation session provides an opportunity for students to meet faculty, staff, administrators, and fellow classmates, as well as to learn specific School of Nursing policies, procedures and requirements. Since information vital to integration to the program is discussed during this time, all students are expected to attend the orientation session.

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.

School of Nursing Recognition Ceremony

The Recognition Ceremony, which includes presentation of school pins for ABSNs and BSNs and graduate hoods for MSN and DNPs along with other awards and recognition, is held for the graduating nursing students. The ceremony is planned by the School of Nursing and the graduating students and represents a long-standing tradition of schools of nursing. Participation in the Pinning/Hooding ceremony is limited to students who are graduating from one of the PLU School of Nursing degree programs.

Students are expected to adhere to all professional conduct and values of professional nursing and essential qualification standards as outlined in the student handbook during the planning and participation of the ceremony. Students who violate these standards may not be granted admittance to the ceremony or may be escorted from the ceremony. Students may also incur a deduction of professionalism points from their senior II level courses for breaches of professionalism during this School of Nursing Event.

Commencement

The university holds a formal commencement ceremony in May. Although nursing students are also recognized during the School of Nursing's Recognition Ceremonies, the School highly encourages the participation of nursing students in the university's commencement ceremony. See PLU's Office of the Registrar Graduation Information for applicable requirements, policies, and information.

Student Awards and Scholarships

Students may apply for Nursing-specific scholarships on an annual basis. Undergraduate and graduate students are emailed an application form during Spring Semester each year and must comply with the due dates assigned. All applicants will be considered by the Recruitment, Admission, and Progression (RAP) Committee for any scholarship for which the student qualifies. Scholarships available for award by the School of Nursing vary each year in criteria and amount. Many students apply each year; meeting the criteria for a scholarship does not guarantee an award. Students are notified of scholarship awards through the PLU Student Financial Services Office.

The Dean's Clinical Excellence in Nursing Award is awarded by the faculty to one student from the accelerated BSN program for each graduating class on the basis of excellence in clinical performance.

The following awards are provided through the generous support of the Carlson family:

The Ruth Carlson Excellence in Clinical Nursing Award is awarded by the faculty to one student from the traditional BSN program for each graduating class on the basis of excellence in clinical performance.

The Jessie Alice Gould Masters in Nursing Excellence Award is awarded to a graduating Master of Science in Nursing student who demonstrates leadership and the potential to make significant contributions to nursing practice.

The Maria Fulton Gould Doctor of Nursing Practice Excellence Award recognizes a student who exemplifies excellence in academic and scholarly practice.

School of Nursing and PLU Resources

Faculty Advisor
School of Nursing Learning Laboratories
University Services

- Academic Assistance
- Accessibility and Accommodation
- Bookstore
- Campus Ministry
- Campus Safety
- Career Services
- Center for Diversity, Justice, and Sustainability
- On-campus Employment
- Library
  - Writing Center
  - Help Desk
- Military and Veteran Services
- Student Financial Services
- Student Life
  - Counseling Center
  - Student Health Services
  - Fitness Services
- Title IX resources
- Wang Center for Global and Community Engaged Education

Faculty Advisor

The School of Nursing is committed to the successful progression of its students, not only through the nursing curriculum, but through the university's academic program as well. An important part of this commitment is the assignment of a nursing faculty advisor. Upon entrance to the School of Nursing, all nursing students are assigned an academic advisor from the nursing faculty. Student contact with the advisor early in the academic career can be highly instrumental in students' future success. Students are expected to confer with their advisor each semester to review their progress in the university and nursing curricula. Students are expected to respond to the advisor's request for conferences. Advisors are available during posted office hours or by special appointment. Please see section Academic Advising within this Student Handbook for more information.

School of Nursing Learning Laboratories

The School of Nursing maintains a nursing skills lab and a simulation lab on each campus.

Students are scheduled for specific laboratory times to practice those skills taught in the curriculum. Skill acquisition requires hands-on practice and students are expected to use these times to achieve skill competency. Open laboratory times are available for individual practice and study. Information about courses, events, open labs, and coordinator contact information is available on the PLU SoN webpage under the Lab Operations and Simulation Operations tabs.

Food and drinks are not allowed in any of the laboratories. When practicing in the skills lab and simulation lab all students will adhere to the SoN Clinical Uniform policy. All students are encouraged to practice skills in the lab and simulation learning environment in accordance with the standards and guidelines for clinical practice. These strategies will promote learning in the psychomotor domain and have been proven effective in promoting competent clinical practice performance. When students are done working in the labs, be sure that tables, chairs, and beds are straightened, supplies and equipment are returned to their designated places for re-use or recycling, and all equipment is wiped down with approved antibacterial solutions.

Please be advised a lab fee is charged each semester during the nursing program. The fees are paid with tuition following registration for specific courses in a manner that ensures only one fee is charged per semester.

University Services

Pacific Lutheran University challenges students to succeed to the best of their ability academically, provides them support to reach their academic and personal goals, and prepares them for a lifetime of success, both in their careers and in service to others. There are a wide variety of services available on campus to foster student success.

- Academic Assistance
- Accessibility and Accommodation
- Bookstore
- Campus Ministry
- Campus Safety
- Career Services
- Center for Diversity, Justice, and Sustainability
- On-campus Employment
- Library
  - Writing Center
  - Help Desk
- Military and Veteran Services
- Student Financial Services
- Student Life
  - Counseling Center
  - Student Health Services
  - Fitness Services
- Title IX resources
- Wang Center for Global and Community Engaged Education

Academic Assistance

Academic Assistance is located in Mortvedt Library, Room 124. This office provides one-on-one peer tutoring, drop-in labs, group study sessions, language tables, and a variety of student success workshops. Visit their webpage to schedule an appointment.

Accelerated BSN students should contact their Success Coach for tutoring options.

Accessibility and Accommodation

Office of Accessibility and Accommodation is located in the Anderson University Center, Room 300. The OAA Office provides classroom accommodations to students with documented disabilities. Please visit our web page for additional information.

Bookstore

The Lute Locker is PLU's online textbook resource. PLU Lute gear and general supplies are also sold at the Lute Locker on the first floor of the Anderson University Center.

To view and order textbooks through the Lute Locker, please visit the following link:
https://bncvirtual.com/vb_home.php?FVCUSNO=37717&url=plu.htm

Campus Ministry

Campus Ministry provides opportunities and a safe place for the PLU community to explore issues of faith and spirituality through campus activities and individual counseling.

Campus Safety

For any emergency on any campus dial 911 for emergency assistance.

The Campus Safety department on the Tacoma campus is privately run by the University, utilizing professional staff as well as 60-70 student employees. The purpose of the Campus Safety Office is to provide an effective operating force of trained personnel to protect the university and its community from fire, theft, intrusion, and other unlawful acts that disturb the peace or which place life and property in jeopardy.

Career Services

Career Services is located in Nesvig Alumni Center. The Career Services office offers a variety of services and resources for first year college students choosing their major to seniors needing help writing a resume and beginning their job search. Check out the web site for more information about career assessments, career counseling, job search skills, career fairs, and more.

Center for Diversity, Justice, and Sustainability

The PLU Center for Diversity, Justice, and Sustainability works with students, faculty, staff, alumni, and community members to imagine and create equitable and thriving communities, and offer a network of advocacy resources.

On-Campus Employment

Student Employment is located in Nesvig Alumni Center. Whether you are seeking an on-campus, off-campus, or state work study job, this office can assist you in finding opportunities. Jobs are posted on the Student Employment web site.

Library

The Mortvedt Library Services website is your portal to the PLU library collection. You can search our library catalog, online databases, indexes, and encyclopedias, and access most of our periodical collection online. Other library services include: Inter-Library Loan, Computer labs, Study rooms, The Writing Center, and Help Desk.

Writing Center

The Writing Center can assist you in writing your papers by developing an outline, revising drafts, and demonstrating academic integrity. Students are expected to make use of the writing center independently and pro-actively, as needed to improve writing skills at all levels.

Help Desk

The Help Desk can assist you with your laptop computer. PLU provides free antivirus software for all students (www.plu.edu/anti-virus). All computers on campus must have functional antivirus software before a computer can be connected to the network.

Military and Veteran Services

PLU stands ready to welcome military vets with a complete veteran support cadre including a Director of Military Outreach, VA Certifying Officials, Vet Corps Navigators and more. Veteran Services at PLU begins with the Director of Military Outreach (DMO.) The DMO supports military affiliated students so they can focus on their academics by working with and finding resources within community resources and military transition authorities. Students eligible to receive VA benefits, must contact the VA Certifying Officials in the Office of Student Financial Services and submit the necessary paperwork for certification. The student must turn in the PLU Certification request form each term to insure continuous receipt of benefits. PLU also has a Washington State Department of Veterans Affairs and AmeriCorps trained Vet Corps Navigator. The Navigator's job is to help connect students with supportive opportunities, resources, and people both on and off campus. This navigator is also a veteran of the military and a veteran of the higher education system making them uniquely qualified to assist newly transitioning veterans and their family members as they embark on their new adventure at PLU. For military and veteran resources on campus, please connect through their webpage.

Student Financial Services

The Office of Student Financial Services is a centralized location that simplifies the already complicated lives of students by providing services for three frequented offices on campus: Financial Aid, Registrar's Office, and Student Accounts. The Office focuses on assisting and empowering students with their academic process through registration, financial assistance, account financing, and Veteran assistance.

Student Life

TmelyCare (formerly Lute Telehealth) is a resource for PLU students that expands access to mental health and medical care by providing HIPAA compliant access to online or phone-based services 24/7/365.

Student Life provides opportunities for experiential learning, leadership and service; programs that support students physically, emotionally, ethically and intellectually; and programs that are just for fun.

Counseling Center

All of us at PLU recognize that college presents a wide range of challenges. College is a time for personal growth, learning, and self-knowledge, but it isn't always easy. Some students need a place to develop coping skills for social, academic, and personal growth. Other students face more complex problems like anxiety, depression, and similar concerns.

The team of licensed psychologists and mental health counselors at the Counseling Center are well prepared to help you make the most of your educational experience. All services are provided at no charge for students who are attending classes.

The PLU Counseling Center is located on the third floor of the Loren and MaryAnn Anderson University Center. Contact: 253-535-7206 or counseling@plu.edu.

Fitness Services – Tacoma Campus

Fitness facilities, such as the pool, Names Fitness Center, Olson and Memorial gyms, outdoor tennis courts and track are available for everyone's use and are administered by the Department of Athletics.

Title IX resources

Students of the School of Nursing are encouraged to utilize the university's Title IX resources as set out in the university's Title IX Policy and the Sexual Misconduct Policy if presented with a situation where they may have experienced discrimination on the basis of gender. Additional information about this topic is found in the following sections of this Handbook: Intimate & Sexual Relationships, Sexual Misconduct, and Pregnancy.

Wang Center for Global and Community Engaged Education

The Wang Center for Global and Community Engaged Education coordinates university study-away programs and provides support to the university's internationally-focused academic programs. Students interested in study-away opportunities are encouraged to explore the Wang Center website and informational resources.

Professional Conduct and Values of the Nursing Profession

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

The following professional standards and guidelines, values, professional behaviors, and expectations for conduct are adhered to as minimum standards and included as elements of academic performance criteria. As such, all expectations for academic performance apply and may be the basis for the citation of academic deficiencies and consequences for program progressions, up to and including dismissal from the program.

Code of Ethics
Values and Professional Behaviors
Integrity and Academic Integrity
Social Media & Electronic Communication
Netiquette
Intimate and Sexual Relationships

Code of Ethics

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

Values and Professional Behaviors

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

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

The School of Nursing values are adapted The Essentials: Core Competencies for Professional Nursing Education Domains and Concepts of Competent Practice (AACN, 2021, pp 9-14):

- *Domain 1: Knowledge for Nursing Practice*
  Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- *Domain 2: Person-Centered Care*
  Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- *Domain 3: Population Health*
  Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- *Domain 4: Scholarship for Nursing Practice*
  Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- *Domain 5: Quality and Safety*
  Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- *Domain 6: Interprofessional Partnerships*
  Descriptor: Intentional collaboration across professions and with care team members, patients,

families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- *Domain 7: Systems-Based Practice*
  Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- *Domain 8: Information and Healthcare Technologies*
  Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high- quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- *Domain 9: Professionalism*
  Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
- *Domain 10: Personal, Professional, and Leadership Development*
  Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Concepts of Competent Practice

- *Clinical Judgment*
  As one of the key attributes of professional nursing, clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning (Manetti, 2019). This process is used to understand and interpret information in the delivery of care. Clinical decision making based on clinical judgment, is directly related to care outcomes.
- *Communication*
  Communication, informed by nursing and other theories, is a central component in all areas of nursing practice. Communication is defined as an exchange of information, thoughts, and feelings through a variety of mechanisms. The definition encompasses the various ways people interact with each other, including verbal, written, behavioral, body language, touch, and emotion. Communication also includes intentionality, mutuality, partnerships, trust, and presence. Effective communication between nurses and individuals and between nurses and other health professionals is necessary for the delivery of high quality, individualized nursing care. With increasing frequency communication is delivered through technological modalities. Communication also is a core component of team-based, interprofessional care and closely interrelated with the concept Social Determinants of Health (described below).
- *Compassionate Care*
  As an essential principle of person-centered care, compassionate care refers to the way nurses relate to others as human beings and involves "noticing another person's vulnerability, experiencing an emotional reaction to this, and acting in some way with them in a way that is meaningful for people" (Murray & Tuqiri, 2020). Compassionate care is interrelated with other concepts such as caring, empathy, and respect and is also closely associated with patient satisfaction.
- *Diversity, Equity, and Inclusion*

Collectively, diversity, equity, and inclusion (DEI) refers to a broad range of individual, population, and social constructs and is adapted in the Essentials as one of the most visible concepts. Although these are collectively considered a concept, differentiation of each conceptual element leads to enhanced understanding.

Diversity references a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; any impairment that substantially limits a major life activity; religious beliefs; and socioeconomic status. Inclusion represents environmental and organizational cultures in which faculty, students, staff, and administrators with diverse characteristics thrive. Inclusive environments require intentionality and embrace differences, not merely tolerate them (AACN, 2017; Bloomberg, 2019). Everyone works to ensure the perspectives and experiences of others are invited, welcomed, acknowledged, and respected in inclusive environments. Equity is the ability to recognize the differences in the resources or knowledge needed to allow individuals to fully participate in society, including access to higher education, with the goal of overcoming obstacles to ensure fairness (Kranich, 2001). To have equitable systems, all people should be treated fairly, unhampered by artificial barriers, stereotypes, or prejudices (Cooper, 2016). Two related concepts that fit within DEI include structural racism and social justice (See the glossary for definitions structural racism and social justice).

- *Ethics*

  Core to professional nursing practice, ethics refers to principles that guide a person's behavior. Ethics is closely tied to moral philosophy involving the study of or examination of morality through a variety of different approaches (Tubbs, 2009). There are commonly accepted principles in bioethics that include autonomy, beneficence, non-maleficence, and justice (ANA 2015; ACNM, 2015; AANA, 2018; ICN, 2012). The study of ethics as it relates to nursing practice has led to the exploration of other relevant concepts, including moral distress, moral hazard, moral community, and moral or critical resilience.
- *Evidence-Based Practice*

  The delivery of optimal health care requires the integration of current evidence and clinical expertise with individual and family preferences. Evidence-based practice is a problem- solving approach to the delivery of health care that integrates best evidence from studies and patient care data with clinician expertise and patient preferences and values (Melnyk, Fineout-Overhold, Stillwell, & Williamson, 2010). In addition there is a need to consider those scientific studies that ask: whose perspectives are solicited, who creates the evidence, how is that evidence created, what questions remain unanswered, and what harm may be created? Answers to these questions are paramount to incorporating meaningful, culturally safe, evidence-based practice (Nursing Mutual Aid, 2020).
- *Health Policy*

  Health policy involves goal directed decision-making about health that is the result of an authorized public decision-making process (Keller & Ridenour, 2021). Nurses play critical roles in advocating for policy that impacts patients and the profession, especially when speaking with a united voice on issues that affect nursing practice and health outcomes. Nurses can have a profound influence on health policy by becoming engaged in the policy process on many levels, which includes interpreting, evaluating, and leading policy change.
- *Social Determinants of Health*

  Determinants of health, a broader term, include personal, social, economic, and environmental factors that impact health. Social determinants of health, a primary component of determinants of health "are the conditions in the environment where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality of life outcomes and risks."

The social determinants of health contribute to wide health disparities and inequities in areas such as economic stability, education quality and access, healthcare quality and access, neighborhood and built environment, and social and community context (Healthy People, 2030). Nursing practices such as assessment, health promotion, access to care, and patient teaching support improvements in health outcomes. The social determinants of health are closely interrelated with the concepts of diversity, equity, and inclusion, health policy, and communication.

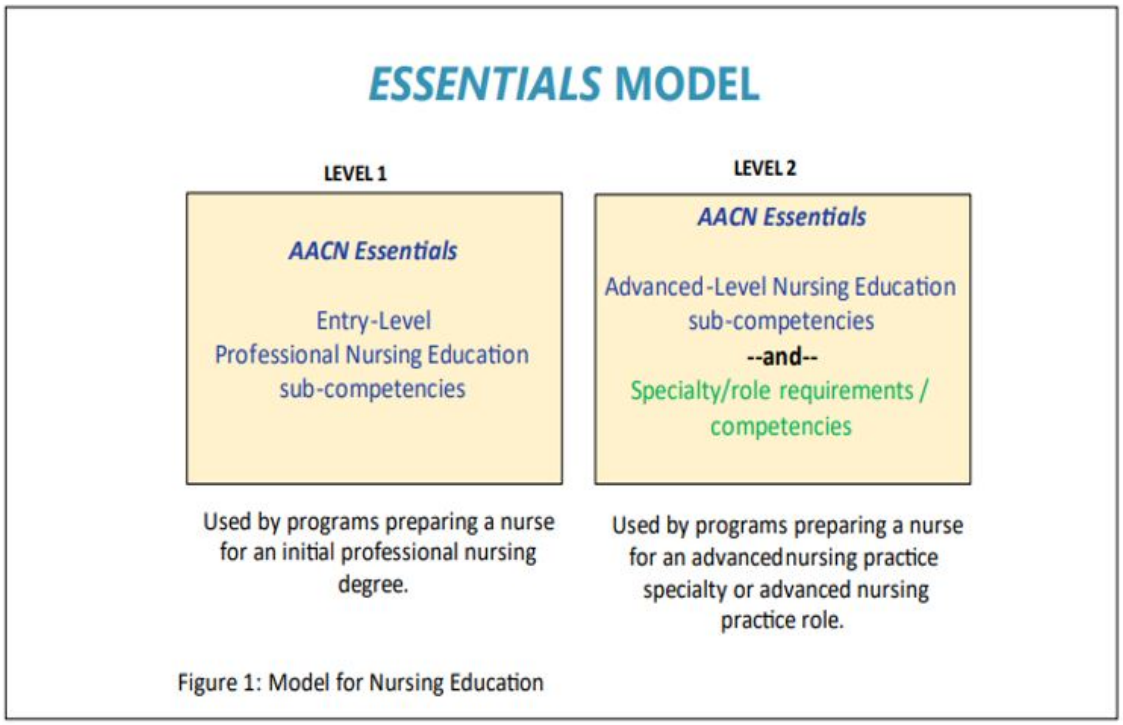


Figure 1: Model for Nursing Education

(AACN, 2021, p 16)

Integrity and Academic Integrity

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

Academic integrity is honesty concerning all aspects of academic performance including clinical performance and is imperative for nursing students. Nursing is a trusted profession and academic dishonesty is considered a very serious matter. Academic integrity in the classroom is defined in the PLU Student Rights and Responsibilities. Academic integrity in the clinical setting involves accurately representing one's actions with clients, upholding expectations for evidence-based practice, and demonstrating competency in clinical judgment and practice.

Academic dishonesty or other breaches of integrity may result in dismissal from the School of Nursing.

Social Media & Electronic Communication

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

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.

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

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

If the allegations are supported, the nurse may face disciplinary action by the School of Nursing and/or the Washington Nursing Commission, including a reprimand or sanction, removal from the nursing program, assessment of a monetary fine, temporary or permanent loss of licensure, as well as potential civil and criminal penalties. “A nurse may face personal liability and be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitations.” (NCSBN, n.d.)

For more information on Social media use see the social media policies by the NCSBN and NSNA.

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

Netiquette

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

- Do not include other people in conversations that should be a private.
- Be respectful of others' time by being clear and concise.
- The tone of 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

Nursing students are strongly advised to recognize appropriate professional boundaries. As such, they are advised to refrain from inappropriate intimate or sexual relationships with classmates or clinical agency personnel. Intimate and/or sexual relationships with faculty or members of the instructional team are strictly prohibited. Maintenance of appropriate personal and professional boundaries is an essential component of professional relationships and does not include the inappropriate engagement in personal intimacies, sexual contact, or sexual coercion.

Sexual misconduct of any kind is not tolerated and will be addressed through PLU's Student Conduct System. For more information see Sexual Misconduct section within this Student Handbook. 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 or romantic conduct with a patient or the patient's family is serious professional misconduct, will be reported immediately, and is grounds for program dismissal. Such conduct is not limited to sexual contact and includes behaviors or expressions of a sexual or intimately romantic nature. Sexual or romantic conduct is prohibited whether or not the client, family member or significant other initiates or consents to the conduct.

General Academic Policies

These policies apply to all PLU School of Nursing students. Please read the PLU Student Code of Conduct, which all nursing students are expected to follow.

Licensing
Prerequisite and Co-requisite Courses
Textbooks and Course Resources
ATI Testing and Learning Platform
Portfolios
Exams
Essential Qualifications
Disability Services for PLU Students
Pregnancy
NCLEX Testing Accommodations
Letters of Recommendations and References
FERPA release for Letters of Recommendations and References

Licensing

The Bachelor in Science with a major in Nursing and the Entry Level Masters of Science in Nursing program at Pacific Lutheran University meets the educational requirements for professional RN licensure in all 50 US states and the following jurisdictions:

Alabama	Illinois	Montana	Rhode Island	Wyoming
Alaska	Indiana	Nebraska	South Carolina	
Arizona	Iowa	Nevada	South Dakota	
Arkansas	Kansas	New Hampshire	Tennessee	
California	Kentucky	New Jersey	Texas	
Colorado	Louisiana	New Mexico	Utah	
Connecticut	Maine	New York	US Virgin Islands	
Delaware	Maryland	North Carolina	Vermont	
District of Columbia	Massachusetts	North Dakota	Virginia	
Florida	Michigan	Ohio	Washington	
Guam	Minnesota	Oklahoma	West Virginia	
Idaho	Missouri	Pennsylvania	Wisconsin	

Date Reviewed: July, 2022 Will be reviewed annually.

Note: The educational requirements for professional RN licensure requirements for American Samoa cannot be determined at the time of the last review.

The Family and Psychiatric Mental Health programs at Pacific Lutheran University meet the requirements for national certification through the ANCC and AANP certifying body.

Licensure in each state is managed through each state's legislation. Students should research any state they wish to become licensed in to determine the requirements and restrictions on practice.

Graduate Students Switching Specialty Concentrations

At times graduate nursing students may request a change in concentration from the concentration they originally were admitted to in the School of Nursing. This may occur when new concentrations are available or when students develop a passion for a new area of nursing. A formal process is required in order for there to be a consistent approach to students who desire to change their concentration. Switching concentrations is not guaranteed.

Students who wish to change their concentration must:

1. Depending on what program you are in; meet with the Graduate Program Coordinator, PMHNP Lead Faculty Member, or FNP Lead Faculty Member to discuss their desire to change concentrations.

2. Write a formal letter addressed to [RAP] and the Dean requesting a change in concentration and their reason for the request.
3. The RAP committee chair will assign reviewer(s).
4. Students in the DNP concentrations will have an interview with the lead faculty for the concentration to determine if they are a good “fit” for the specialty area.
5. Lead faculty will forward interview review sheet to reviewers, as additional data for
6. Assigned reviewers will review data and forward recommendation to the Dean.
7. Once change in concentration is approved:

a. A new Academic Program Contract will be developed by the Graduate Program Coordinator, PMHNP Lead Faculty Member, or FNP Lead Faculty Member depending on what program you are in.
b. The Graduate Program Coordinator, PMHNP Lead Faculty Member, or FNP Lead Faculty Member will notify the registrar of the change in concentration to ensure the student is coded correctly.
c. A new advisor may be assigned.

Prerequisite and Co-requisite Courses

The student is responsible for complying with School of Nursing pre-and co-requisite policies. If a student does not earn the minimum required grade in a co-requisite course while in the nursing program, the student is subject to repeating the course, probation, or dismissal. If a student begins a nursing course but has not yet met the prerequisite conditions or terms expected for the course, the student will be dis-enrolled from that course. Students should refer to the PLU Catalog, their individual academic program contracts, and academic advisor for more information.

Textbooks and Course Resources

Textbooks and other required course materials are a major resource for your professional development. Students will be responsible for materials and content assigned, even if it is not directly covered in class. Textbooks purchased for nursing courses may be required in subsequent courses or be needed as reference materials for NCLEX-RN preparation; students are strongly discouraged from renting textbooks or purchasing short-term access to eBooks / resources for this reason. Nursing students are strongly discouraged from selling their textbooks.

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 Examinations

Students will receive a detailed test summary report after completing the each ATI exam. This report includes important information for analysis of your performance. Students should plan time to review all exam items — items answered correctly and incorrectly — to increase their understanding of the concepts.

Student Responsibilities

- Develop a specific study plan for test preparation and adhere to it
- Commit to completing Practice Assessments in preparation for Proctored Tests
- Meet with course instructors, advisors, and NCLEX-RN Success Coaches as needed to discuss performance on examinations throughout the program
- 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-RN)
- 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 NCLEX-RN success
- Accept personal responsibility for program success

Program Outcomes Self-Reflection Paper

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.**

Definitions

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.

Exams

Pre-licensure Testing Policy

This policy applies to the core prelicensure nursing courses – N305, N306, N307, N311, N314, N315, N401, N402, and N406 only. Adherence to these guidelines is **not required** in other prelicensure nursing courses but is strongly encouraged as the content reflects the most up-to-date, evidence-based guidelines for assessing student learning in prelicensure nursing programs.

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 before 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.

Within a reasonable time frame — recommended two weeks but at least seven [7] days prior to the 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 of the 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

Exam items will be derived from the course Learning Outcomes, which support overall BSN (Prelicensure) 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. Grades will not be rounded up. Students must achieve an overall course exam straight (not weighted) average of 75% or higher to pass the course. Grades will not be rounded up. 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.

Nursing exams are modeled after the current NCLEX-RN Test Plan

(https://www.ncsbn.org/testplans.htm). All question types may include exhibits of multimedia, tables, graphics, sound, and video. Question types may include but are not limited to:

- Multiple Response
- Multiple Choice
- Fill-in-the-Blank
- Calculation
- Hot-spot
- Drag-and-drop/Ordered Response Item
- Next Gen NCLEX-RN questions

All exams in core nursing courses must be administered on the computerized examination platform adopted by the PLU SoN. Use of computerized exams is 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 will not be allowed. No answers provided after the time limit has expired will be considered in grading of the exam.

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.

Study Guide – It is at the faculty's discretion if a study guide or test preparation review is provided. The format, depth, duration, date, and time are also at the faculty's discretion.

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.

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.

Testing Environment expectations when remote proctoring is required due to extenuating circumstances (i.e. pandemic)

- A quiet, secure, fully lighted room. Overhead lighting is preferred.
- Clean desk or table (not on a bed or sofa). Do not have anything except computer and external cameras (focused on the individual test taker) on the desktop or tabletop. Remove all books, papers, notebooks, or other materials, unless specifically permitted in written guidelines for a particular exam.
- Students are not allowed to use the following unless specifically approved by the instructor prior to the test date: Excel, Word, PowerPoint, calculator, textbooks, notes, pen and paper, and other websites.
- There should be no writing visible on the walls, desk, or table. No other people are allowed in the room during testing.
- No talking out loud or communicating with others by any means during testing, with the exception of a proctor or instructor if necessary.
- No leaving the room for any reason.
- Do not play music and/or television.
- Do not have any other computers or digital devices running in the room where test-taking will take place.

Grading Policy

The specific objective to be attained by the student and the method of calculating the final course grade are 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.

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).

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 needed 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 s/he meets 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 the NCLEX-RN 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 or otherwise not demonstrating satisfactory performance 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; rather, they are the result of the faculty member's application of professional judgment regarding satisfactory performance for professional nursing practice across the spectrum of essential qualifications. 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: 253-535-7073
Web site: www.plu.edu/oaa Email: oaa@plu.edu

Disability Services for PLU 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 Testing Accommodations

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 Recommendations and References

Students are often requested to obtain letters of recommendation or references from faculty and/or staff members of the School of Nursing for scholarships, educational applications, employment, etc. Nursing students first should obtain consent from each faculty/staff member; faculty and staff may choose to decline the request at their discretion.

FERPA release for Letters of Recommendations and 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 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.

Professional Misconduct and Safety Issues

There are many forms of professional misconduct that may affect your status as a student or affect your nursing license. Breaches in professional conduct may include, but are not limited to: academic dishonesty, disruptive behaviors, animal cruelty, sexual misconduct, drug, marijuana, or alcohol misuse, professional misconduct, or criminal conduct (such as shoplifting, DUI, fraud, trespassing, forgery, and burglary, without limitation). Nursing Care Quality Assurance Commission's Decision Making Criteria for License Application has a complete list of convictions that may affect licensure. Students are subject to disciplinary action, up to and including dismissal from the nursing program, for professional misconduct:

1. The School of Nursing may remove a student immediately from a classroom or clinical situation if faculty believes the student is posing harm or significant risk of harm to a patient, client or others.
2. The incident or concern will be reported to the Dean or their designee to begin the process of reviewing the incident in order to determine appropriate action and an incident report will be filed.
3. If appropriate and when required by university policy, the misconduct or safety issue will be referred to the PLU Conduct Officer, Campus Safety, and/or the School of Nursing RAP committee.
4. The student may not be allowed to attend the courses or clinical during the investigational period.
5. 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.
6. If the misconduct or safety issue is a potential violation of School of Nursing policy or professional standards and not a potential violation of the Student Code of Conduct, the matter will be referred to the RAP committee, the student has the right to petition the committee, present their case to the committee, and may present witnesses to the event.

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. Problems involving possible violation of PLU's policies as stated in the PLU Student Code of Conduct are reported to the Office of the Vice President of Student Life.

Personal working hours recommendation
Violations of Academic Integrity
Disruptive Behaviors
Sexual Misconduct and Non-Consenting Relationships
Drug, Marijuana, or Alcohol Misuse

Dismissal from the School of Nursing for Reasons of Conduct

Personal working hours recommendation

The School of Nursing recognizes that many students must maintain employment outside of their academic obligations. The School of Nursing also recognizes that working over 12 hours (class, lab, clinical, and personal work hours) in a 24-hour period poses patient safety, personal health, and academic risks. Students should be mindful of these risks and manage their time accordingly.

It should be noted that the SoN's recommendation for pre-licensure Entry-Level MSN students is not to work during the rigorous portion of the program. During the MSN portion, it is recommended to begin working as a RN no more than 0.5 FTE.

The DNP program is rigorous and requires clinical hours each semester starting in the second year. It is recommended students work no more than 0.5 FTE during the last two years of the program. Many students will drop to per-diem to allow sufficient time to focus on academic requirements.

Violations 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 include, but are 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.

When an instructor believes a student has violated the university's academic integrity policy, s/he will contact the student to inform him or her of the issue and will follow the PLU policy for resolving an academic dishonesty incident.

1. The instructor may meet informally with the student to resolve the matter.
2. The instructor may ask to meet with the student in the presence of witnesses to resolve the matter. In this case, the student will be informed in writing of the purpose of the meeting, and of his or her right to have a witness present.
When an instructor is unable to meet with a student, as at the end of Spring Term or a term before a student studies abroad, the instructor will document the allegation and send it to the student, via certified mail or email, together with a letter stating the penalty to be imposed.
3. The instructor may submit an Academic Dishonesty Report Form (ADRF) and supporting documentation to the chair of the Campus Life Committee (CLC).
4. The instructor may request a formal hearing administered by an Academic Dishonesty Hearing Panel (ADHP) by notifying the chair of the CLC on the ADRF. The Associate Director for Student Rights and Responsibilities will then notify the student of the charge of misconduct and initiate a hearing as outlined below in "Formal Hearing Process." The Associate Director for Student Rights and Responsibilities will also initiate a search of any prior academic misconduct records for that student. When a hearing is requested by the instructor or is required, the student and instructor will be notified at least 48-business hours in advance.

The instructor has the authority to impose penalties with respect to his or her class. The minimum penalty grade for dishonesty in coursework that constitutes 30% or more of a course grade shall be an "E" for the course, unless the student is enrolled "pass/fail" in the class, and then the course grade will be an "F". Dishonesty in other required course work shall result in a minimum penalty grade of zero for that work.

The violation and the sanction will be documented in writing. The student will be given a copy of the description of the violation and the sanction, and copies should be forwarded to the Dean of the School of Nursing, School of Nursing RAP Committee and when appropriate, to the university's Academic Dishonesty Hearing Panel (ADHP).

Students who disagree with a penalty imposed by the faculty or the filing of an ADRF may request a formal hearing by an ADHP. Such a request must occur within five business days of notification of the grade in question or the notification of suspected academic dishonesty. The process for disputing the penalty or filing an ADRF is outlined in the Academic Integrity section of the PLU Students Rights and Responsibilities.

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.

Disruptive Behaviors

The faculty and staff of the PLU School of Nursing function in a spirit of mutual respect in dealing with others in the university community. It is thus incumbent upon all members of the SoN to contribute to a culture of respect everywhere on campus, at all times, and in all SoN activities, through our decisions, actions, and speech.

The School of Nursing may remove a student from the clinical setting, classroom, lab, or online learning environment if they exhibit disruptive behavior. Disruptive behaviors such as incivility, lateral violence, horizontal violence, relational aggression, or bullying are not acceptable in the nursing profession. Civility is the reflection of professional empathy and understanding and demonstrates accountability and respect. Incivility includes: openly challenging faculty and classmates, lack of classroom etiquette, gossiping, texting, talking or misusing electronic devices during class or clinical, and making rude gestures (Holm, 2014). From the American Nurses Association, “Lateral violence refers to acts that occur between colleagues, where bullying is described as acts perpetrated by one in a higher level of authority and occur over time. The acts can be covert or overt acts of verbal or non-verbal aggression. Relational aggression is a type of bullying typified by psychological abuse. Behaviors include gossiping, withholding information and ostracism.

Behaviors can extend outside the workplace and can occur in person or in cyberspace” (Dellasega, 2009). Respecting classmates, faculty and health care provider peers is essential for coordination of safe patient care. Disruptive, uncivil, and bullying behaviors are not tolerated in the School of Nursing and may be grounds for disciplinary action or dismissal from the program.

Sexual Misconduct and Non-Consenting Relationships

Sexual misconduct as identified in the PLU Student Code of Conduct and by the Washington State Nursing Care Quality Assurance Commission, (see WAC 246-840-740) and Department of Health will be used to determine sexual misconduct.

Non-consenting sexual relationships, intimate contact, or sexual harassment of any kind between students, between students and faculty, or between students and patients or clinical staff members, are regarded as sexual misconduct. All suspected inappropriate relationships will be reported to the PLU Title IX Coordinator, and are subject to disciplinary action by the university. PLU Title IX Policy and PLU Sexual Misconduct Policy.

Sexual or romantic conduct with a patient or the patient's family is serious professional misconduct, will be reported immediately, and is grounds for program dismissal. Such conduct is not limited to sexual contact and includes behaviors or expressions of a sexual or intimately romantic nature. Sexual or romantic conduct is prohibited whether or not the client, family member or significant other initiates or consents to the conduct.

Drug, Marijuana, or Alcohol Misuse

Nursing requires mental, physical and emotional competencies and coherence to practice safely. The use of drugs, marijuana, or alcohol impairs coherence, decision making, and the ability to practice.

Impairment by drugs or alcohol is a violation of WAC 246-840-710(5)(b), which states “Practicing nursing while affected by alcohol or drugs, or by a mental, physical or emotional condition to the extent that there is an undue risk that he or she, as a nurse, would cause harm to him or herself or other persons.” Impairments of a nurse or student to practice safely may result in the commission suspending a license or denying initial licensure. Practicing under the influence of drugs, marijuana or alcohol is considered a breach of professional conduct by the Washington State Nursing Care Quality Assurance Commission.

Students whose behaviors suggest use of or impairment from alcohol, marijuana, drugs or medications (including those taken with valid prescriptions for legitimate medical purposes) during clinical, class, or lab activity are subject to removal from that area and possible dismissal from the School of Nursing. These issues are referred to the Recruitment, Admission and Progression (RAP) Committee, and will result in a Performance/Progression Alert. For further information, refer to the university policy on alcohol/drug misuse: Alcohol Sanctions or Drug Sanctions. Additional sanctions may be imposed by the School of Nursing given patient safety considerations.

In addition to PLU policies on drug, marijuana, or alcohol misuse students must also adhere to the rules and regulations of the individual clinical agencies they visit. Clinical agencies reserve the right to do mandatory scheduled or random drug screening at your expense. If the drug screening has a positive result and the clinical agency refuses to allow the student to participate in clinical at their agency, the School of Nursing is not obligated to find the student a new clinical site for the rotation.

Dismissal from the School of Nursing for Reasons of Conduct

Students may be dismissed from the School of Nursing for reasons of conduct that may not be outlined in, or a violation of the PLU Student Code of Conduct. Incidents requiring report to other offices or university officials will be managed according to PLU policy. Criminal violations will be reported to appropriate law enforcement. Dismissal from the School of Nursing for reasons of conduct is an action that can be taken only by the Dean. Students dismissed from the program due to conduct concerns 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.

Academic Advising

General Advising Information
Change of Advisor

General Advising Information

All students will be assigned a nursing faculty advisor during their first semester in the School of Nursing. The faculty advisor may advise them academically and professionally and serve as the student's advocate. The faculty advisor's role is not to be a personal friend or therapist.

Students should plan to meet with their advisors at least once each semester to check their progress and discuss any issues or concerns. An initial meeting is during the junior I semester when students map out an academic plan and sign their academic program contract (APC) to declare nursing as their major. ABSN students should connect with the Academic Success Coach to determine advising needs.

The PLU junior review takes place once a student has completed 60 credits and is a requirement of the Office of the Registrar. The student completes this process independently online.

Graduate students should meet with their advisors twice during the program: once during their first or second semester, and again during the semester before graduation, and as needed.

Change of Advisor

The School of Nursing reserves the right to reassign students to a new faculty advisor when 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. Keep in mind that change of advisor request is not granted unconditionally. Students benefit greatly from working with the same advisor for their years in the School of Nursing. Doing so ensures that one faculty member is familiar with the student's individual goals and academic progress while also facilitating consistency in advising.

Students desiring a change of advisor must contact the Associate Director of Advising, Admission, & Student Support to discuss why they would like this change. All changes of advisor must be approved by the Program Lead and the Associate Director of Advising, Admission, and Student Support, who may decline the request if, in their discretion, the change would not be beneficial to the student. A student wishing to work with a specific advisor should contact this faculty member first to see if they is accepting additional advisees.

Academic Performance

Attendance
Grading Scale
Academic Progression
Performance Progression Alert
Incomplete Grades
Probationary Status
Repeating a Course
Dismissal from the School of Nursing for Academic Reasons

Attendance

Nursing students are expected to attend all classes, to be in the clinical areas as assigned, and to be on time. Faculty will set other attendance requirements for particular classes, labs and/or clinicals. It is at the faculty's discretion to determine what constitutes excused and unexcused absences. 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. Refer to Course Syllabi for specific requirements.

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 may adversely affect the course grade and may result in failure and will definitely affect the student's grade. Refer to the Clinical Attendance Section for additional information.

The laboratory component of nursing courses is an integral part of the nursing program. 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 are 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. However, the points or credits may not be recouped. If a scheduled test is missed, there is no guarantee that it can be rescheduled; this may adversely affect the final course grade.

Grading Scale

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

4.00 94-100 A	3.00 84-86 B	2.00 71-75 C	1.00 62 - 64 D
3.67 90- 93 A-	2.67 80-83 B-	1.67 68-70 C-	0.67 59 - 61 D-
3.33 87-89 B+	2.33 76-79 C+	1.33 65-67 D+	0.00 58 & below E

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.

Performance Progression Alert

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 of 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 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, self, or others in potential immediate danger will result in immediate review by the Dean.

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 for more information. The student will register for that course on a space-available basis. If all sections of the course are closed, students 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 independent study skills refresher course or demonstrate clinical competence 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 School of Nursing 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 Level Grade Issues

Courses Outside the School of Nursing
Course Failure
Grade Dispute Policy

- Informal Grade Dispute Guidelines
- Formal Grade Dispute Guidelines

Courses Outside the School of Nursing

Any courses taken at PLU outside the School of Nursing are administered by the respective departments with regard to scheduling, evaluation, grading, etc. Grades earned in such courses cannot be disputed through the School of Nursing process outlined here, and must be addressed with the respective academic department as appropriate.

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 **Petition to RAP Committee: Course Failure** 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

The PLU School of Nursing is dedicated to fair and accurate appraisal of each student's coursework. When disagreements arise over grades assigned in a course, students and faculty should first follow the School's established procedure for informal grade dispute resolution. If the informal procedure is unsuccessful in resolving the grade dispute, students and faculty will undertake the School's formal grade dispute resolution procedure.

Procedural Steps:

1. A student considering a grade dispute must first read this document 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 Associate Director of Advising, Admission, and Student Support to determine an alternative advisor for these proceedings.
2. A student who chooses to dispute a grade should first initiate the informal grade dispute process by addressing the matter with the faculty member responsible for submitting the grade in the following manner:
    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 time to meet with the faculty member.
        i. The student is responsible for providing a copy of the written statement to the School of Nursing office to be placed in the student's official School of Nursing 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 or why not the grade will be changed.
        i. Both the responsible faculty member and the student should sign this written statement; the student should have an opportunity to provide additional written comments.
        ii. The faculty member is responsible for submitting this statement, along with any additional written comments from the student, to the School of Nursing office to be placed in the student's official School of Nursing file.
3. If the matter is not resolved between the student and the responsible faculty member, the student may request assistance and advocacy from his or her faculty advisor. With regard to written statements, requests for meetings and discussions held between the responsible faculty member, the faculty advisor, and the student, should follow the same procedures and guidelines as outlined in Step #2.
4. If the matter is not resolved after discussion with the faculty member and the faculty advisor, the student may initiate the **formal grade dispute process** as outlined in the university grade dispute policy.

- Informal Grade Dispute Guidelines

- Formal Grade Dispute Guidelines

Informal Grade Dispute Guidelines

1. Before a student initiates the formal grade dispute process, s/he must complete the informal grade dispute process.

2. A student who disputes a grade should discuss the reason for the grade with the faculty member who assigned the grade prior to initiating any formalized grade appeal.

3. No student should discuss any grade-related complaint with the Dean or with any other faculty member or committee, except his or her advisor, until the informal grade dispute process has concluded (the completion of step 2b under "Procedural Steps"). If necessary, the student may request the assistance of his or her advisor. If the student's advisor is the faculty member responsible for submitting the grade, the student should contact the School of Nursing Associate Director of Advising, Admission, and Student Support to request that an alternative advisor be assigned to act as his or her advocate.

4. 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.)

5. 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.

6. 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.

7. A student who has completed informal efforts at resolution, has a disagreement amounting to at least one full letter grade, and wishes to invoke the formal grade dispute procedure should understand that in the course of pursuing the dispute, his or her coursework may, with the faculty member's consent, be referred to qualified external graders, most likely the faculty member's school colleagues who teach in the same area. **The student should understand that external referral may lead to a recommendation for lowering the grade as well as to a recommendation for raising the grade or to no change at all.**

** *Documented, proven discrimination and/or harassment based on disability will not be tolerated. However, certain physical and psychological expectations exist for those students enrolled in nursing courses, per the Essential Qualifications of Nursing Students Preparing for Professional Nursing Practice. A student's inability to fulfill program requirements, due in part or in whole to physical and/or psychological limitations, may affect the student's grade in a nursing course or courses. Such grades do not necessarily imply discrimination and/or harassment on the part of the faculty member assigning such grades.*

Formal Grade Dispute Guidelines

See **university grade dispute policy** for formal grade dispute guidelines.

Status and Enrollment

Part-time Enrollment
Leaves From the School of Nursing

- Leave of Absence
- Medical Withdrawal
- Withdrawal from the Term
- Absence in Excess of One Year

Returning from Leave of Absence

- Returning from Leave
- Returning to Program Following Medical Withdrawal
- Returning from Withdrawal of the Term
- Returning from Leave in Excess of One Year

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 Graduate Program 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 Graduate Program 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.

Leaves From the School of Nursing

All students enrolled in the nursing program are expected to adhere to the curricular sequence as outlined in the university catalog. Moreover, all nursing students are required to sign an individual academic program contract (APC) within the first month of matriculation to the program. The academic program contract outlines the particular program of study leading to the BSN, MSN, or DNP degree; all nursing majors must follow their signed program contracts. Enrolling in courses deviating from the signed academic program contract may result in delay in progression through the nursing curriculum, and ultimately dismissal from the major or delay in graduation.

The nursing program is a specialized program at PLU. The course sequence is both highly structured and rigorous, requiring commitment and intensive focus from students. The structure of clinical placement further differentiates the nursing program from other academic programs. Because clinical placements are limited, competitive, and allocated to nursing programs throughout the region well in advance of the semester, the nursing program is structured according to a cohort model. Under this model, students move through the course sequence with the same group of peers for their entire program. The number of students accepted into a cohort is determined by the number of anticipated clinical placements, and faculty are hired and scheduled accordingly. To leave a cohort and/or attempt to re-enter a different cohort is a complicated process that can delay a student's progress indefinitely. Students are expected to make reasonable effort and arrangements to complete the sequence as planned without interruptions. The school believes that any interruption of the program as structured should be on a preplanned, or when necessary, an emergency basis. Unapproved deviation from the APC constitutes leaving the accessed cohort and may result in loss of cohort pricing, increased program duration, and/or course sequencing that is not guaranteed subject to curricular changes.

- Leave of Absence
- Medical Withdrawal
- Withdrawal from the Term
- Absence in Excess of One Year

Leave of Absence

A leave of absence from the School of Nursing is an interruption in academic progress of one year or less. A written request for a leave of absence, stating the reasons, length of time, and expected date of return, should be submitted to the RAP Committee. Students may also be required to supply additional supporting documentation. The leave of absence must ultimately be approved by the Dean.

A leave of absence may be granted because of special foreseeable circumstances, such as completion of military obligations, personal or family health and wellbeing, financial difficulties, planned medical procedures, or childbirth that is known to be occurring in an upcoming term. Because these events are foreseeable, students are expected to request a leave of absence before the term begins. Leaves of absence after the semester has begun may be granted when unforeseeable or emergency circumstances arise such as a sudden illness or a family member's illness, complications with a medical procedure like childbirth, an accident, or military mobilization.

Leave may be denied when the student fails to follow the process established for requesting leave, when the request is not timely, when educational standards would be lowered or require substantial modification for the student requesting leave and/or others, or when the reason for leave is deemed insufficient. Denial of requested leave may require the student to withdraw and seek readmission. Students should be aware that there may be an academic and/or financial consequence to withdrawing during a semester.

When the need for a leave of absence is foreseeable, a student should inform the course instructor(s) and his or her faculty advisor at least 30 days prior to the beginning of the semester in which leave will be needed. This should be prior to the required payment of tuition. Failure to make a timely request for foreseeable leave may result in leave being denied. Tuition will not be refunded. When the need for leave is not foreseeable, notice must be given as soon as is practical. An appointment with the Associate Director of Advising, Admissions, & Student Support is advised to discuss the leave and plan for return. Return to the School of Nursing is offered on a space-available basis.

Students considering a leave of absence should first meet with their advisor to determine if they have sufficient cause to justify a leave and how this leave will impact their academic progress. Those requesting a leave after the add/drop period will further be required to speak with The Office of Financial Aid to determine any fees that will accrue as a result of a withdrawal, and how this will impact their funding. Failure to return from a leave of absence will result in a withdrawal and the student must reapply to the program, but readmission will not be guaranteed.

Depending on the length of the absence, upon return cohort prices and program duration are subject to increase. Graduate courses are only offered annually. Original course sequencing is not guaranteed and subject to curricular changes. Failure to return from the absence will result in withdrawal and the student must then reapply to the program. Readmission to the program is not guaranteed.

Medical Withdrawal

The university recognizes that in certain circumstances a health issue may so significantly impact a student's academic work that a Medical Withdrawal for the term is needed. Students may petition to withdraw completely from the University for a specific term for medical reasons. The student must provide written evidence from a physician and a personal explanation to the Dean of Students in Students Rights and Responsibilities. The petition and the accompanying materials must be completed and submitted before finals week for the specific term and in no case later than the last day of class in the specific term. If granted, the notation of WM in lieu of grades will appear on the student's transcript. Medical provider clearance is required prior to re-enrollment. Contact the Dean of Students Office (Health Services Building, 253-535-7462) for more information and to receive the Petition for Medical Withdrawal. When contacting the Dean of Students Office, it is best to have the documentation immediately available to expedite the process.

Withdrawal from the Term

Students in the School of Nursing may choose to pursue a withdrawal from the term if they do not have justifiable cause for a leave of absence, or their petition for a leave of absence was denied. To do this, a notification of withdrawal form must be submitted to the Financial Services and the School of Nursing. Oral requests are not acceptable. Charges will remain on the student account until written notice is received. Students are strongly advised to meet with their academic advisor prior to submitting withdrawal paperwork to determine how this will impact their status in the School of Nursing.

Students must understand that a withdrawal from the university is also a withdrawal from the School of Nursing. Readmission is neither guaranteed nor implied.

Absence in Excess of One Year

Absence in excess of one year requires a letter of withdrawal submitted to the Recruitment, Admission and Progression (RAP) Committee prior to leaving. Students withdrawing from the School of Nursing and the university should follow the appropriate procedures for facilitating future return or transfer to another institution. Returning to the PLU School of Nursing will require reapplication to the nursing program. Readmission is neither guaranteed nor implied, as well as cohort pricing is not guaranteed. Upon returning to the program; pricing and program duration are subject to change, along with the course sequencing as it is subject to curricular changes.

Returning from Leave of Absence

- Returning from Leave
- Returning to Program Following Medical Withdrawal
- Returning from Withdrawal of the Term
- Returning from Leave in Excess of One Year

Returning from Leave

Return to the School of Nursing is offered on a space-available basis. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit independent study skills refresher course or demonstrate clinical competence prior to being allowed to continue in clinical courses. Inability to sufficiently pass may result in the student being required to retake a course or courses as indicated. Additionally, updated health, certification and clearance documents may need to be submitted.

Returning to Program Following Medical Withdrawal

Students who withdraw from the School of Nursing for medical reasons must submit a verifiable letter from a licensed primary care provider (MD, DO, NP, PA) addressing Essential Qualifications and a personal statement to the Dean of Students in Student Rights & Responsibilities. The request for return and the physician's statement will be reviewed by the Dean of Students for approval.

Return to the School of Nursing is offered on a space-available basis, and is coordinated by the Associate Director of Advising, Admission, and Student Support. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit independent study skills refresher course or demonstrate clinical competence prior to being allowed to continue in clinical courses. Additionally, updated health, certification and clearance documents may need to be submitted.

Returning from Withdrawal of the Term

If students are passing all nursing coursework at the time of their withdrawal, they must reapply to the School of Nursing and request permission to re-enroll in the courses they were taking when they withdrew. If readmission is granted, the student will reenter the nursing program on a space-available basis. However, priority placement will be given to students who have been granted a leave of absence. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit independent study skills refresher course or demonstrate clinical competence prior to being allowed to continue in clinical courses.
Additionally, updated health, certification and clearance documents will need to be submitted.

To return to the University after a withdrawal of the term, students need to fill out the Re-entry Application and write a statement of good character to Student Financial Services.

Returning from Leave in Excess of One Year

Returning to the PLU School of Nursing will require reapplication to the nursing program. Readmission is neither guaranteed nor implied. If students are passing all nursing coursework they will be allowed to reapply to the School of Nursing and request permission to reenroll in the courses they were taking when they withdrew. If readmission is granted, the student will reenter the nursing program on a space-available basis. The student may be required to enroll in a 1 credit independent study skills refresher course or demonstrate clinical competence prior to being allowed to continue in clinical courses. Additionally, updated health, certification and clearance documents will need to be submitted.

To return to the University after a leave in excess of one year but less than six years, students need to fill out the Re-entry Application and write a statement of good character to Financial Services. If leave is in excess of six years, students will need to re-apply through the Office of Admissions.

If a student leaves the program at any time, for any reason, they are subject to the curriculum and pricing in place at the time of their return. All prior APC's are null and void.

Petitions

The General Petition Process

The 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 Handbook section on Interplay between PLU's Student Code of Conduct and the School of Nursing. Students should work with their advisors to be sure petitions are complete and accurate.

1. Students considering a petition must contact their advisor as soon as possible. Advisors can 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.
2. After meeting with their advisor, students may also request a meeting with the Advisor, Admission, and Placement 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 Advisor, Admission, and Placement 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 this meeting, and to bring along one academic advisor or designated faculty substitute. Students may also choose to bring witness to the event if applicable. However, personal attendance at the RAP meeting is not required.
10. 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.
11. The Dean will review the petition and the committee's recommendation before making the final determination.
12. Students will be informed by mail of the outcome. At this point, petition decisions are final.
13. 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.
14. 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.

Clinical Practice Policies and Health Requirements/Expectation

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Prelicensure Clinical Performance Guidelines

Clinical Placement
Compliance and Immunization Requirements
Health Requirement Submission Deadlines
Criminal Background Checks (Annual)
Maintenance of Washington State RN Licensure
Uniform Policy
Grooming and Appearance
Photo IDs
Transportation
Privacy Protection / Computer Security
Health Protection Policy/health insurance requirements
Clinical Placement Compliance
Incident Reports

- Managing Healthcare Risk
- Just Culture
- Errors
- Hostile Environment
- Clinical Facility Incident Reporting
- Needle Stick Injury/Bloodborne Pathogen Exposure/Exposure to Communicable Disease

Professional Relationships

Nurse Technician
N407 Clinical Placements
Clinical Attendance
Liability Insurance
Clinical Evaluations

Clinical Placement

Progression to clinical placement is a privilege dependent upon successful completion of previous required classroom, lab, and clinical experiences. All clinical placements are coordinated through Clinical Placement Northwest Consortium and/or independently with non-consortium agencies. At no time is a student to seek out their own preceptor or placement. Failure to abide by this policy may result in loss of clinical placement opportunities. In addition, clinical health requirements and essential qualifications must be met each semester prior to beginning clinical experiences.

The School of Nursing uses a variety of clinical sites. To accommodate all students, the School of Nursing may offer clinical coursework in evenings, nights, weekends, summer or J-term, and students are required to enroll when clinical course is made available to their cohort. At times, due to agency, preceptor and/or School of Nursing requirements, choices may not be available. Students unable to participate in the clinical courses offered will not be able to progress in the program.

While clinical hours are listed at registration, please be aware that clinical hours and placements may change. The Clinical Placement Coordinator or Director of Nursing Services will communicate sites and pre-placement requirements as they are available.

The Clinical Placement Coordinator and lead faculty will make decisions regarding all placement requests. Clinical placement assignments are subject to change after registration, if necessary, to meet agency and School needs. Clinical assignments may not be changed by the student. Ideally, clinical placements are not in a setting in which students are employed. Students may not count hours for which they are paid as clinical hours.

Precepted students will coordinate with their clinical preceptor for specific clinical days/times and communicate this information with their clinical faculty. Students are expected to be available for clinical hours based upon preceptor schedule and availability. If, for some reason, there is a conflict in preceptor availability and scheduled class times, the student should discuss this issue with the clinical faculty to seek resolution.

Clinical placement is based upon student learning needs and clinical site/preceptor availability. Students may be required to travel to their clinical site and transportation to and from the clinical site is the responsibility of the student. At times, based upon student learning needs and clinical site/preceptor availability, this travel may exceed an hour or more.

Compliance and Immunization Requirements

Students are required to maintain compliance with all health and clearance requirements. These requirements are in place to comply with the policies of the clinical agencies where students receive learning experiences; protect the university by ensuring strict adherence to its guidelines; ensure that clients receive quality care, protect the health and wellbeing of clients, and protect the student in the clinical area. 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.
The School of Nursing utilizes a vendor for tracking, access and maintenance of these immunization and compliance records throughout your academic program. Instructions for usage will be provided to you upon admission to the program and at your request from the School of Nursing office.

Many of the required items do expire each year and need to be renewed on an annual basis. You will receive notifications direct from the vendor for items that are expiring.

All Compliance and Immunization requirements are determined by the Clinical Placement Consortium Northwest and the School of Nursing policies.

Health Requirement Submission Deadlines

Term	Deadline
Fall Semester	July 15
January Term	November 15
Spring Semester	November 15
Summer Term(s)	April 15

Continuing students are notified of required updates as they come due.

Criminal Background Checks (Annual)

Additionally, all entering students are required by state law to undergo criminal history screening at both the state and national level. All Washington schools of nursing are required to have clearance verification on students prior to participation in clinical experiences. The state and/or national criminal history background check must be repeated every year. Students will be alerted to these requirements as they become due.

A criminal history may necessitate withdrawal from nursing classes. A student has a professional responsibility to inform their advisor and the School of Nursing administration (Dean, Associate Dean of Academic Affairs, or Associate Director of Advising, Admissions, & Student Support) within 5 working days of any new criminal offenses. No penalty results in most cases if the offense would not affect unrestricted RN licensure in Washington and if the student reports the offense within 5 working days. If the offense would result in restrictions upon or denial of RN licensure, the student is not eligible to participate in the nursing program. (See Decision Making Criteria for License Application). Regardless of the offence, failure to divulge criminal offences to their advisor and the School of Nursing administration within 5 working days is considered a violation of standards of professionalism and integrity and will be referred to the School of Nursing Recruitment, Admission, and Progression (RAP) Committee. This may result in dismissal from the program.

Maintenance of Washington State RN Licensure

Students in the MSN and DNP program are required to maintain their Washington State Registered Nurse (RN) license throughout the program. MSN and DNP students are required to provide a copy of their current license upon initial registration for coursework and provide a copy of their license each year as they renew. Failure to provide updated licensure information to the School of Nursing will prevent students from progressing in the program, as licensure is required for all graduate level clinical courses.

Entry-Level MSN students are required to pass the NCLEX-RN exam by December 1 of the second year of their program; the Fall they start the MSN level coursework. Failure to pass the NCLEX-RN exam by December 1st will prevent the student from progressing in the MSN program, as RN licensure is required for J-term clinical courses. Students are to provide proof of licensure to the School of Nursing by December 1st.

If a student in the Entry-Level MSN program is approved to take a leave of absence after completing the pre-licensure portion of the program, they are still required to pass the NCLEX-RN exam by December 1st. If the student chooses not to return to PLU after the leave (or if a student withdraws from PLU after completing the pre-licensure portion of the Entry-Level MSN), they may not request to complete the BSN degree instead, or apply to graduate with a BSN. While they may maintain nursing licensure, they are not eligible to earn a BSN from PLU.

Uniform Policy

While in clinical agencies and throughout clinical rotations, students are representing PLU and the nursing profession and must wear the PLU uniform. A professional appearance is imperative. 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.

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 ¾ 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.

Individual instructors will provide specific information concerning appropriate attire for their clinical rotation, according to PLU and clinical agency expectations. Students must follow the uniform guidelines described by instructors.

Grooming and Appearance

Students must exercise good personal hygiene and present themselves in clean, well-fitting, unstained uniforms/clothing without holes or tatters. Scrub pants shall be hemmed appropriately so that the cuffs do not touch the ground.

Undergarments must be worn and should not be seen. Socks or hose must be worn. Socks shall be all-white; if hose are worn they may be neutral, skin tone, or white in color.

Makeup and hairstyles must be in keeping with a professional image. Hair must be fashioned to stay out of the face and eyes; if shoulder length or longer it must be tied back inconspicuously so it does not fall forward when providing care. Moustaches and beards must be neatly trimmed. Fingernails are to be short (no longer than ¼ inch beyond the fingertip) and clean. Acrylic and false fingernails are not permitted as they pose a potential source of injury and infection. Nail polish, if worn, shall not be chipped and should be a professional color. No nail jewelry as it has a potential for patient injury.

Use of scents such as perfumes or heavily scented lotions or deodorants is not allowed in the patient care environment. Students who smoke should not do so in uniform as the odors cling to clothes and can have ill effects on some patients. Students who do smell of smoke or perfume may be sent home from clinical and missed hours may not be made up.

Jewelry should be conservative and appropriate. Body jewelry should be non-dangling or pose potential injury hazard.

Some clinical agencies have grooming and uniform policies that differ from the School of Nursing policies. Students are to follow the grooming and uniform policy that is more restrictive for the clinical setting.

Photo IDs

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

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

Transportation

Students are responsible for their own transportation between the university and clinical practice settings and are encouraged to carpool; however, the diversity of agencies makes private transportation essential. 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

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.

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

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

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

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

Health Protection Policy / Health Insurance Requirements

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

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

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

Health Insurance Requirement

All students in the PLU School of Nursing are required to carry personal health insurance coverage at all times, in addition to the PLU Wellness Access Plan required for all PLU undergraduate students (the Wellness Access Plan is not sufficient coverage for nursing students). Required coverage must include emergency medical care. PLU is not responsible for students' personal injuries or illness that occur in class, lab, or clinical settings.

Clinical Placement Compliance

Clinical placement orientation and onboarding requirements
To progress to the clinical setting all students are responsible that the following requirements are met:

1. All Compliance and Immunization requirements are maintained and up-to-date.
2. All e-learning modules are maintained current and updated annually.
3. All clinical onboarding paperwork and other requirements of the clinical agencies are submitted by the deadline communicated by the clinical placement coordinator.

Failure to ensure these components are current and completed by the due date will result in forfeiture of your clinical placement and will affect your progression in the school of nursing.

Incident Reports

The School of Nursing at Pacific Lutheran University complies with all Washington Administrative Codes (WAC) rules that relate to nursing education programs. Event reporting and recordkeeping requirements are in accordance with WAC 246-840-513 that states, “The nursing education program shall keep a log of all events reported by a patient, family member, student, faculty or a health care provider resulting in patient harm, an unreasonable risk of patient harm, or allegations of diversion, and medication errors”.

The School of Nursing is committed to fulfilling its role through reporting, investigation, analysis, plan for remediation and/or systematic corrective action of an event involving a student or faculty member that the program has reason to believe resulted in patient harm, an unreasonable risk of patient harm, diversion of legend drugs, or controlled substances, and medication errors. Systematic investigation and analysis of events qualifying for reporting and evaluation is essential to reduce risk and prevent patient harm, and protect public health and safety. This policy defines reportable events, and student, faculty, and administrator duty to report infractions based on the principles of just culture, fairness, and accountability in nursing education. Barnsteiner (2011) states that “organizations that have cultures of safety, foster a learning environment and evidence-based care, promote positive working environments for nurses, and are committed to improving the safety and quality of care are considered to be high reliability organizations (HRO).” PLU School of Nursing seeks to become a contributing member towards achieving HRO status with our community clinical partners.

- Managing Healthcare Risk
- Just Culture
- Errors
- Hostile Environment
- Clinical Facility Incident Reporting
- Needle Stick Injury/Bloodborne Pathogen Exposure/Exposure to Communicable Disease

Managing Healthcare Risk

Managing Healthcare Risk- The Three Behaviors

Normal Error	At-Risk Behavior (negligence)	Recklessness
What is it? "A product of our current system design"	**What is it?** "Unintentional risk-taking"	**What is it?** "Intentional risk-taking"
How can we manage this? · Processes · Procedures · Training · Design · Environment	**How can we manage this?** · Understanding our at-risk behaviors · Remove incentives for at-risk behaviors · Creating incentives for healthy behavior · Increasing situational awareness	**How can we manage this?** Disciplinary action

Just Culture

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

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

Errors

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

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

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

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

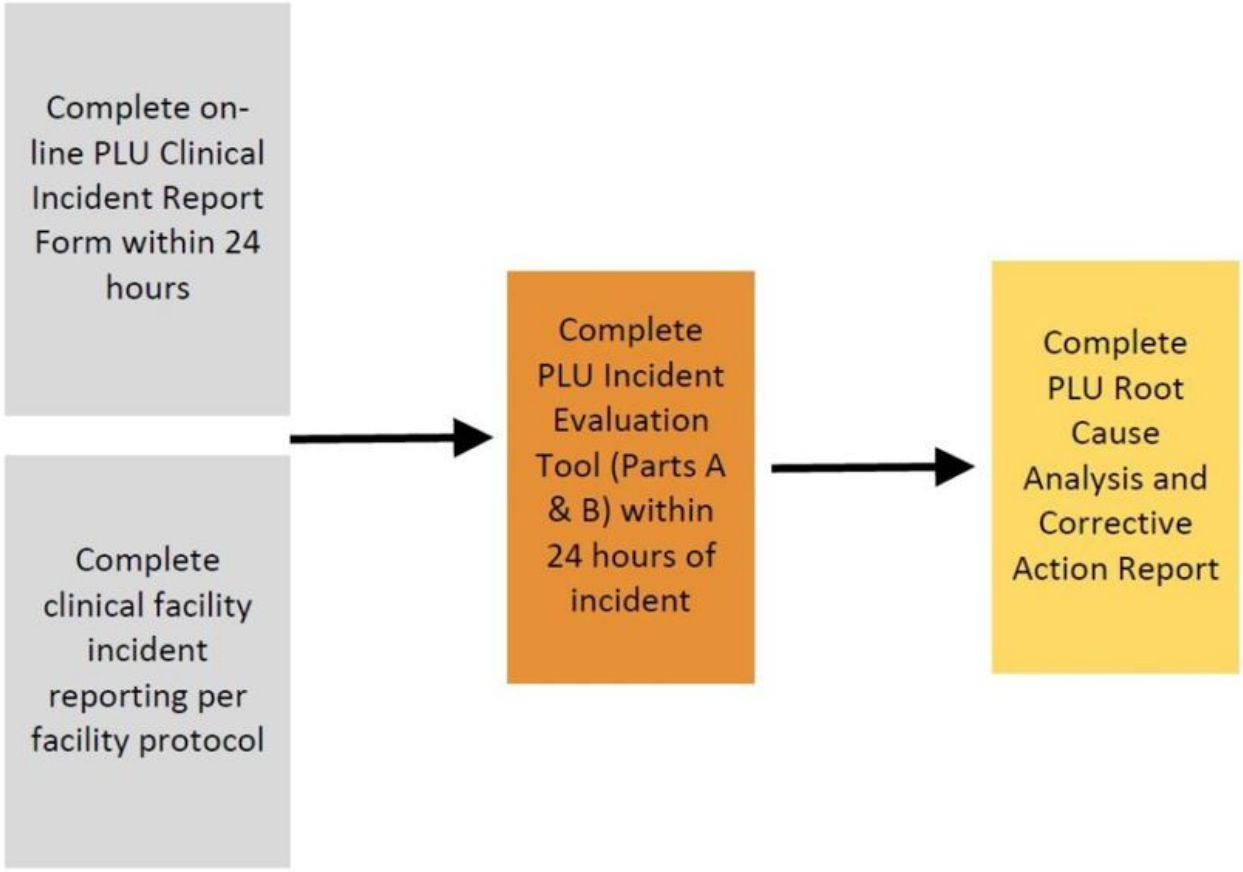
Hostile Environment

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

Clinical Facility Incident Reporting

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

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



The School of Nursing Administration will review the documents to determine if consultation with Washington State Nursing Care Quality Assurance Commission (WA NCQAC) is required based upon established criteria detailed in the Incident Evaluation Tool (part B). If the incident requires consultation or reporting to the WA NCQAC, Chair of the Recruitment Admission Progression (RAP) Committee is responsible to assemble an ad hoc committee of members from the RAP committee, clinical faculty, course lead, and School of Nursing administration to initiate a formal Root Cause Analysis and develop a plan for corrective action. School of Nursing administration is responsible to

keep a perpetual log of incidents and will investigate and report to the Chair of the Curriculum Committee, on a bi-annual basis, if incidents have occurred that require changes in the School of Nursing curriculum.

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

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

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

All needle stick and bloodborne pathogen exposures must be reported via clinical facility and School of Nursing incident reports.

Professional Relationships in Clinical Practice

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

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

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

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

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

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

N407 Clinical Placements

Several months prior to the students' enrollment in N407, the Clinical Placement Coordinator and course faculty will review the process with students at a class session.
The goal of the practicum placement is to place the student into a setting where they will successfully be able to integrate all aspects of nursing into a cohesive beginning nursing practice.

While clinical hours are listed at registration, please be aware that clinical hours and placements may change. The Clinical Placement Coordinator will communicate sites and pre-placement requirements timely. The expectation is that students will complete these pre-placement timely to avoid any delays in starting their clinical rotations.

Clinical Orientation & Electronic Medical Record Training

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

Clinical Attendance

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 is the opportunity for the student to develop practice competencies and expertise that are essential to professional development. This also provides faculty the opportunity to evaluate if a student is able to think critically, maintain an appropriate demeanor, interact appropriately with patients, prioritize problems, have basic knowledge of clinical procedures, complete care procedures correctly, and practice the art of nursing in a safe manner. This evaluation helps the clinical faculty determine if the student has met the course objectives.

The Washington State Nursing Commission requires schools of nursing to document direct patient care clinical hours completed by students. Each clinical course has a minimum clinical hour requirement. Students are responsible for keeping an updated log of the total number of clinical hours in their individual student portfolio and submitting hard copies of their clinical hours with their clinical evaluation at the end of each clinical course Found in your Learning Management System and DNP is found in Typhon.

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

PLU does not separate excused/unexcused absences. Regardless of the reason, missed clinical hours may affect the student's grade as well as their ability to fulfill clinical requirements for the course. A student who misses clinical experiences due to unforeseen circumstances may not be able to meet the course objectives and may not pass the clinical. Under some circumstances, students may be required to complete makeup assignments to fulfill course objectives at the discretion of the clinical faculty and course lead. Unforeseen/unavoidable absences because 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 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, and instructor absences reduce the total number of clinical hours, but do not count against student attendance. These activities do not count towards the total number of direct clinical hours.

Liability Insurance

The University maintains general liability insurance that covers students while they are caring for patients or clients as part of a University course. Students should consider carrying their own liability insurance policy if they work in a nurse-related position outside of their student responsibilities.

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.

Appendices

Appendix A – Incident Evaluation Tool

Appendix A – Incident Evaluation Tool

Incident Evaluation Tool. Example shown here. Document is located at www.plu.edu/nursing/documents.

Pacific Lutheran University School of Nursing

INCIDENT EVALUATION TOOL

Part A

Incident: _____ **Student Name:** _____

	Criteria	Human Error	At Risk Behavior or Near-Miss			Reckless Behavior Score		Score
		0	1	2	3	4	5	
G	General Nursing Practice	No prior written counseling for practice issues.	Prior written counseling for single non-related practice issue.	Prior written counseling for single related practice issue.	Prior written counseling for various practice issues within the last 12 months.	Prior written counseling for same practice issue.	Prior written counseling for same or related practice issue with minimal to no	
U	Understanding/ Level of experience	Has knowledge skills, and ability. Incident was accidental, inadvertent or oversight.	Limited understanding of correct procedure(s).	Limited understanding of options/ resources. Aware of correct procedure but in this instance cut corners.	Aware of correct action/ rationale but failed to apply in this incident. Did not obtain sufficient information or utilize resources before acting.	In this instance there was intentional negligence or failure to act / not act according to standards. Risk to client outweighted benefit.	In this instance there was intentional gross negligence / unsafe action / inaction. Student demonstrated no regard for client safety and harm almost certainly would occur.	
I	Internal policies/ Standards/ Orders	Unintentional breach or no policy, standard or order exists.	Policy / standard / order has not been enforced as evidenced by cultural norm (common deviation of staff) or policy / standard / order was misinterpreted.	Policy/ standard/ order clear but student deviated in this instance as a time saver. Failed to identify potential risk for client. No evidence of pattern.	Aware of policy / standard / order but ignored or disregarded to achieve perceived expectations of management, client, or others. Failed to utilize resources appropriately. May indicate a pattern.	Intentionally disregarded policy / standard / order for own personal gain.	Intentional disregard of policy / standard / order with understanding of negative consequences for the client.	
D	Decisions/ Choices	Accidental mistake or inadvertent error.	Emergent situation - quick response required to avoid client risk.	Non-emergent situation. Chose to act / not act because perceived advantage to client outweighed the risk.	Emergent or non-emergent situation. Chose to act / not to act withut weighing options or utilizing resources. Used poor judgement.	Clearly a prudent nurse would not have taken same action. Unacceptable risk to client / agency / public. Intentional disregard for client safety.	Wilful egregious / flagrant choice. Put own interests above that of client / agency / public. Intentionally neglected red flags. substantial and injustifiable	
E	Ethics/ Credibility/ Accountability	Identified own error and self reported. Honest and remorseful.	Readily admitted to error and accepted responsibility when questioned. Identified opportunities and plan for improvement in own practice.	Reluctantly admitted to error but attributed to cimustances to justify action / inaction. Cooperative during investigation and demonstrated acceptance of performance improvement plan.	Denied responsibility until confronted with evidence. Blamed others or made excuses for action / inaction. Failed to see significance of error. Reluctantly accepted responsibility and denied need for corrective action.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative, insubordinate and/ or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error. Provided misleading information during investigation or destroyed evidence. May have inappropriately confronted others regarding investigation.	
							Criteria Score:	

Modified from North Carolina Board of Nursing (NCBON) and used with permission