



# **PLU School of Nursing Undergraduate Student Handbook**

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

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# Undergraduate Student Handbook

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# Welcome from the Dean

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Dear Students,

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

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

Barbara Habermann PhD RN FAAN  
Dean & Professor

# Pacific Lutheran University School of Nursing

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# University Mission

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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

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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

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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

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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

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## **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

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

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

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

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

Ms. Kraabel Morken was followed by Dr. Doris Stucke, who served in the capacity of Educational Director from August 1967 until June 1982. Dr. Stucke was granted a sabbatical leave for the 1982-83 academic year, following which she retired to become professor emeritus. In July 1982, Dr. Moira Mansell was appointed and served as Dean until March 1989. Dr. Dorothy Detlor-Langan served as Dean of the School of Nursing from 1989 to 1997, with Anne Hirsch serving in the role of Associate Dean, Undergraduate Nursing Education and Dr. Cleo Pass as Associate Dean, Graduate Nursing Education. In 1997, Dr. Anne Hirsch assumed the role of Interim Dean for one year. In August 1998, Dr. Terry Miller assumed the role of Dean of the School of Nursing, serving until August 2014. Dr. Teri Moser Woo joined the PLU School of Nursing as Associate Dean for Graduate Programs in 2012. Dr. Sheila Smith, RN, APRN, ANP-BS, was appointed Dean and Professor in August 2014-July 2018. Dr. Carol Seavor was appointed Interim Dean in July 2018. Dr. Barbara Habermann was appointed Dean in July 2019 and Dr. Kathleen Richardson was appointed Associate Dean for Academic Affairs in July 2020.

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

The undergraduate program encompasses three study sequences and is approved by the Washington State Nursing Care Quality Assurance Commission. The undergraduate program qualifies students for the Bachelor of Science in nursing degree and certifies them eligible to sit for the registered nurse licensure exam (NCLEX-RN). The basic program is four academic years in length. A sequence for registered nurses pursuing the BSN was established in 1978. In the academic year 1997-98, the RN-

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

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

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

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

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

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

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

# General Information

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# Culture of Respect

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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

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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

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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) 535-7191, PLU's Title IX Coordinator, Jennifer Childress-White, (253) 535-7361, or to the Assistant Secretary for Civil Rights. U.S. Department of Education, Office for Civil Rights, Switzer Building, 330 C Street S.W., Washington, D.C. 20202.

Inquiries about the School's compliance with student access and privacy rights regarding educational records, under the Family Educational Rights and Privacy Act of 1974, may be directed to the Office of the Vice President of Student Life and Dean of Students or to the Student and Family Educational Rights and Privacy office, U.S. Department of Education, Washington, D.C.

# Family Educational Rights and Privacy Act (FERPA)

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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.

[Mail folder release forms](#) are distributed to all new students at orientation for educational materials (papers, etc.) to be placed in the SON student mail folders. Students who do not wish to sign a FERPA release for the purposes of the mail folders will need to arrange pick up of any educational materials with the instructor. Any graded coursework or sensitive information will be placed in a sealed envelope.

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

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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.

# School of Nursing Administrative Offices

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**Phone: (253) 535-7672 email: [nurs@plu.edu](mailto: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 Placement Coordinator. 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](#)

## [Communication](#)

- [Appointments with Administration, Faculty, and Staff](#)
- [Change of Name, Address, or Telephone Number](#)
- [Electronic Resources](#)
  - [Email](#)
  - [Sakai](#)
  - [BannerWeb](#)
- [Mail Folders](#)

- [Bulletin Boards](#)
- [Changes to Student Policies](#)

# Contact Information for SoN Administrative Personnel

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Contact Information for SoN Administrative Personnel is located on our website:

[www.plu.edu/nursing/staff](http://www.plu.edu/nursing/staff)

# School of Nursing Organization

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- [SoN Organizational Chart](#)
- [SoN Governance Chart](#)



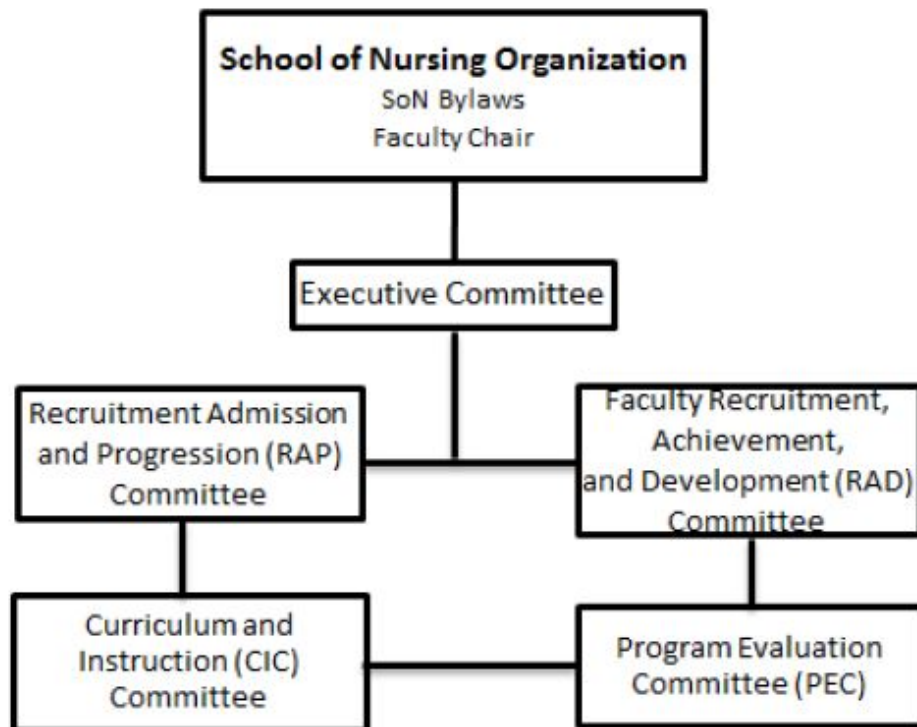
# SoN Organizational Chart



SoN Organizational Chart Revised & Updated Jan. 2022

# SoN Governance Chart

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# Communications

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- [Appointments with Administration, Faculty, and Staff](#)
- [Change of Name, Address, or Telephone Number](#)
- [Electronic Resources](#)
  - [Email](#)
  - [Sakai](#)
  - [BannerWeb](#)
- [Mail Folders](#)
- [Bulletin Boards](#)
- [Changes to Student Policies](#)

# Appointments with Administration, Faculty, and Staff

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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**

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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

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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, Sakai 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.

## **Sakai**

[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.

## **BannerWeb**

[BannerWeb](#) is used for course registration, course schedules, unofficial transcripts, CAPP reports, and financial aid.

# Mail Folders

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Nursing student mail folders are in the foyer outside the main office. Nursing students are expected to check their mail folders regularly when they are on campus for classes. The folders are used to return course materials, communicate messages, share information regarding course scheduling and availability of scholarships, and to provide other relevant information. Any graded coursework or sensitive information will be placed in a sealed envelope (see FERPA Release). Folders may also be used for peer to-peer-communication.

# Bulletin Boards

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School of Nursing bulletin boards located on landings and in corridors of the second and third floors of Ramstad may be used to distribute information to students.



# Changes to Student Policies

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

# School of Nursing Curriculum

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## [School of Nursing Conceptual Framework](#)

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

## [School of Nursing Program Outcomes](#)

### [BSN Program Outcomes](#)

### [Sample Programs of Study](#)

- [Basic BSN](#)
- [LPN to BSN](#)

# School of Nursing Conceptual Frameworks

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

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

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

# Operational definitions for conceptual frameworks

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## ***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.

# BSN Conceptual Framework

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



# School of Nursing Program Outcomes

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- [BSN Program Outcomes](#)

# BSN Program Outcomes

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

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

# Sample Programs of Study

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- [Basic BSN](#)
- [LPN to BSN](#)

# Basic BSN

## Year 1

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

## Year 2

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

## Year 3

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

## Year 4

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

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

# LPN to BSN

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

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

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

# Student Governance/Organizations

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## Student Participation in School of Nursing Governance

- [Recruitment, Admission, & Progression \(RAP\)](#)
- [Curriculum, Instruction, and Evaluation \(CIC\) Committee](#)
- [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](#)
- [Alumni Association](#)

# Student Participation in School of Nursing Governance

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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 \(RAP\)](#)
- [Curriculum, Instruction, and Evaluation \(CIC\) Committee](#)
- [Student/Faculty Assemblies](#)



# Recruitment, Admission, & Progression (RAP)

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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. One undergraduate and one graduate student sits on the committee. As student positions become available, the School invites interested students to volunteer. Appropriate nursing faculty choose the student representatives.

# Curriculum, Instruction, and Evaluation (CIC) Committee

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This committee oversees all curriculum, instruction, and evaluation policies, procedures, revisions, and issues within the School of Nursing. Three students sit on the CIC committee, 1 undergraduate student, 1 ELM student, and 1 MSN/DNP student. As student positions become available, the School invites interested students to volunteer. Appropriate nursing faculty choose the student representatives.

# Student/Faculty Assemblies

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Student open forums are held once or twice annually and are organized as open conversations with the School of Nursing Dean. 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

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- [Student Evaluation of Courses and Faculty](#)
- [End-of-Program Student Surveys & Meetings](#)
- [Student Participation in Faculty Recruitment](#)

# Student Evaluation of Courses and Faculty

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Student evaluations of 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

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End-of Program Surveys are administered to graduating students from each of the BSN, MSN, and DNP degree programs during finals week. 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

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Students may participate, on an informal basis, in interviews with applicants for faculty positions. Notice of visits by applicants may be extended in class or posted on the official bulletin board. 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

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- [Associated Students of PLU](#)
- [Delta Iota Chi](#)
- [Sigma Theta Tau International](#)
- [Alumni Association](#)



# Associated Students of PLU

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The Associated Students of PLU ([ASPLU](#)) serves as the representative voice of students in promoting excellence in all aspects of PLU life. It 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

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[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

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In 1922, six nursing students at Indiana University founded [Sigma Theta Tau](#), the honor society of nursing, to (1) encourage continuing superior scholarship and leadership among nurses and (2) provide a mechanism for recognition of nurses who achieved a high level of scholarship or demonstrated leadership in nursing. Today, Sigma Theta Tau is an international society composed of more than 300 chapters. It 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.

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

# SoN Alumni Association

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The Nursing Alumni Association was established in 1991. Today it includes well over 3,000 women and men who've graduated from PLU's Bachelor of Science in Nursing (BSN) and Master of Science in Nursing (MSN) programs since 1953. The Alumni Association works for the professional advancement and recognition of nursing at Pacific Lutheran University and promotes fellowship among members. The Alumni Association recognizes professional excellence and the achievements of PLU nursing alumni. The Association provides support to the School of Nursing through contributions of money and time.

# Orientation and Ceremonies

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[School of Nursing Orientation](#)

[Opening Convocation](#)

[School of Nursing Recognition Ceremony](#)

[Commencement](#)

[Student Awards and Scholarships](#)

# School of Nursing Orientation

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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

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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

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The Recognition Ceremony, which includes presentation of school pins 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/Recognition ceremony is limited to students who are graduating from one of the PLU SoN 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

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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

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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 Ruth Carlson Excellence in Clinical Nursing Award*** is awarded by the faculty to one student from each graduating class, on the basis of excellence in clinical performance during student clinical experiences.

***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.

These awards are provided through the generous support of the Carlson family.

# School of Nursing and PLU Resources

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[Faculty Advisor](#)

[School of Nursing Learning Laboratories](#)

[University Services](#)

- [Academic Advising](#)
- [Academic Assistance](#)
- [Accessibility and Accommodation](#)
- [Bookstore](#)
- [Campus Safety](#)
- [Campus Ministry](#)
- [Career Services](#)
- [Community Engagement and Service](#)
- [Diversity Center / Center for Gender Equity](#)
- [On-campus Employment](#)
- [Library](#)
  - [Writing Center](#)
  - [Help Desk](#)
- [Military and Veteran's 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

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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

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The School of Nursing maintains a nursing skills lab, a simulation lab, and a health assessment lab.

Students are scheduled for specific laboratory times to practice those skills taught in the curriculum. Open laboratory times are also available for individual practice and study. Skill acquisition requires hands-on practice and students are expected to use these times to achieve skill competency.

Additionally, some lab supplies may be checked out to students for use related to a nursing course. To check out models or supplies, students will need to contact the lab coordinator. Information about courses, events, open labs, and coordinator contact information is available on the Learning Laboratory bulletin board.

Food and drinks are not allowed in any of the laboratories. When practicing in the skills lab and simulation lab it is expected all students will wear scrubs, closed toed shoes, and have their hair away from their face unless otherwise instructed. It is encouraged that all students, when practicing in the labs, practice as if they were in a real clinical situation. When students are done working in the labs, be sure that tables, chairs, and beds are straightened and supplies and equipment are returned to their designated places for re-use or recycling.

Please be advised that a Learning Resources Center fee is charged each semester during the nursing program for purchase and maintenance of equipment, materials, supplies, computer materials, software as well as pay for standardized testing and clinical consortium fees. The fees are paid with tuition following registration for specific courses in a manner which ensures that only one fee is charged per semester.

# University Services

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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 Advising](#)
- [Academic Assistance](#)
- [Accessibility and Accommodation](#)
- [Bookstore](#)
- [Campus Safety](#)
- [Campus Ministry](#)
- [Career Services](#)
- [Community Engagement and Service](#)
- [Diversity Center / Center for Gender Equity](#)
- [On-campus Employment](#)
- [Library](#)
  - [Writing Center](#)
  - [Help Desk](#)
- [Military and Veteran's 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 Advising

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[Academic Advising](#) is located in Mortvedt Library. Academic Advisors at PLU are committed to assisting students as they discover and define their educational, personal, and emergent life goals.

# Academic Assistance

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[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. Call 253-535-7518 to schedule a tutoring appointment.



# Accessibility and Accommodation

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[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

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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.

# Campus Ministry

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[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

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The [Campus Safety](#) department 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. The Director of Campus Safety, Tara Simmelink brings valuable knowledge from her time with the Pierce County Sheriff's Department.

# Career Services

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[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.

# Community Engagement and Service

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[Community Engagement and Service](#) is located in Nesvig Alumni Center and here to help you get connected to the community! Community Engagement and Service coordinates and encourages initiatives for service and involvement at PLU.

# Diversity Center and Center for Gender Equity

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The goal of the PLU [Diversity Center](#) is to be an inclusive and inviting space for students to congregate and enjoy community. The Diversity Center has weekly and monthly activities that provide unique opportunities to learn about and socialize with other cultures. Likewise, the [Center for Gender Equity](#) promotes gender equity by providing resources and programs that empower students, staff and faculty to work for justice and social change.

# On-campus Employment

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[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

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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](http://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's Services

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PLU stands ready to welcome military vets with a complete veterans 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's resources on campus, please contact Mike Farnum at [mike.farnum@plu.edu](mailto:mike.farnum@plu.edu).

# Student Financial Services

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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's assistance](#).

# Student Life

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[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](mailto:counseling@plu.edu).**

## **Student Health Services**

Domestic undergraduate students are a part of the PLU Wellness Access Plan. The Wellness Access Plan includes the ability to obtain reimbursement for insurance deductibles, copays, coinsurance, and medication costs. Read more about the Wellness Access Plan on the [Health Center website](#). This does not replace the medical insurance requirement for all nursing students.

## **Fitness Services**

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

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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

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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

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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

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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

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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 regards the following values, adapted from [\*The Essentials of Baccalaureate Education for Professional Nursing Practice\*](#) (AACN, 2008) as necessary for the professional nurse. Examples of attitudes, personal qualities, and professional behaviors are included that reflect a commitment to one or more of these values. Students are expected to adhere to these values and behaviors in all SoN initiatives.

## Values, Attitudes, and Behaviors in Professional Nursing

Essential Values in Professional Nursing	Examples of Attitudes & Behaviors	Examples of Professional Behaviors in Nursing
ALTRUISM: Concern for the welfare and well-being of others; reflected by the nurse's concern for the welfare of patients, family members, society at large, other nurses, and other healthcare providers	<ul style="list-style-type: none"><li>· Caring</li><li>· Commitment</li><li>· Compassion</li><li>· Generosity</li><li>· Perseverance</li></ul>	<ul style="list-style-type: none"><li>-Understanding of cultures, beliefs, and perspectives of others</li><li>-Advocates for patients, particularly the most vulnerable</li><li>-Takes risks on behalf of patients and colleagues</li><li>-Mentors other professionals</li></ul>
AUTONOMY: The right to self-determination; reflected when the nurse respects patients' rights to make decisions about their health care.	<ul style="list-style-type: none"><li>· Confidence</li><li>· Hope</li><li>· Independence</li><li>· Openness</li><li>· Self-Direction</li><li>· Self-Discipline</li><li>· Boundary Sensitivity</li></ul>	<ul style="list-style-type: none"><li>-Plans care in partnership with patients</li><li>-Honors the right of patients and families to make decisions about healthcare</li><li>-Provides information so patients can make informed choices</li></ul>

<b>Essential Values in Professional Nursing</b>	<b>Examples of Attitudes &amp; Behaviors</b>	<b>Examples of Professional Behaviors in Nursing</b>
<b>HUMAN DIGNITY:</b> Respect for the inherent worth and uniqueness of individuals, families, and populations; reflected when the nurse values, respects, and upholds the rights of all patients and colleagues	<ul style="list-style-type: none"> <li>· Consideration</li> <li>· Respect</li> <li>· Empathy</li> <li>· Humaneness</li> <li>· Kindness</li> <li>· Trust</li> </ul>	<ul style="list-style-type: none"> <li>-Provides culturally competent and sensitive care</li> <li>-Protects the patient's privacy</li> <li>-Preserves the confidentiality of patients and healthcare providers</li> <li>-Designs care with sensitivity to individual patient needs</li> </ul>
<b>INTEGRITY:</b> Acting in accordance with an appropriate code of ethics and accepted standards of practice; reflected when the nurse is honest and provides quality care based on an ethical framework that is accepted within the profession	<ul style="list-style-type: none"> <li>· Accountability</li> <li>· Authenticity</li> <li>· Honesty</li> <li>· Inquisitiveness</li> <li>· Rationality</li> <li>· Reflectiveness</li> </ul>	<ul style="list-style-type: none"> <li>-Provides honest information to patients and the public</li> <li>-Documents care accurately and honestly</li> <li>-Seeks to remedy errors made by self or others</li> <li>-Demonstrates accountability for own actions</li> <li>-Supports fairness and non-discrimination in the delivery of care</li> </ul>
<b>SOCIAL JUSTICE:</b> Upholding moral, legal, and humanistic principles for all members of society; reflected when the nurse works to ensure equal treatment under the law and equal access to high quality health care	<ul style="list-style-type: none"> <li>· Courage</li> <li>· Integrity</li> <li>· Risk-taking</li> <li>· Morality</li> <li>· Objectivity</li> <li>· Conviction</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates respect and human care for all persons</li> <li>-Promotes universal access to healthcare</li> <li>-Encourages legislation and policy consistent with the advancement of nursing and healthcare</li> </ul>

Adapted from *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008)

# Integrity and Academic Integrity

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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

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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.).

Nurses and nursing students are welcome to utilize social media but 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

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“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

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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

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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.

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# Licensing

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The Bachelor in Science with a major 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, 2020

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.



# Prerequisite and Co-requisite Courses

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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, he or she 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

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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](#) 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.

# Kaplan Assessment

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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 BSN and entry-level students is a nationally standardized exam from Kaplan. The Kaplan 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 Kaplan testing and resources is included in the School of Nursing Program fee.

The testing resources available from Kaplan 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 Kaplan 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 Kaplan website. Faculty advisors are available to review Kaplan 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. Students set up a Kaplan account, check test results, and take un-proctored exams at [www.kpatest.com/login](http://www.kpatest.com/login).

# Portfolios

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Portfolios are increasingly used to document professional development and currency after graduation and provide a measure of student achievement of expected program outcomes. Online portfolios document achievement of the program objectives. By creating the portfolio, students develop self-assessment skills as they reflect on work they have completed and how the work represents what they have learned. The portfolio is a synthesis of knowledge gained and clinical experiences.

Students begin building their portfolios during the Sophomore II semester and add to them throughout the nursing program. Each semester students are expected to meet with their advisors to review and discuss the progress of their portfolios, which are completed during the Senior II semester. ([Appendix F – BSN Portfolio Rubric](#))

After graduation from PLU, the portfolio may be used as a resource during job interviews and for applications to graduate school.

# Exams

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All nursing examinations must be taken at the designated time and place. Students must notify the instructor prior to the exam if an emergency occurs which prevents them from taking the exam. In addition, the student is responsible to follow up by contacting the instructor (within 24 hours of the missed exam) to ensure arrangements for a make-up exam. The time of the make-up exam, if permitted, will be at the discretion of the instructor.

Students enrolled in non-nursing courses with final examinations that conflict with their nursing examinations may seek permission to take the nursing examination during the designated make-up examination date and time. However, the student may be required to validate the conflict with supporting evidence.

Anyone discovered to be in any way dishonest during an exam will be held to the policies and procedures surrounding academic integrity. Please refer to [Violations of Academic Integrity](#) in the School of Nursing Handbook as well as the [university's academic dishonesty policy](#).

# Essential Qualifications

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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 ([Appendix B](#)). For further information, contact the School of Nursing at PLU and the Washington State Nursing Care Quality Assurance Commission, P. O. Box 47864, Olympia, Washington 98504-7864.

## **Essential Qualifications for Participation in School of Nursing Degree Programs**

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

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

### ***Motor Skills***

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

### ***Sensory/Observation***

A student must be able to use and interpret information presented through demonstrations and experiences in nursing. He or she must be able to observe a patient accurately, at a distance and in close proximity, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds). The student must be able to modify decisions and actions when dictated by new relevant data or after analysis of existing data. The student should be capable of recognizing and responding appropriately to life-threatening emergencies.

### ***Communication***

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

### ***Cognitive***

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

The student must be able to quickly read, comprehend, and apply extensive data obtained from written,

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

### ***Behavioral/Emotional***

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

### ***Reasonable Accommodations for Disabilities***

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

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

### **Office of Accessibility and Accommodation**

Tacoma, WA 98447-0003

Phone: 253-538-6392

Fax: 253-538-8252

Web site: [www.plu.edu/oaa](http://www.plu.edu/oaa)

Email: [dss@plu.edu](mailto:dss@plu.edu)



# Disability Services for PLU Students

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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

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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

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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

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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

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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

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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

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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.

# Violations of Academic Integrity

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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

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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, or lab 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

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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

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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

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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

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[General Advising Information](#)

[Junior Year J-term Registration](#)

[Change of Advisor](#)

# General Advising Information

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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.

While only two meetings with advisors are required, students should plan to meet with their advisors at least once each semester to check their progress and discuss any issues or concerns. The first required meeting is during the sophomore I semester when students map out an academic plan and sign their academic program contract (APC) to declare nursing as their major. The second required meeting is the nursing junior review, which takes place during the junior II semester. Student and advisor review the individual's academic record, Kaplan scores, progress on portfolio, and graduation requirements.

Please note that the School of Nursing junior review is different from the PLU junior review. 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. The School of Nursing [junior review](#) takes place during the junior II semester within the School of Nursing, is specific to nursing, and requires a meeting with an advisor. Both junior reviews are mandatory and one cannot substitute for the other. 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.

# Junior Year J-term Registration

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Students completing junior I courses during the fall semester are encouraged to keep the following J-Term (the J-Term between the junior I and junior II semesters) open for a clinical nursing course. While not all nursing students will take a clinical course during J-Term, some will be required to take it to ensure adequate clinical placement. Students are advised to plan with their academic advisor well in advance before planning a study away, schedule vacations, or take on any additional obligations for this J-Term.



# Change of Advisor

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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 Associate Director of Advising, Admission, and Student Support. Keep in mind that change of advisor requests are not granted unconditionally. Students benefit greatly from working with the same advisor for their three 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 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 he or she is accepting additional advisees.

# Academic Performance

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[Grading Scale](#)

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[Incomplete Grades](#)

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[Dismissal from the School of Nursing for Academic Reasons](#)

# Attendance

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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 the faculty's discretion to determine what constitutes excused and unexcused absences. Failure to attend the first two classes or a clinical orientation will result in removing the student from the course and affects program progressions accordingly.

A minimum number of clinical hours is required to complete clinical rotations. Absences for any reason may adversely affect the course grade and may result in failure and will definitely affect the student's grade.

The laboratory component of nursing courses is an integral part of the nursing program. 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

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

4.00 94-100 A 3.00 84-86 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

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Progression in the nursing major is dependent upon satisfactory completion of the prescribed sequence of courses. Nursing students must obtain a minimum grade of “C” (2.0 on a 4.0 scale) in all required 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.

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

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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 ([Appendix A](#)). 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 occurrences during the program of study will result in a review by the RAP committee and/or the Dean of Nursing and may result in dismissal from the School of Nursing. Any occurrences that place the client, self, or others in potential immediate danger will result in immediate review by the Dean.

# Incomplete Grades

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Incomplete grades provide a mechanism for students who are in good standing but have significant unforeseen circumstances preventing course completion in the normal time-frame. Incomplete grades affect nursing program progression and thus are permitted only in exceptional circumstances. If a student wishes to request an incomplete grade, they must first obtain permission from RAP before they are allowed to negotiate with the faculty of record. This will require the student to work with their advisor to petition RAP and complete the student's portion of the Incomplete Contract Form from the Registrar's office. The petition to RAP should include the reason for the request for an incomplete grade as well as a plan that would allow the student to complete the grade. The decision by the RAP committee will be whether or not the student may negotiate with the faculty of record for an incomplete grade and not to approve the contract between the student and the faculty of record. The faculty of record has the right to refuse an incomplete grade request regardless of the RAP decision and will determine the final plan for successful completion of the grade. Incomplete grades must be completed before the beginning of the next semester in which the student will be enrolled in nursing courses. Incomplete grades that are not completed by the agreed upon date on the Incomplete Contract Form by the beginning of the next nursing term will default to the agreed upon grade or E/F.

# Probationary Status

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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.



# Repeating a Course

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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 skills refresher course IS Nursing Clinical Skills Refresher prior to being allowed to continue in clinical courses. Students in regular progression are given preference.

When a student repeats a course, both the new and original grade will appear on their official transcript. However, PLU uses the higher of the two grades to determine the cumulative GPA. For further information regarding PLU's policy on repeating courses, review the PLU handbook ([undergraduate policies & procedures](#) or [graduate policies & procedures](#)).

# Dismissal from the School of Nursing for Academic Reasons

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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. 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.

# Course Level Grade Issues

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[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

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Some courses required for completion of the nursing major are offered in academic departments other than the School of Nursing. These courses 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

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1. The Recruitment, Admission and Progression Committee (RAP) reviews the record of every student receiving a grade of less than 2.0 in a course; this record includes the faculty's evaluation and the student's entire educational record. Course faculty is consulted when appropriate.
2. Students must provide a copy of [permission to remain in the program and retake the failed course](#) petition form describing the issue in detail and any plan for future success to the chair of the Committee prior to the date of the next RAP meeting.
3. Students may ask to appear before the RAP Committee with a faculty advocate, if desired, to present their situation. The student and/or faculty advocate does not remain for the Committee deliberations.
4. After all available documentation has been reviewed, and all parties concerned have had the opportunity to voice concerns, the Committee will make its recommendation to the Dean.
5. Nursing students will receive a written statement from the Dean as to the final decision. Letters sent to students placed on academic probation will have identified areas of difficulty and stated specific expectations to be met; the student's probationary status and consequences; and the minimum level of competency to be achieved for successful completion of the course and further progression.
6. Copies of the letter will be sent to the student, appropriate faculty, and the student's faculty advisor, and added to the student's educational record in the School of Nursing. Copies may also be sent to the appropriate university officials.
7. Upon receipt of notification of successful completion of the courses for which the student was originally placed on probation, the RAP Committee will notify the student that the terms of the probation have been met and that he or she is again in good standing in the School of Nursing.

# Grade Dispute Policy

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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 by appealing to the Recruitment, Admission, and Progression (RAP) Committee. The RAP committee will consider only those grade disputes arising from documented incidents of discrimination or harassment, or non-compliance as detailed in step #5 of the informal grade dispute procedure. The RAP committee will make a recommendation to the Dean, who will make the final determination. If the Dean is the faculty member responsible for submitting the disputed grade and/or is the student's advisor, the student may appeal to the provost. With regard to written statements, requests for an appeal, and discussions held between the

responsible faculty member, the faculty advisor, the student and the Dean or provost, should follow the same procedures and guidelines as outlined in Step #2.

5. If the student chooses to pursue the matter beyond Step #4, he or she may submit a grievance to the University Dispute Resolution Committee (UDRC). It is expected that the procedure outlined here will be followed in its entirety before a grievance is made to the UDRC. All copies of written statements from the student's official School of Nursing file regarding the grade dispute will be made available to the UDRC upon request.

***\*Some courses required for completion of the nursing major are offered in academic departments other than the School of Nursing. These courses 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.***

- [Informal Grade Dispute Guidelines](#)
- [Formal Grade Dispute Guidelines](#)

# Informal Grade Dispute Guidelines

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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 seven (7) working days after the grade has been officially posted, and prior to beginning the first day of any courses for which the disputed course/grade is prerequisite.
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

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1. A formal grade complaint must be submitted to the School's RAP committee within the first 10 working days after a grade has been officially posted.
2. The RAP committee will consider **only** those grade disputes arising from documented incidents of discrimination or harassment, or non-compliance as detailed in step #5 of the informal grade dispute procedure.
3. The RAP committee may request a meeting with the student, the responsible faculty member, and/or the student's faculty advisor.
4. The RAP committee will provide the Dean with a written statement summarizing the committee's findings. The Dean may then pass this statement on to the student, the responsible faculty member, and the student's faculty advisor. The Dean may provide the responsible faculty member with a recommendation that supports the original grade, or supports the submission of a grade either higher or lower than the original grade, or supports the implementation of some other remedy, (e.g., additional examinations or assignments). Authority to change a student's grade will remain with the faculty member responsible for submitting the grade, except in cases of discrimination or harassment as detailed in step #5 of the informal grade dispute procedure.
5. If the Dean is the faculty member responsible for submitting the disputed grade and/or is the student's advisor, the student may appeal to the provost.
6. All written statements become part of the student's educational record and will be included in the student's official School of Nursing file.
7. As a general guideline, response time from receipt of a written request to a reply to that request should be no longer than ten (10) working days. However, time constraints necessitated by the university and/or School of Nursing calendar may prevent this from occurring.
8. If the student chooses to pursue the matter further, he or she may submit a grievance to the University Dispute Resolution Committee (UDRC). It is expected that the procedure outlined here will be followed in its entirety before a grievance is made to the UDRC. All copies of written statements from the student's official School of Nursing file regarding the grade dispute will be made available to the UDRC upon request.

# Status and Enrollment

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## [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

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Undergraduate and ELMSN students must maintain full-time status in the nursing program. A part-time program plan is not available for BSN or pre-licensure students.

# Leaves From the School of Nursing

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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

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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 Advisor, Admission and Placement Coordinator 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.

# Medical Withdrawal

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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 vice president for student life. 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 [Student Life Office](#) (Anderson University Center, Rm 161, 253-535-7191 or [slif@plu.edu](mailto:slif@plu.edu)) for more information and to receive the Petition for Medical Withdrawal. When contacting the Student Life Office, it is best to have the documentation immediately available to expedite the process.

# Withdrawal from the Term

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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 [Student 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

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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.



# Returning from Leave of Absence

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- [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

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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 skills refresher course Independent Study (IS) Nursing Clinical Skills Refresher to update knowledge and skills, as well as to make an appropriate transition into the current curricular structure and/or demonstrate via simulated patient encounter. Additionally, updated health, certification and clearance documents may need to be submitted.

# Returning to Program Following Medical Withdrawal

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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 ([Appendix B](#)) and a personal statement to the Dean of Students in the Office of Students 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, the Clinical. If progression is delayed for more than one (1) semester, the student may be required to enroll in a 1 credit skills refresher course IS Nursing Clinical Skills Refresher to update knowledge and skills, as well as to make an appropriate transition into the current curricular structure. Additionally, updated health, certification and clearance documents may need to be submitted.

# Returning from Withdrawal of the Term

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If students are passing all nursing coursework with a C (2.0) or better 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 skills refresher course IS Nursing Clinical Skills Refresher to update knowledge and skills, as well as to make an appropriate transition into the current curricular structure. 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

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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 with a C (2.0) or better at the time of their withdrawal, 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 skills refresher course IS Nursing Clinical Skills Refresher to update knowledge and skills, as well as to make an appropriate transition into the current curricular structure. 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 [Student 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

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[The General Petition Process](#)

# The General Petition Process

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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. 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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[Clinical Placement](#)

[Compliance and Immunization Requirements](#)

[Health Requirement Submission Deadlines](#)

[Criminal Background Checks \(Annual\)](#)

[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](#)

[N499 Clinical Placements](#)

[Clinical Attendance](#)

[Liability Insurance](#)

[Clinical Evaluations](#)

# Clinical Placement

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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 major.

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 in a timely manner.

The Clinical Placement Coordinator 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 or the faculty. 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.

# Compliance and Immunization Requirements

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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

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<b>Term</b>	<b>Deadline</b>
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)

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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 Advisor, Admission, & Placement Coordinator) 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 offense, failure to divulge criminal offenses 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.

# Uniform Policy

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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.

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

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

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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 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  $\frac{1}{4}$  inch beyond the fingertip) and clean. Acrylic, false fingernails, and nail polish are not permitted as they pose a potential source of injury and infection.

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.

Tattoos must be covered unless doing so interferes with infection control. Jewelry should be conservative and appropriate. Earrings should be non-dangling. Facial, tongue, and visible body jewelry must be removed in the clinical setting.

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

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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

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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

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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

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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.

# Clinical Placement Compliance

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## **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.

## **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.

# Incident Reports

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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

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## Managing Healthcare Risk- The Three Behaviors

Normal Error	At-Risk Behavior (negligence)	Recklessness
<b>What is it?</b> “A product of our current system design”	<b>What is it?</b> “Unintentional risk-taking”	<b>What is it?</b> “Intentional risk-taking”
<b>How can we manage this?</b> <ul style="list-style-type: none"><li>· Processes</li><li>· Procedures</li><li>· Training</li><li>· Design</li><li>· Environment</li></ul>	<b>How can we manage this?</b> <ul style="list-style-type: none"><li>· Understanding our at-risk behaviors</li><li>· Remove incentives for at-risk behaviors</li><li>· Creating incentives for healthy behavior</li><li>· Increasing situational awareness</li></ul>	<b>How can we manage this?</b> <ul style="list-style-type: none"><li>· Disciplinary action</li></ul>

# Just Culture

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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

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## **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

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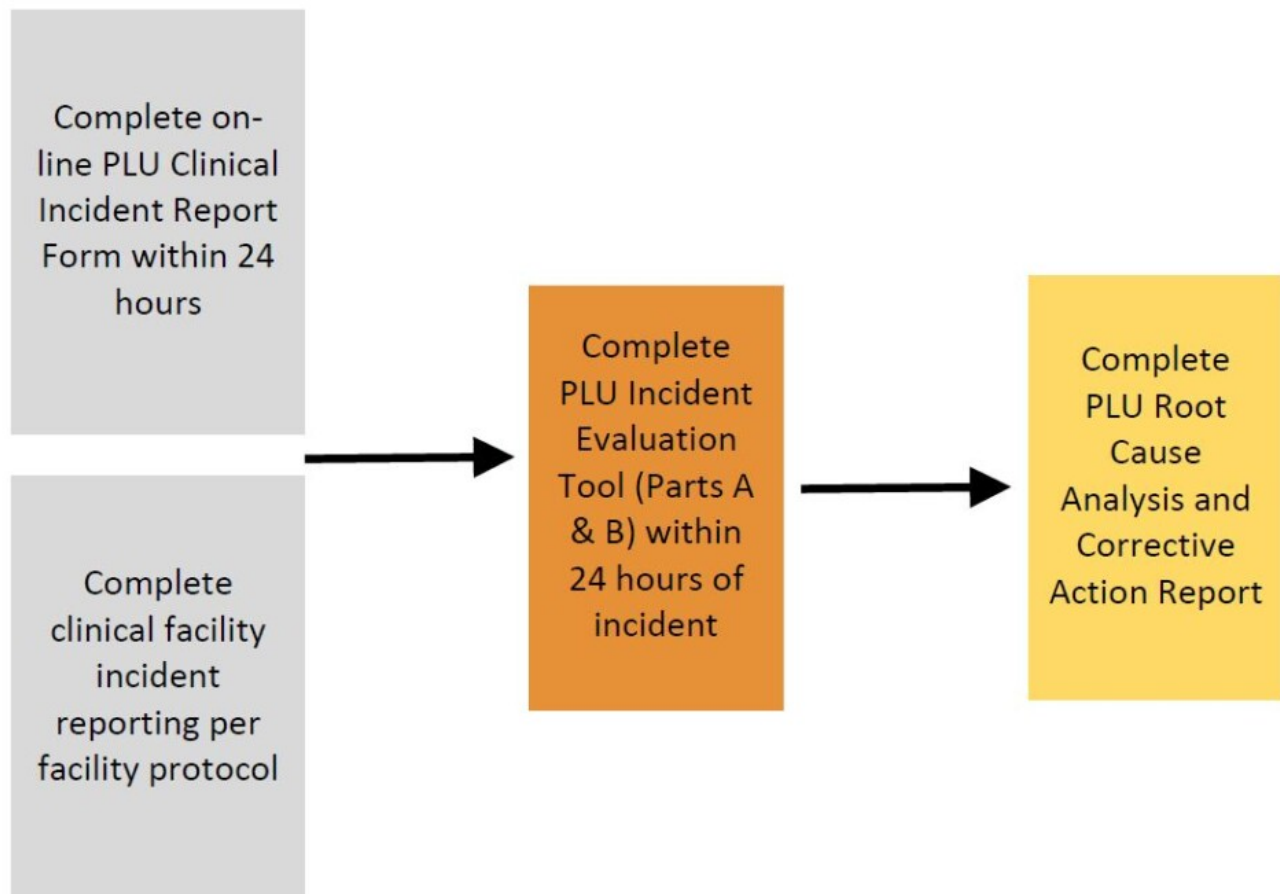
A hostile environment may include, but not limited to: bullying, sexual harassment, sexual misconduct, lateral violence, discrimination, and physical violence. Incidences of a hostile environment should be reported to the faculty of record. If the faculty of record is involved then the incident should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

# Clinical Facility Incident Reporting

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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](http://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 Quality Assurance Commission (WA NQAC) is required based upon established criteria detailed in the Incident Evaluation Tool (part B). If the incident requires consultation or reporting to the WA NQAC, 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**

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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

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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.

# N499 Clinical Placements

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1. Several months prior to the students' enrollment in N499, the Clinical Placement Coordinator and course faculty will review the process with students at a class session.
2. Students will be provided access to a Google Form "N499 Capstone Preference Form".
3. This form allows the student to indicate their top 3 clinical focus areas and geographical areas with highest priorities emphasized.
4. The information gathered by this form is used to guide the coordination of the placements.
5. The Clinical Placement Coordinator and assigned N499 course faculty review the preference forms and strive to place students into available slots based on preference.
6. Faculty review of all suggested placement occurs to allow for input into the student's historic academic and clinical performance.
7. 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.
8. Student's preferences are taken into consideration, but the focus of the placement is for the setting to be beneficial to the students' development into the professional RN role. The only guarantee through this process is that every student will have a placement in which to complete their Capstone Practicum.

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 Attendance

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The Pacific Lutheran University School of Nursing believes that clinical experience is instrumental to the training and education of the professional nurse. Student participation in the clinical setting 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 ([Appendix D](#)).

Students must complete ALL required clinical hours. The student must demonstrate satisfactory completion of all course objectives and any clinical absence jeopardizes the faculty's ability to assess achievement of the course objectives and perform a thorough clinical evaluation. Failure 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

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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

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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) in [Appendix C](#). The length of a clinical rotation will dictate the frequency of formal evaluation sessions. In all clinicals, students are evaluated at least twice – at the middle and end of the course. Students should be aware that evaluation of clinical performance is ongoing.

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

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

*Approved by School of Nursing Organization 5/27/15*

*Approved by Dean of School of Nursing 5/27/15*

*Revisions Approved by School of Nursing Organization 2/19/16*

*Revisions Approved by School of Nursing Organization 5/18/2016*

*Revisions Approved by School of Nursing Organization 5/16/2017*

*Updated for Clarity by RAP Committee 8/20/18*

*Revised and Updated 8/2020*

# Appendices

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[Appendix A - Performance Progression Alert](#)

[Appendix B - Pacific Lutheran University School of Nursing Essential Qualifications](#)

[Appendix C - Clinical Evaluation Tool](#)

[Appendix D - Clinical Hours Calculator](#)

[Appendix E - Incident Evaluation Tool](#)

[Appendix F - Bachelor of Science in Nursing Portfolio Rubric](#)

# Appendix A - Performance Progression Alert

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You do not have javascript enabled.

You can complete this form by following this link:

[https://plu.formstack.com/forms/performance\\_progression\\_alert](https://plu.formstack.com/forms/performance_progression_alert)

# Appendix B - Pacific Lutheran University

## School of Nursing Essential Qualifications

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

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

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

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

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

### **Essential Qualifications for Participation in School of Nursing Degree Programs**

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

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

### ***Motor Skills***

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

### ***Sensory/Observation***

A student must be able to use and interpret information presented through demonstrations and experiences in nursing. He or she must be able to observe a patient accurately, at a distance and in close proximity, and observe and appreciate non-verbal communications when performing nursing assessment and intervention or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, heart tones, bowel and lung sounds). The student must be able to modify decisions and actions when dictated by new relevant data or after analysis of existing data. The student should be capable of recognizing and responding appropriately to life-threatening emergencies.

### ***Communication***

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

### ***Cognitive***

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

The student must be able to quickly read, comprehend, and apply extensive data obtained from written,

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

### ***Behavioral/Emotional***

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

### ***Reasonable Accommodations for Disabilities***

It is our experience that a number of individuals with disabilities (as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act) are qualified to study in the School of Nursing with the use of reasonable accommodations. To be qualified to attend the School of Nursing at PLU, all individuals must be able to meet all academic standards including the Essential Qualifications, with or without reasonable accommodations. The School of Nursing will work with the student and the Disability Support Services office to provide reasonable and appropriate accommodations. It is the student's responsibility to contact Disability Support Services. 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: 253-535-7206  
Fax: 253-536-5124  
Web site: [www.plu.edu/oaa](http://www.plu.edu/oaa)  
Email: [dss@plu.edu](mailto:dss@plu.edu)

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You can complete this form by following this link:

[https://plu.formstack.com/forms/statement\\_of\\_understanding\\_acknowledgement\\_and\\_compliance\\_for\\_essential\\_qualifications](https://plu.formstack.com/forms/statement_of_understanding_acknowledgement_and_compliance_for_essential_qualifications)

# Appendix C - Clinical Evaluation Tool

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Clinical Evaluation Tool. The first page shown here. Full document is located on the BSN Students page of Sakai, under “Resources”.

## Pacific Lutheran University School of Nursing Clinical Evaluation Tool

<b>Student:</b> Click here to enter text.	<b>Course:</b> <b>NURS</b> Click here to enter text.	<b>Semester:</b> Choose an item.
<b>Instructor:</b> Click here to enter text.	<b>Site:</b> Click here to enter text.	<b>Year:</b> Click here to enter text.
<b>Clinical hours completed:</b> Click here to enter text.	<b>Clinical hours required:</b> Click here to enter text.	<b>Evaluation time frame:</b> Choose an item.

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

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

### Instructions:

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



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

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

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

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

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

*Enabling* - Therapeutic actions that support the person's self-care abilities

### References

American Association of Colleges of Nursing. (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55,122-131.

Holaday, S., & Buckley, K. (2008). A standardized clinical evaluation tool-kit: Improving nursing education and practice. In M. H. Oermann & K. T. Heinrich (Eds.), *Annual Review of Nursing Education*, Vol. 6. New York: Springer.

Swanson, Kristen M. (1993). Nursing as Informed Caring for the Well-Being of Others. *IMAGE: Journal of Nursing Scholarship*, 25(4), 352--357.

### Acknowledgement

Special thanks to the University of North Carolina - Chapel Hill for providing the foundational elements for this evaluation form.

# Appendix D - Clinical Hours Calculator

Clinical Hours Calculator. Example shown here. Full document is located on the BSN Students page of Sakai, under “Resources”.

STUDENT NAME:		COHORT START - SEMESTER/YEAR		END - SEMESTER/YEAR			
Pacific Lutheran University							
School of Nursing							
Program Clinical Hours Calculator							
SEMESTER	YEAR	Clinical Course Number	Expected course clinical hours	Cumulative program clinical hours	Maximum hours deficit per course (10%)	Minimum course clinical hours	Cumulative minimum program clinical hours (5%)
0	0	N220	50	50	5	45	48
0	0	N340	84	134	8.4	76	127
0	0	N350	84	218	8.4	76	207
0	0	N370	84	302	8.4	76	287
0	0	N380	84	386	8.4	76	367
0	0	N430	84	470	8.4	76	447
0	0	N440	84	554	8.4	76	526
0	0	N499	252	806	0	252	778
		Program Total	806			751	778
		Maximum cumulative clinical hours				68.7 hrs (10%) per course	38.15 hrs (5%) program

Student Clinical Hours Calculator		
Student clinical hours per clinical course	Student Cumulative program clinical hours	Student Initials
0	0	
0	0	
0	0	
0	0	
0	0	
0	0	
0	0	
0	0	
0	0	
0		

# Appendix E - Incident Evaluation Tool

Incident Evaluation Tool. Example shown here. Document is located at [www.plu.edu/nursing/documents](http://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 outweighed 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 of 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 without 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.	Willful / egregious / flagrant choice. Put own interests above that of client / agency / public. Intentionally neglected red flags. Substantial and unjustifiable risk.	
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 circumstance 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.

# Appendix F - Bachelor of Science in Nursing Portfolio Rubric

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Bachelor of Science in Nursing Portfolio Rubric.

## **Directions:**

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

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

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

## **Every Semester:**

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

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

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

## **Google Sites:**

The PLU BSN Portfolio utilizes Google Sites. Students who are having technical issues with Google Sites should contact Instructional Technologies within the PLU Library. Instructional Technology workshops will be held during NURS 260 and NURS 480 courses, however, they also will offer individual instruction as well as open lab time in the Library. Instructional Technologies can be

contacted at [itech@plu.edu](mailto:itech@plu.edu)

**Directions for Grading:**

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

**Definitions:**

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

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

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



CRITERIA	Exemplary	Proficient	Developing	Incomplete
<b>Home / Introduction Page</b>	Introduction of self and portfolio is professional and relates clear understanding of the purpose of the portfolio  9-10 points	Introduction of self and portfolio is professional and relates mostly clear understanding of the purpose of the portfolio  8-8.5 points	Introduction is professional but shows deficiency in understanding the purpose of the portfolio  7-7.5 points	Introduction lacks professionalism AND/OR demonstrates severe lack of understanding of the purpose of the portfolio or does not include an introduction that includes a purpose.  0-6 points
<b>Personal Page</b>	Philosophy, goals, resume demonstrate professionalism as well as thoughtful, comprehensive and insightful integration of self and nursing. Includes well-defined plan for future growth.  9-10 points	Philosophy, goals, and resume demonstrate professionalism as well as some integration of self and nursing but not in-depth. Includes limited plan for future growth.  8-8.5 points	Philosophy, goals, and resume demonstrate professionalism as well as superficial thought and minimal integration of self and nursing. Includes weakly defined plan for future growth.  7-7.5 points	Philosophy, goals, resume demonstrate deficiencies in professionalism AND/OR lack thoughtful, comprehensive and insightful integration of self and nursing. No stated plan for future growth.  0 - 6 points
<b>Reflections - Program Outcomes</b>	Reflection clearly describe a personal journey and professional growth. Insightful analysis of own performance and learning.  9-10 points per outcome	Reflection mostly clear in identifying and describing personal journey and professional growth. Thoughtful analysis of own performance and learning.  8-8.5 points per outcome	Reflection weakly identify and describe a personal journey and professional growth. Superficial analysis of own performance and learning.  7-7.5 points per outcome	Reflections fail to identify and describe a personal journey or professional growth. Superficial analysis of own performance and learning.  0-6 points per outcome
<b>Reflections – Liberal Arts</b>	Insightful identification and reflection of Liberal Arts contribution to nursing journey.  9-10 points per outcome	Thoughtful identification and reflection of Liberal Arts contribution to nursing journey.  8-8.5 points per outcome	Weak identification and reflection of Liberal Arts contribution to nursing journey.  7-7.5 points per outcome	Superficial or no identification of liberal arts contribution to nursing journey  0-6 points per outcome

<b>Selection of Evidence</b>	Claims strongly supported by multiple sources of evidence.  <b>9-10 points per outcome</b>	Claims mostly supported by multiple sources of evidence.  <b>8-8.5 points per outcome</b>	Limited variety of sources / courses, used multiple times. Claims poorly supported by evidence.  <b>7-7.5 points per outcome</b>	Minimal sources / courses utilized. Claims not supported by evidence.  <b>0-6 points per outcome</b>
<b>Organization and Design</b>	Professional appearance. All portfolio items organized according to program outcomes. Easy to read; fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. No errors in grammar, spelling. All nursing courses are represented.  <b>9-10 points per outcome</b>	A few minor changes would enhance the professional appearance (colors, pictures, or other items are a detraction). Fairly well organized; most items arranged according to program outcomes. Generally easy to read; fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Few errors in grammar, spelling. All nursing courses are represented.  <b>8-8.5 points per outcome</b>	Amateurish appearance (colors, pictures, or other items are a major detraction). Not well organized; some use of program outcomes. Often difficult to read; fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Multiple errors in grammar, spelling. A few courses are missing  <b>7-7.5 points per outcome</b>	Unprofessional appearance. Disorganized; no use of program outcomes. Difficult to read; fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Unacceptable level of grammatical and/or spelling errors. Many courses are missing  <b>0-6 points per outcome</b>
<b>Evidence from all courses included:</b>	<input type="checkbox"/> 220 <input type="checkbox"/> 260 <input type="checkbox"/> 270 <input type="checkbox"/> 280 <input type="checkbox"/> 320 <input type="checkbox"/> 330 <input type="checkbox"/> 340 <input type="checkbox"/> 350 <input type="checkbox"/> 360 <input type="checkbox"/> 365 <input type="checkbox"/> 370 <input type="checkbox"/> 380 <input type="checkbox"/> 420 <input type="checkbox"/> 430 <input type="checkbox"/> 440 <input type="checkbox"/> 441 <input type="checkbox"/> 460 <input type="checkbox"/> 480 <input type="checkbox"/> 499			

## Pacific Lutheran University School of Nursing

### Bachelors of Science in Nursing Portfolio Rubric



	General	Reflection – Program Outcomes	Reflection – Liberal Arts	Evidence	Points
Home / Introduction Page					
Personal Page					
Demonstrate the ability to incorporate the dimensions of person, nursing, and environment to promote health in a variety of nursing situations.					
Provide evidence-based clinically competent care of individuals, families, and communities in a variety of settings across diverse populations.					
Enact the role of service as a professionally educated member of society.					
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.					
Collaborate in the interprofessional design, management, and coordination of safe, quality care.					
Pursue practice excellence, lifelong learning, and professional engagement.					
Demonstrate knowledge of how healthcare policy, including financial and regulatory, affect the improvement of healthcare delivery and/or health outcomes.					
Demonstrate the use of information systems, patient care technologies, and interprofessional communication strategies in support of safe nursing practice.					
Organization and Design					
					/ 270

## Comments:

Approved by CIC May 2016