Nursing Student Handbook

With supplements for BSN & DNP Programs.

2023-2024

SEATTLE PACIFIC
SCHOOL OF HEALTH SCIENCES

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Preface

In our Seattle Pacific University community, we embrace the contributions and inherent worth of all individuals. As Christians, we believe that all persons are created in God's image and deserve respect and understanding, regardless of real or perceived background or political affiliation, role at the university, race, ethnicity, religion, (dis)abilities, age, size, nationality, citizenship, veteran or socio-economic status, gender, sexuality, affectionality, and/or identity.

The Nursing Student Handbook, (with BSN Supplement and DNP Supplement) has been written solely to provide the student with information specific to the curriculum, SHS - Nursing policies and procedures, campus facilities, and resources. Every effort has been made to ensure its accuracy. Its contents do not constitute an agreement between the School of Health Sciences and its students.

This handbook is intended to be complementary to the current Seattle Pacific University Undergraduate or Graduate Catalog. If regulations, program requirements, or services described herein conflict with current practice, the latter (current practice) will prevail. The School of Health Sciences reserves the right to amend, supplement, or revise this handbook at any time without prior notice.

Each student is responsible for the contents of this handbook and must abide by the policies and procedures written in this handbook. The contents are subject to revision throughout the course of the academic year. In the event there is a revision, students will be notified via SPU email. The authoritative form of this document is the electronic version posted on the School of Health Sciences website

The following terms are used throughout the Handbook:

- **AGNP:** Adult/Gerontology Nurse Practitioner; advanced practice specialty or degree track
- **Associate Dean**: Associate Dean for Undergraduate or Graduate Nursing
- **ATI:** Assessment Technologies Institute; comprehensive study and testing program
- **At Risk:** Students are designated as "At Risk" by the Program when they exhibit unprofessional behavior which puts them at risk of dismissal from the Program.
- **BSN:** Bachelor of Science in Nursing
- **Clinical:** Practicum experience in an SHS-Nursing pre-approved agency
- **Clinical Learning Lab (CLL):** On campus facility for development of clinical skills
- **CLIP** or **CLP:** Clinical Leadership in Practice; degree track
- **Course Instructor:** the faculty member or group of faculty who are listed as the faculty of record for a course
- **CNS:** Clinical Nurse Specialist; advanced practice specialty or degree track
- **Curriculum Agreement:** graduate students sign individual plans which document the sequence of required courses for that specific student to complete their program of study, also signed by the Associate Dean

- **Dismissed:** Students are designated as "Dismissed" by the Program and University if they have been dismissed from the Program or from University for administrative or academic reasons.
- **DNP:** Doctor of Nursing Practice
- **Failure to Progress**: Students are designated as "Non-Progression" who do not successfully complete a course, making them ineligible to progress
- **FNP:** Family Nurse Practitioner; advanced practice specialty or degree track
- **Graduate:** Students are designated as "Graduate" by the Program and University when a degree or certificate has been conferred on their academic transcript.
- **Graduate Nursing Council**: The Graduate Program academic policy and curriculum committee (GNC)
- **Graduate Admissions**: Seattle Pacific University Admissions office coordinates application materials for all graduate programs at SPU.
- **Internship:** (also called Clinical)

  BSN Level: SHS-Nursing Lab and clinical experience in a pre-approved agency or hospital setting

- **Leave of Absence (LOA):** Students are designated as "LOA" by the Program and University if they are not enrolled for a specific quarter (up to four consecutive quarters before reapplication is required) but have a planned date of return according to the LOA policy stated in this Handbook.
- **MSN:** Master of Science in Nursing
- **NED:** Nurse Educator; degree track
- **Nursing Program:** Lydia Green Nursing Program
- **Practicum:** (also called Clinical)
  - BSN Level: SHS-Nursing Lab and clinical experience in a pre-approved agency or hospital setting
  - DNP Level: practicum experience at an approved agency, clinic, or hospital
- **Program:** Lydia Green Nursing Program
- **Re-Application:** Students who are Dismissed or Withdraw from the program may petition to re-apply to the program.
- **Re-Enrollment**: Students who Fail to Progress in the program or are granted a LOA should

discuss their options for re-enrollment with the Associate Dean.
- **SAS:** Student Academic Services
- **SFS:** Student Financial Services
- **School:** School of Health Sciences
- **SHS:** School of Health Sciences
- **SPU:** Seattle Pacific University
- **Standards:** All standards of safety, practice, and behavior as cited in course syllabus, handouts, textbooks, and course evaluation forms the American Nurses Association or other professional nursing organizations of specialty practice.
- **Track:** specialty focus within the Graduate Nursing Program (i.e. AGNP, FNP, CNS, etc.)
- **University:** Seattle Pacific University
- **UNC**: The Undergraduate Program academic policy and curriculum committee (UNC)
- **Withdrawn:** Students are designated as "Withdrawn" by the Nursing Program and Seattle Pacific University if they choose to withdraw from a course, the Program, or the University.

1.0 The Lydia Green Nursing Program

1.1 Accreditation

Seattle Pacific's BSN and DNP are approved by the Washington State Nursing Care Quality Assurance Commission. The baccalaureate degree program in nursing and Doctor of Nursing Practice program at Seattle Pacific University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

1.2 Foundational Statements

1.2.1 Nursing Program Mission Statement

Based on our commitment to Christian values, we seek to partner with the community to develop graduates who engage the culture, change the world, and:

- Serve all people with the highest level of professional care
- Demonstrate competence in a diverse and changing environment
- Act with wisdom, character, and caring
- Demonstrate leadership in all aspects of their careers
- Promote optimum health of body, mind, and spirit

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DNP Program Mission

The SPU DNP Program will prepare students to be transformational leaders who engage and foster global human flourishing with competence, character, and wisdom.

1.2.2 Nursing Program Vision

We strive to create a community that functions within a culturally safe, creative, innovative, and healthy environment with our internal and external practice partners, and prepare students to practice the nursing profession with competence, character, and grace.

DNP Program Vision

The DNP Program at Seattle Pacific University:

• Ensures robust academics and relationship centered learning,

• Guides students to advance their vocational calling,

• Cultivates excellent clinicians who promote human flourishing and build partnerships for patient centered care,

• Fosters reconciliation and social justice through Christian faith and values in a multicultural and complex world.

1.2.3 Nursing Program Philosophy Statement

Within a Christ-centered environment, the School of Health Sciences faculty and staff commit themselves to mentoring students in both the art and science of nursing. These mentoring relationships help foster a passionate spirit of inquiry within the student that becomes the foundation for a practice grounded in competence, caring, and compassion.

Collaboration is at the heart of our pedagogy. Students and faculty work together to deliver holistic care that reflects grace and beauty to individuals, families, and communities.

Within a grace-filled and reflective practice, students and faculty seek to find beauty in all of humanity through a process of self-awareness and reflective practice. We see and honor both suffering and healing as fundamental human experiences.

The School of Health Science's climate of learning supports students in developing character, accountability, responsibility, and honesty.

A sense of greater calling through engagement is achieved as students learn to work collaboratively with communities of interest to promote health and wellness, as well as advocating for social justice. A commitment to social justice helps to create a foundation where individual and group diversity is appreciated and everyone works to create an environment that is culturally safe for all.

As the health needs of society and the health care delivery system continue to change, it is essential that nurses demonstrate leadership in advocating for individuals, families, and communities. Graduates of the School of Health Sciences are engaged in, and take initiative in, that leadership role.

Philosophy of Nursing Education

The best environment for learning is one in which learners can feel challenged, accepted, respected, and supported, and in which they can relate new learning to prior knowledge and life experiences.

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The learning environment embodies a commitment to collaboration, creativity, and leadership. The faculty and students share responsibility for the development of each individual's potential.   A variety of teaching and learning strategies are used. Teachers as role models demonstrate ethical decision making, love and concern for students, and their faith and commitment to the Christian goals of the institution.

1.2.4 Purpose of the Nursing Program
The purpose of the School of Health Sciences, Lydia Green Nursing Program is to prepare graduates to meet the health needs of a community through promoting wellness and providing illness care for its members.

1.2.4.1 Purpose of the Undergraduate Nursing Program
The purposes of the Undergraduate Nursing Program are to:

1. Provide a liberal and professional education that integrates the humanities, sciences, nursing theory, and nursing research with personal faith and values.
2. Foster an appreciation of the nursing profession's historical and future commitment to facilitate change in the service of health promotion.
3. Provide a theory and practice base for using the nursing process to provide primary, secondary, and tertiary preventive care.
4. Foster collaboration with other members of the health care team to provide holistic health care.
5. Provide a basis for graduate nursing study.

1.2.4.2 Purpose of the Graduate Nursing Program
The purposes of the Graduate Nursing Program are to provide post-baccalaureate and graduate level nursing education that will prepare graduates to assume nursing practice positions, advanced practice, and leadership roles in a variety of settings keeping with the University model of scholar-servant. Our aim is to foster the development of graduates who will demonstrate increased personal, intellectual, spiritual, and professional maturity. Therefore, the goal for all graduates is to promote continued self-understanding, ethical behavior, critical thinking, evidenced based judgment, and scholarship in the true caring of others with integration of Christian faith with clinical expertise. Specifically, to:

1. Provide advanced professional education that integrates the humanities, sciences, nursing theory, and nursing research with personal faith and values.
2. Foster an appreciation of the nursing profession's historical and future commitment to facilitate change in the service of health promotion.
3. Provide advanced theory and practice base for implementing the nursing process to provide primary, secondary, and tertiary preventive care.
4. Foster collaboration with other members of the health care team to provide holistic health care.
5. Provide a basis for post-graduate nursing study and doctoral education.

1.2.4.3 Core Values of the Doctor of Nursing Practice Program
The core values of the Doctor of Nursing Practice Program are excellence, respect, diversity, inquiry, and caring presence.

1.3 Expectations for Nursing Students
1.3.1 Civility in Nursing Education
The Nursing Program is a community of staff, faculty, and students that is committed to a respectful, safe, and protected environment, founded in civility, in which all can work and learn. The Nursing Program requires that all members of our community value and recognize the worth of each person. As a community, all members will make every effort to discourage incivility and protect its individual members from all forms of unacceptable interpersonal aggression including, but not limited to, verbal, written, and physical aggression. All members of the Nursing Program will strive to maintain an environment that is free from violence, threats of violence, harassment, intimidation, and other disruptive behavior from each other or from outside persons. All incidents will be taken seriously and will be dealt with promptly and appropriately. The Nursing Program will strive to ensure a safe and respectful environment.

Therefore, the following expectations are in addition to requirements listed in the SPU Undergraduate or Graduate Catalog:

Students are expected to be on time for each class and clinical experience. Students are being prepared to transition to the professional world with

new skills and knowledge. Tardiness is unacceptable within the academic and the health care setting in which colleagues and patients depend on the student's care.

Students are expected to remain in class, labs, and clinical experiences for the entire designated period and leave when the professor indicates the session is finished. Leaving class, lab, or clinical site prior to dismissal by faculty demonstrates disrespect, is extremely distracting to others in the class, and may be unsafe for patients. All students deserve to have the best environment in which to learn. Packing up books before the professor has finished is also a distraction and communicates a lack of respect. The professor may ask the student demonstrating such behaviors to leave the classroom setting.

Electronic devices should be muted to prevent noise disruption and distraction in the learning environment.

Disruptive students may be removed from class or clinical site at the discretion of the instructor. There may be consequences to the course grade or to the ability of the student to progress in the planned curriculum if removal occurs.

Students are expected to communicate any changes to existing schedules to their instructor(s). They should arrange to leave as unobtrusively as possible. At the discretion of the instructor, there may be consequences to the course grade for class absence.

Students are expected to refrain from talking during videos, lectures, guest lectures, or presentations. Active listening aids in retention and increases learning potential. At the discretion of the instructor, there may be consequences to the course grade for disruptive behavior.

Electronic devices being operated within the classroom must be used for direct classroom learning activities only and fall under the discretion of the instructor.

1.3.2 Nondiscrimination Policy
If a student feels unlawful discrimination, the student should refer to and follow the Seattle Pacific University nondiscrimination policies laid out in the [Undergraduate and Graduate Catalogs](#).

1.3.3 Professional Behavior
Students are expected to maintain high standards of professional performance and behavior. Students must become familiar with the American Nurses Association (ANA) Professional Standards, the Code of Ethics for Nurses, and their own specialty national organization's standards. Regular feedback is provided to the faculty in regards to a student's behavior. If the behavior of the student is not in keeping with the standards of the profession and the Nursing Program, a student may be dismissed from the program. Nursing Program faculty may consider factors in addition to academic performance when determining whether a student may continue in the program, such as professional behavior, academic integrity, and safe clinical competence.

1.3.4 Technology Resources
It is the responsibility of students to have working knowledge of electronic resources, including but not limited to Banner, Canvas, Library databases, word processing software, and internet-based training modules.   Students are responsible to access these resources through personal devices, on and off campus. All use of technology systems, equipment, and resources on campus are subject to the [SPU Acceptable Use Policy](#).

Students are expected to be technology literate and access campus resources for guidance and instruction as needed.

1.3.5 Changes in Current Address, Phone, or Name
It is essential that the SHS office have current contact information in order to maintain accurate records and to be able to contact the student quickly. Therefore, it is the student's responsibility to inform the University and the Nursing Program of any changes in name, address, or phone number.

See the [SPU Undergraduate or Graduate Catalog for instructions to update personal information with the University.](#) Students who have a change of personal information also must notify their clinical instructor(s) and SHS-Nursing via their program's Administrative Staff.

Students are responsible to check their records in Banner for accuracy.

1.3.6 References and Letters of Recommendation

During academic study or upon graduation, the student may request a reference or letter of recommendation from faculty. All requests must be submitted by email.

Evaluations conducted during internship/practicum are not sent to prospective employers because these are educational documents whose purpose is to identify learning needs and are not an appropriate reference tool.

1.4 Resources for Students

University Catalogs and Time Schedule:
https://spu.edu/catalog

Student Life Policies and Procedures:
http://spu.edu/administration/office-of-student-life/policies-and-procedures

Computer Acceptable Use Policy:
https://wiki.spu.edu/display/CIS/Computer+Acceptable+Use

1.4.1 Disability Support Services

The University provides a variety of services for eligible students with disabilities through Disability Support Services. Any student with a documented physical, medical, psychological, or learning disability can schedule an intake interview with a staff person to determine the level of accommodation needed. To receive assistance, students must have diagnostic documentation according to documentation guidelines. This documentation should explain the nature and extent of the disability, and may include professional recommendations for support services.

1.4.2 Laws related to Nursing Professions

Laws and Administrative Codes regarding the field of nursing can be found at http://leg.wa.gov/.

1.5 Celebrations and Awards

1.5.1 Undergraduate Consecration

The Undergraduate nursing experience at SPU begins with a worship service planned by nursing students and their faculty. It is a time set apart for prayer and praise, which is shared by family, friends, nursing faculty, and nursing students for God's blessing on nursing study. Students may be asked to serve on a planning committee. Nursing uniforms are worn for the service. A class picture is taken and individual portraits may also be available.

1.5.2 Undergraduate Pinning

This graduation celebration service is a final quarter ceremony for graduating undergraduate students. It marks the passage from student to professional nurse. Family and friends are invited to share this occasion with the students.

It is the responsibility of the cohort president and Undergraduate Administrative Assistant to form a planning committee that will plan the celebration program. The focus of the celebration is the receiving of the SPU nursing pin, which represents completion of the Seattle Pacific University Nursing Program.

Special awards are given to graduating students and are announced at pinning. The award policies are as follows:

- Outstanding Academic Achievement in Nursing. The student(s) who have the highest GPA in the nursing major (80 credits) coursework.
- Outstanding Clinical Practitioner. The student demonstrating the highest level of performance in clinical settings is chosen by the faculty.
- Outstanding Student of Competence and Character. This award is given to the student who has demonstrated excellence in scholarship as well as exhibiting honesty and integrity and who values serving others. Student peers choose the recipient.
- DAISY Award. Awarded to a student who demonstrates commitment to compassionate care of patients and families, makes a connection with patients, families and peers by building trust and respect, and advocates strongly for patients and families. Selected by DAISY Award Committee.

1.5.3 Graduate Commissioning

The Graduate Commissioning is a ceremony held by the School of Health Sciences for all students completing a graduate degree program. Family and friends are invited to share this occasion with the students.

Special awards are given to graduating students and are announced at Commissioning. The award policies are as follows:

- DAISY Award. Awarded to a student who demonstrates commitment to compassionate care of patients and families, makes a connection with patients, families and peers by

building trust and respect, and advocates strongly for patients and families. Selected by DAISY Award Committee.

1.5.4 Graduate Commencement

Graduate Commencement is a ceremony held by Seattle Pacific University for all students completing a masters or doctoral degree. Students earning a doctoral degree receive their hood at this event. Family and friends are invited to attend.

1.5.5 Sigma

Sigma is the international honor society for nursing. Its purposes are to (a) recognize superior achievement, (b) encourage the development of leadership qualities, (c) foster high professional standards, (d) encourage creative work, and (e) strengthen commitment to the ideals and purposes of the nursing profession. Sigma is active at the local, regional, national, and international levels. Psi-at-Large Chapter is a collaborative chapter with Seattle Pacific University; Pacific Lutheran University; Northwest University; Olympic College; and the University of Washington's Seattle, Bothell, and Tacoma branches. Eligible candidates are recommended by the Graduate Nursing Program to the Eligibility Committee of Psi-at-Large Chapter who invites students for membership.

2.0 Academics

2.1 Academic Policies

2.1.1 Academic Integrity

It is particularly important for nursing students to adhere to the highest ethical and moral standards, including exemplary standards of academic conduct. Any breach of generally accepted professional and academic standards is unacceptable. Both students and instructors have obligations to report and to prevent cheating, plagiarism or other academic misconduct. See the SPU policy on Academic Integrity in the [Undergraduate or Graduate Catalog](#).

Students aware of academic dishonesty by others should be responsible in reporting this to the supervising instructor. Examples of academic dishonesty include sharing papers, test questions/answers, cheating on examinations, plagiarism, theft or alteration of another's work for the purposes of academic credit, or failure to give credit for ideas.

Nursing instructors are committed to the learner achieving the highest level of scholarly performance and will assist the student in this endeavor. The student is reminded that any language, ideas, or thoughts published or presented by another person must be appropriately cited and referenced according to the APA Publication Manual. Academic and professional integrity are considered seriously within SHS.

There are no exceptions to upholding integrity to the highest professional standard and fulfilling professional conduct, including all communication at the highest level. Cheating and plagiarism will not be accepted and may be cause for an Improvement Plan, immediate dismissal from the course, and/or immediate dismissal University depending on the severity of the offense.

Any alleged incident of academic dishonesty should be handled by the instructor and the student following the guidelines set forth in the Undergraduate or Graduate Handbook, found in the [Undergraduate or Graduate Catalog](#).

2.1.2 Class Attendance

Regular, continued attendance at all classes is expected. Presence in class is marked by active preparation prior to class and engaged participation in the activities of the class. The student must notify the course instructor(s) prior to the absence or as soon as possible afterward if illness or an emergency prohibits class attendance. Voice mail messages or email messages can be left 24 hours a day; however, the preferred communication is by email. The student is responsible for all knowledge and material covered during the absence and is responsible to obtain that information from peers.

Classes will begin promptly at the designated time and continue to the end of the scheduled class session. Repeated tardiness for start of class, late return from breaks, and leaving early from class is considered unprofessional and may result in a deduction of points.

Course syllabi may set forth additional attendance requirements. Instructors may reduce a course grade for any absence even when the instructor has been notified in advance of the student's absence.

Note: The Graduate Nursing Program operates on a year-round schedule which includes a ten week summer session. Students must plan vacations and other personal events carefully so as not to interfere with class attendance.

2.1.3 Communication

Timely communication between instructors and students is critical for efficient and effective planning of classroom and internship/practicum activities, as well as for communication of matters of importance to students. Email, voicemail, and Canvas notifications are the primary forms of communication used in the School of Health Sciences.

While instructors commit to timely notification to students of any changes or important details, information may change at the last minute, especially in regard to internship/practicum activities. Therefore, students are expected to assume responsibility throughout the school year for continuous monitoring of electronic communication systems (including email and voicemail) and for maintaining communication with instructors. Monitoring email and voicemail during academic breaks is important, particularly related to clinical placements.

2.1.3.1 Email

It is the policy of the School of Health Sciences that students only use their SPU email address when communicating with the University, the School of Health Sciences, staff, course instructors, and clinical preceptors. Some external email addresses are excluded by virus protection therefore SPU users may not receive messages or attachments sent from those addresses. Students are responsible to ensure their email is functioning properly and that their email is handled appropriately such that messages are not rejected, for example if their inbox is full.

Instructors and staff endeavor to respond to students' emails in a timely fashion. However, many instructors are off-campus one or more days each week for clinical activities and may not access email those days. In general, instructors will respond to student emails within 72 hours, Monday through Friday. Instructors and staff are not expected to access email on weekends.

Students should communicate clearly with course instructors about their preference regarding contact outside of regular office hours.

2.1.3.2 Canvas

Canvas is the online learning platform which is used as a learning platform for nursing courses. Canvas can be accessed via the SPU website and include course syllabi, program policies, assignments, and more. The student is responsible for the information distributed through their Canvas courses.

2.1.4 Policy for Writing Papers

American Psychological Association (APA) style standards apply to all student papers using the most current manual published, unless otherwise specified. Student must refer to the required text, *Publication Manual of the American Psychological Association*, for specifics.

Generally, all formal papers are to be double spaced throughout. All papers should have a "face sheet" or "title page" and a reference list. The headings and subheadings are encouraged and will depend upon the length and complexity of the outline of the specific paper. Correct spelling, grammar, and punctuation are mandatory.

The SPU Research, Reading, & Writing Studio is a helpful resource to support students in their writing skills.

2.1.4.1 Graduate Program Specific Criteria

Graduate instructors will use the "Graduate Competency Level & Graduate Writing Criteria for Graduate Assignments" in conjunction with specific criteria and/or a grading rubric for each assignment. Graduate instructors will return papers that are unacceptable in any of these categories to the student for mandatory revision and resubmission. Penalty points for resubmissions will be assessed by the instructor. See Appendix A for complete criteria.

2.1.5 Undergraduate Test Taking Policy

Exams (including the final) must be taken on the day/time scheduled as designated in the syllabus, unless arrangements for accommodations have been made. If students arrive to class late, they will be expected to take the exam with the class during the allotted time. If a student is ill and cannot take an exam at the designated time, they must notify the instructor before the examination time. Re-scheduling is at the discretion of the instructor. The instructor may require a healthcare provider verification of illness.

In an attempt to limit distractions during exams:
- Students must stow belongings prior to beginning any exam.
- Other than those required for the exam, electronic devices (e.g. phones, tablets etc.) may not be used at any time while testing is in progress.
- Instructors may release students who have completed the exam in 15 minute intervals, with the first dismissal occurring at the halfway point of the exam.
- Students who complete the exam should sit quietly and wait for the next release time.
- Students are not to access or remove materials from their stowed belongings.
- Restroom breaks may be taken after the exam is completed.
- Students should remain quiet in the hallway outside the classroom, as they depart.

2.1.6 Interventions for Student Improvement

The School of Health Sciences is committed to providing opportunities for the success of all its students. Faculty concerns regarding student academic performance or behavior (professionalism) will be addressed in a timely manner and a plan of improvement will be developed collaboratively with the student. Written

documentation of concern becomes a permanent part of the student's file.

Examples of academic concerns may include (but are not limited to) low scores for assignments/exams/courses, poor writing skills, unsafe care in the clinical setting, or inadequate use of technology and other resources to engage in coursework. Examples of behaviors that are considered concerning include (but are not limited to) frequent lateness to class or clinical, absences, incivility, or other unprofessional behavior.

Students who exhibit concerning academic performance or professional behaviors will be supported through the following interventions. Faculty discretion regarding the seriousness of their concern will determine the level of intervention.

2.1.6.1 Verbal Feedback
Instructors or faculty advisors will give verbal feedback to students following a modified SBAR communication, which include the following steps:
1. Verbal feedback from faculty to student (SBA)
2. Email confirmation from faculty to student (restate SBA)
3. Response from student to faculty (BAR)
4. Confirmation from faculty to student (R)
5. Email communications saved in student file

2.1.6.2 Improvement Plan
Instructors or faculty advisors will initiate improvement plans to identify specific behavioral, professional, or academic concerns and direct discussion to outline a plan for success, including the needs of the student.

Faculty initiate a discussion regarding creation of an improvement plan using an Improvement Plan form, which includes the following steps:
1. Faculty statement
2. Student statement & plan for improvement
3. Student and faculty meeting to review and sign plan agreement
4. Finalized plan saved in student file
5. Student and faculty check in regarding progress toward stated goals

2.1.6.3 Final Improvement Plan with Associate Dean
Associate Deans will initiate final Improvement Plans for behavioral or professional issues. Academic issues are not addressed in Final Improvement Plans as the consequence for failure to meet academic standards results in a failure to progress in the Program.

Once a Final Improvement Plan is issued, the student will be designated as "At Risk" and may be dismissed from the Program if goals agreed upon in the Final Improvement Plan are not met.

The Final Improvement Plan is procedurally similar to the Improvement Plan issued by faculty or faculty advisors. Associate Deans initiate a discussion regarding creation of a final improvement plan using a Final Improvement Plan form, which includes the following steps:
1. Associate Dean will discuss behavioral issue with appropriate stakeholders. Stakeholders may include instructors, faculty advisors, clinical staff, students, etc.
2. Associate Dean provides a statement of the issue and relevant findings to student.
3. Student prepares a reflection statement and written plan for improvement.
4. Student and Associate Dean meet to discuss relevant findings, students' perspective, proposed plan for improvement, and sign plan agreement. Other stakeholders may be invited as appropriate.
5. Finalized plan saved in student file
6. Student and Associate Dean follow up regularly to confirm progress toward stated goals and resolution of stated issue in a timeframe outlined in the plan.
7. In the event a student does not meet the goals agreed upon in the Final Improvement Plan, they may be dismissed from the Program.

2.1.7 Academic Probation
See the SPU Undergraduate or Graduate Catalog for details regarding the University academic probation policy.

Note for Graduate Nursing Students: If a graduate student is placed on Academic Probation they must make an appointment with the Associate Dean to plan for improving their GPA. The plan for improvement, including a specified time frame, is submitted to the Graduate Nursing Council (GNC), relevant instructors, and the Associate Dean. The improvement plan is approved by GNC and/or the Associate Dean and a copy is provided to the student and is also placed in the student's permanent file.

An additional 9 credits may be used to raise the total GPA over 3.0.

2.1.8 Policy Guidelines for Arranging an Independent Study

The School of Health Sciences offers the following courses for independent study (IS):

- Undergraduate level:
  - HSC 4900 Independent Study (1-5 credits)
  - NUR 4900 Independent Study (1-5 credits)
- Masters level:
  - NUR 6900 Independent Study (1-5 credits)
- Doctoral level:
  - NUR 7900 Independent Study (1-5 credits)

Guidelines are provided for the amount of work per credit and variability of requirements for each type of independent study. See the Undergraduate or Graduate Catalog for more information.

Definition:

Independent study is a student-directed learning project. The student determines the particular area of study, and assumes responsibility for initiating the project, its progression and completion. The independent study must be approved by the School of Health Sciences instructor prior to the student engaging in the independent study.

Purpose:

The purpose of the School of Health Sciences' independent study option is to allow a self-directed student to explore, with guidance of a qualified instructor, an area of interest not offered as a course within the SPU Catalog.

Credits:

The course may be taken for 1-5 credits depending upon the study suggested and recommendation of the instructor.

Procedure:

The student is responsible to ask this instructor to serve in this capacity. The student must complete the independent study form and submit it to the instructor. The instructor and reviewers will make the decision regarding acceptability of the proposal and appropriate number of credits. When the study has received final approval by the instructor and reviewers, the independent study form will be routed to Student Academic Services for registration.

Registration:

Students are manually registered for Independent Studies using the independent study form, which must include the signatures of the student, instructor, and Associate Dean for the program.

2.1.19 Transcultural Experiences

Undergraduate:

Nursing study abroad experiences may be available through the School of Health Sciences. Consult the SPU Study Abroad website for offerings.

Graduate:

While study abroad experiences are not sponsored by Seattle Pacific University for Graduate students, the Nursing Program supports transcultural learning and clinical experiences. Students are encouraged to use vacation breaks and times when classes are not scheduled to participate in transcultural experiences.

2.2 Grading

Nursing courses with regular grading, are graded on the following scale:

A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 81%
C+	< 81%	to 78%
C	< 78%	to 75%
C-	< 75%	to 71%
D+	< 71%	to 68%
D	< 68%	to 65%
D-	< 65%	to 61%
E	< 61%	to 0%

Numeric scores or grades in a course are not rounded up. For example, if a student earns a 74.8, the score shall be 74 whether this is an assignment score or the end of the course score.

2.2.2 Required Grades for Progression

2.2.2.1 Undergraduate Grades Required for Progression

Undergraduate Nursing students who earn a final score less than a C (75%) will not progress in the Nursing Program. (See individual course syllabi for specific application of this policy.)

Undergraduate Nursing practicum and internship courses are graded as Pass/No Credit. Students must pass each practicum and internship course in order to progress in the program and to graduate.

A final course score of less than 75% (i.e., a C in theory courses or a "no credit" grade in practicum/internship) in any nursing course in the final quarter of the program will be awarded an E grade.

Any student receiving a final course grade of C- or below will be required to satisfactorily repeat that nursing course before progressing further in the Nursing Program. Because certain courses must be taken in sequence, failure to meet the 75% standard in any course may delay the student by one or more years.

2.2.2.2 Graduate Grades Required for Progression

Graduate Nursing students who earn less than a C+ (78%) will not progress in the program. Additionally, in designated courses students must achieve a minimum grade of a B (84%) or greater signifying the importance of the content and knowledge needed to progress in the program. Failure to achieve the required minimum standard grade of 84% (B) or higher in the designated courses listed below will prevent the student from progression in sequential coursework when the course is a prerequisite.

It is the responsibility of instructors to ensure safe clinical practice in the clinical setting; in the following courses, a course grade below 84% (B) is considered unsafe practice for clinical practice nursing.

DNP Program:
- NUR 6211 Advanced Health Assessment
- NUR 7212 Clinical Reasoning and Advanced Health Assessment
- NUR 7213 Advanced Clinical Pathophysiology
- NUR 6214 Advanced Pharmacology 1
- NUR 7215 Advanced Pharmacology 2
- NUR 7710 Advanced Practice Nursing in Pediatric Primary Care
- NUR 7720 APN in Gerontology
- NUR 7730 APN of Adults in Acute Care
- NUR 7740 Advanced Clinical Management 1
- NUR 7741 Advanced Clinical Management 2
- NUR 7742 Advanced Clinical Management 3
- NUR 7930 Simulation and Field Experience Practicum for the Nurse Practitioner
- NUR 7931 Advanced Practice Clinical Practicum: Nurse Practitioner
- NUR 7932 Advanced Practice Clinical Practicum: Nurse Practitioner

- NUR 7933 Advanced Practice Clinical Practicum: Nurse Practitioner
- NUR 7934 Simulation and Field Experience Practicum for the Clinical Nurse Specialist
- NUR 7935 Advanced Practice Clinical Practicum: Clinical Nurse Specialist
- NUR 7936 Advanced Practice Clinical Practicum: Clinical Nurse Specialist
- NUR 7937 Advanced Practice Clinical Practicum: Clinical Nurse Specialist
- NUR 7995 DNP Scholarly Project Proposal
- NUR 7996 DNP Project
- NUR 7938 DNP Immersion Practicum
- NUR 7939 Advanced Practice Synthesis Practicum: Post-Masters APRN

2.2.3 Incomplete ("I") Grade

SPU policies regarding Incomplete or "I" grades are outlined in the [Undergraduate and Graduate Catalog](). In addition, for nursing students, requests for an incomplete grade will be considered if the following criteria are met:
- Request is due to unusual circumstances such as severe injury, illness or another emergency situation;
- Student is in academic good standing;
- At least 50% of the course requirements (as calculated by the instructor) have been completed at the time of the request.

To request an incomplete grade, the student must submit a written plan to the course instructor no later than the last 2 weeks of class instruction per the University academic calendar. The written plan must include a timeline for completion of the required work.

The Instructor may deny the request, grant the request, or refer the matter to the Associate Dean. Instructors have the right to ask the student for verification of the rationale for the request (e.g. medical documentation). A copy of the written plan is to be kept by the student, the instructor, and in the student's permanent file.

Although the University grants up to one year to complete the requirements for the approved incomplete (I) grade, to facilitate the progression graduate nursing students are encouraged to complete requirements by the end of the subsequent quarter. Per University policy, if the student does not complete the coursework according to the approved written plan, the grade

will be submitted based on coursework completed and may result in a failing grade.

Instructors must be granted adequate time to grade the work submitted within the timeframe set forth in the University Catalog. If the "I" grade is not changed, the University will automatically change the grade to "E" after one year.

2.3 Graduation

2.3.1 Degree Requirements
Students must carefully review, understand, and meet all degree requirements listed in the SPU Undergraduate or Graduate Catalog. The School of Health Sciences faculty advisor and Student Academic Services staff endeavor to assist the student, however, the student remains responsible to follow through and complete all graduation requirements.

Note: The individual Curriculum Agreement signed by graduate students specifies the sequence of all required coursework and can be used to assist the student in fulfillment of degree requirements.

2.3.2 Graduation Terms
Per the Undergraduate and Graduate Catalog, to be eligible to participate in Commencement ceremonies, a student must be able to complete all degree requirements during the calendar year in which Commencement ceremonies take place. See the SPU Undergraduate or Graduate Catalog for more details.

2.3.3 Transcripts for Licensure or Certification
Transcripts documenting completion of a degree or certificate program will not be released to the Washington State Nursing Commission, certifying bodies, or other jurisdictions until all holds, for whatever reason, have been removed from the student's account. The student is responsible to take actions necessary to remove holds.

2.4 Student Academic Appeals Process
The purpose of the academic appeals process is to provide guidelines for a timely and equitable resolution of problems or complaints of an academic nature when reasonable direct discussions between the parties have failed to do so. Academic appeals may be made only on the grounds of unfair treatment against stated standards, and not against the professional judgment or personality of the instructor.

Personality conflicts should be dealt with quickly and in private, and not as a part of an academic appeal, unless the complaint involves unfair treatment against stated standards.

See the SPU Undergraduate or Graduate Catalog, Academic Policies section for details regarding policies and procedures related to unlawful discrimination and the University's Academic Appeals Policy.

2.4.1 Filing an Appeal
Failure to follow the procedures outlined below may result in the dismissal of the student's Appeal, meaning the original decision will remain in effect.

1. An effort should be made to resolve the situation between the parties involved. If the situation cannot be resolved between the two parties, the student may file an Appeal.

   Any Appeal filed by the student must be in writing using the Academic Appeal Form ("Appeal"). This form is available via the Current Students page of the School of Health Sciences website or by emailing shsstaff@spu.edu.

2. Submitted Appeals must be:
   a. filed within five (5) calendar days after the student was informed of the decision verbally or in writing by the instructor or committee
   b. completed entirely, including:
      i. current and accurate contact information
      ii. student signature and the date signed
   c. submitted as a PDF to shsstaff@spu.edu

3. The date an Appeal is received by the School of Health Sciences staff is the date of filing ("Filing Date").

4. The student may submit, as part of the Appeal, the names of persons who have information relevant to the Appeal. Those persons with information may submit written statements to the Chair of the Appeals Committee, and such statements must be based on direct involvement or observation (not hearsay).
   - Written statements shall be provided to the Chair of the Appeals Committee at least 48 hours prior to the Appeals Committee meeting.

- The Chair of the Appeals Committee shall determine the relevance and appropriateness to the Appeal of the persons and their statements and shall decide whether to make such statements available to the rest of the Appeals Committee.

5. If the student believes clinical site staff may have information relevant to the student Appeal, the student will provide the Appeals Committee with the names of the clinical site staff. The Chair of the Appeals Committee (**not the student**) will then contact the clinical agency to determine whether the agency will provide the student and University access to the clinical site staff member(s). The Chair of the Appeals Committee will contact the student and inform the student how to proceed.

   Staff members at clinical agencies are not obligated to participate in student Appeals. Some clinical agencies may not allow their staff to participate in such matters.

2.4.2 During an Appeal
The student and witnesses are expected to keep the Appeal confidential.

While an Appeal is under review, the student will not continue in internship/practicum classes regardless of the nature of the appeal. Decisions regarding continuation in didactic/theory courses will be made by the course instructor and this professional decision is not subject to review or appeal.

The student is responsible to monitor email daily throughout the Appeals process.

2.4.3 Appeal Review Procedures
The Appeals Committee will take all reasonable steps to keep confidential the names of involved parties, and the nature and content of the Appeal.

Upon receipt of an Appeal the following steps will occur:
1. The Dean of the School of Health Sciences will appoint an Appeals Committee. The Appeals Committee will:
   a) Consist of at least three members.
   b) Be selected from the membership of the SHS faculty.
   c) Not include SHS faculty directly involved in the Appeal issue.

   d) Be Chaired by a faculty member designated by the Dean.

2. The Chair of the Appeals Committee will notify all parties directly involved of the:
   a) Receipt of the Appeal,
   b) Nature and content of the Appeal,
   c) Date, time, and place of the Appeals Committee meeting, and
   d) Names of Appeals Committee members and Chair.

3. The Appeals Committee will meet and render a decision within ten (10) business days of the filing date. The Committee may schedule a meeting beyond that date if necessary or deemed appropriate.

4. The Chair of the Appeals Committee will have broad discretion in setting the procedures for the conduct of the meeting, including but not limited to deciding:
   - whether the student will have the opportunity to appear before the Committee
   - the number of persons to be heard (if any)
   - reasonable time limits for statements
   - the inclusion of additional information
   - the exclusion of persons who are not witnesses to the student event

   Participants who are disrespectful or disruptive may be asked to leave.

5. The Appeals Committee will forward their written, final decision to the Dean within two (2) business days of the decision.

   The Dean will review the Appeals Committee decision and supporting materials related to the appeal. Within two (2) business days, the Dean will forward the Appeals Committee decision letter to the student electronically; the date of the Dean's letter shall be the date from which any additional appeal rights for the student commence.

6. If a resolution is not obtained at this level, the student may Appeal to the next level in the school or University administrative structure. See the SPU Undergraduate or Graduate Catalog regarding Appeals Process and Levels of Appeal.

3.0 Internship/Practicum

The following requirements and protocols have been established to maximize the student's learning opportunities, to comply with professional standards and to assure safe care. If the student does not comply with the requirements and protocols found in this handbook, the instructor may remove the student from internship/practicum. This may result in the student's dismissal from the program or delay in the student's progress through the program.

3.1 Internship/Practicum Preparations

Requirements for internship/practicum preparation include:

3.1.1 Program Orientation to Internship/Practicum

Each student who is scheduled to complete a clinical internship or practicum is required to attend a mandatory Program Orientation prior to their clinical experience. (For Undergraduate Students, this will be at their New Student Orientation and for Graduate Students, this will be a separate meeting closer to the start of their clinical practicum.)

Students are notified in advance of this meeting by SHS Staff. Failure to attend or comply with program or clinical agency requirements in a timely fashion will prohibit progression in the nursing program.

3.1.2 Subscription to Typhon Group

Every nursing student is required to subscribe to the appropriate Typhon Group system and complete all required training: It is the student's responsibility to check expiration dates of practicum requirements in Typhon.

3.1.3 Subscription to ImmuniTrax

It is the student's responsibility to submit and enter all Immunization, TB Testing, Basic Life Support card, and Insurance cards to ImmuniTrax, according to the guidelines distributed in the Program Orientation process, in addition to keeping a copy for their personal records.

3.1.4 Clinical Passport

All nursing students are required to complete the requirements for the Clinical Placements Northwest (CPNW) Clinical Passport by the stated deadline, usually 4-6 weeks prior to beginning the internship/practicum experience.
Internship/practicum facilities may have additional requirements that students must meet.

Internship/practicum placement assignments are not negotiable. Students who have not submitted requirements for the Clinical Passport and other site-specific requirements, by the stated deadline will not be permitted to attend Clinical Site Orientation or internship/practicum, which may result in failure in the course.

1. Background Checks: The following background checks are required upon admission into clinical experiences as dictated by the Clinical Placements Northwest Collaborative:
    a. Criminal History Questionnaire (WAC Chapter 446-20): All students must complete, sign, and return the Criminal History Questionnaire when requested. Students must return and include date of signing. If answering "yes" to any criminal history question, the student must provide a written explanation, along with a copy of the signed and completed questionnaire. Answering "yes" to any question on the questionnaire will not necessarily disqualify the student from participation in internship/practicum. However, the University or clinical agency reserves the right to bar students from participating in a clinical experience based on the Criminal History Questionnaire.

    b. National and State Background Checks: Students must submit a request for a national background check through the process indicated in Program Orientation materials and are responsible for any fees incurred. Once reviewed and cleared by the Nursing Program, clinical agencies will be notified that the student has a "clear" record. The clinical site has the right to refuse entry of students into the clinical setting based on criminal history.

c. Additional Background Checks: In addition, if a clinical agency requires other or additional background check information about the student, the student must comply. The clinical site has the right to refuse entry of students into the clinical setting based on criminal history.

2. Professional Liability Insurance: The University's general liability insurance includes coverage for claims against students arising from nursing activities that are part of an authorized instructional program.

   a. Graduate Program: Graduate Nursing Students **must** obtain their own malpractice insurance to supplement the coverage provided by the University. The appropriate level and type of liability must be attained and the Graduate Programs Manager can provide additional instructions.

   b. Undergraduate Program: Undergraduate Nursing Students **may** opt to purchase supplemental coverage in addition to the University's general liability insurance. One source of such coverage is the National Student Nurses Association.

3. Current BLS for Health Care Providers: All students must acquire and maintain current certification for Basic Life Support/Cardiopulmonary Resuscitation (CPR) for Healthcare Providers prior to and throughout their internship/practicum. The cost of the certification course is the responsibility of the student. Certification must be received from American Heart Association (AHA), in person training. (Note: ACLS certification does not supersede or fulfil the BLS requirement.

4. Proof of Personal Health Insurance: Students must maintain current health insurance throughout the program. Plans with "co-op" coverage are not acceptable. The student is financially responsible for all costs of diagnosis and treatment of any illness or injury incurred during internship/practicum experiences.

5. Immunizations and TB Testing: According to guidelines distributed in Program Orientation process, immunizations and TB testing must be documented and submitted. A clinical site/agency may have other additional requirements which students must meet. Compliance with all requirements must be maintained throughout the internship/practicum experience for all clinical settings. Assignment to alternate facilities to avoid requirements is not an available option.

3.1.5 Other Required Preparations

1. Mandatory Clinical Site Orientation: Prior to attending internship/practicum, students must complete all required specific clinical site requirements and training as instructed by the clinical site and nursing faculty. Re-scheduled clinical site orientations may not be available.

   Students who have not completed these requirements as instructed may not attend class, internship/practicum, or clinical site orientation and will not be permitted to progress in the program.

2. Signed and completed "Clinical Internship-Risk and Release" Form

3. Release of Information: Required to allow SPU to release information regarding the student's health history, immunization record, and/or TB test to clinical sites for the express purpose of ensuring the student is eligible to enter the site.

4. Drug Screening: Students may be required to undergo drug screening at selected agencies as a pre-requisite to internship/practicum. Positive test results may result in a student's exclusion from internship/practicum and dismissal from the program. Assignment to alternate facilities to avoid requirements is not an available option.

5. Consent to Placement: (*Graduate Nursing Students, only)*
   By signing a Consent to Placement, Graduate Nursing Students agree that they:
   • commit to continually keep their contact information (including their cellphone number) up to date in the Personal Menu of the Banner Information System.

- commit to use exclusively their SPU email address for written communications related to their internship/practicum and to respond promptly to all emails.
- commit to keep their schedule on Typhon up to date, including the preceptor & site they will be working with.
- understand all placements for internship/practicum are at the discretion of the School of Health Sciences.
- understand that they must be prepared to travel distances of up to 100 miles from Seattle Pacific University for their internship/practicum.
- understand that SHS cannot guarantee requests of days of the week, location, or confirmation of placements before a specific date.

6. Brief Resume/Profile: For use in the placement process. *(Graduate Nursing Students, only)*

7. Placement Information, as requested *(Graduate Nursing Students, only)*

8. Current and unencumbered Washington State RN License *(Graduate Nursing Students, only)*

3.2 Internship/Practicum Placement
Clinical placement decisions are the exclusive responsibility of the School of Health Sciences and are made with concern for the best learning experience for the student according to the student's past performance.

When making clinical assignments, the fit between student needs and available clinical opportunities are considered. In addition, instructors take into consideration the conditions, needs, and requirements of the practicum agency as well as the "fit" between learner needs and unit/agency capabilities.

Graduate Program
Faculty will assist students in determining the number of credits for which they should register.

- Students must complete the minimum number of days and hours contracted and agreed upon over the 10 weeks of the quarter.
- Students are expected to register for 7 credits for the DNP Immersion Practicum. Any request for an alternate number of credits must be reviewed and approved by the faculty advisor.

3.2.1 Changing Placements
Once a student is placed with a clinical site, there will be no student-initiated change of placement due to the complexity of meeting specific agency and student requirements.

If issues with a particular placement arise, a student should contact their instructor in writing to describe the issues. Students should not discuss a wish to change placements with any clinical preceptor, site, or agency. All requests for site changes are made by the School of Health Sciences with the site/agency- not by the student.

In the event that a preceptor requests to the student a change of site is needed, the student must immediately phone and email the faculty and the faculty will assume primary communication about changing the preceptor and site.

3.2.2 Graduate Student Involvement in Placement
Each site has a specific clinical placement policy that needs to be followed or the site will not allow placement. Typically, the clinical site wants only to work with a single designated person from the academic site.

Graduate students can assist in the clinical placement process in collaboration with faculty but faculty retain the final decision in their placement. To be involved, students are to follow these steps; this is the extent of student involvement in the placement process:

1. An initial conversation may be initiated by the student with a potential preceptor or clinical site. This conversation is informational, brief in nature, and elicits availability from the preceptor. This is only used when a student already knows of a preceptor they want to work with.
2. Collect all contact information for the preceptor and site, a record of contact made, and hopes for placement.
3. Suggestions are forwarded by the student to the designated instructor by email or by using the "suggest a site" feature on Typhon. Suggestions are taken into consideration, but placement with a preceptor is not guaranteed.

After potential preceptor information is provided to the graduate program, the following administrative negotiations and legal steps will be conducted.

1. An educational agreement/contract will be negotiated between SPU and clinical sites through the legal and managerial staff of the clinical site and SPU. Preceptors are not involved in this process and are often unaware of their site's procedures. This process requires signatures specific to the clinical site that only an assigned legal representative can authorize. This can be a lengthy or quick process depending on the site.

2. Preceptors, clinic managers, or supervisors, in addition to the legal representative, must agree to accept the student during a specified time frame.

3. Confirmed sites are conveyed to students by instructors (by email, Typhon, or phone). Until the majority of students are placed, students are not generally notified of their placement because changes often need to be incorporated at the discretion of SPU faculty.

It is not likely that a graduate nursing student will hear any report of progress until the majority of sites are confirmed. Students should not intervene in this process as this will delay its completion. Each site has a specific clinical placement policy that needs to be followed or the site will not allow placement. Typically, the clinical site wants only to work with a single designated person from the academic site.

3.3 Dress Standards

Professional dress and appearance is the expectation for clinical practice.

The professional nurse should always demonstrate a healthy lifestyle with a neat, clean appearance:

- Clothing is to be freshly laundered and pressed. No jeans. No athletic wear.
- Shoes are to be kept clean. Open-toed and open-heeled shoes are prohibited. For the safety of patients and students, heels should be stable and should not be excessively tall.
- Hair is to be clean, neat, and fastened away from the face with discrete clips rather than bows. Hair should be off the front of shoulders so that it does not interfere with patient care.

- Facial hair should be neatly trimmed and conservative in appearance.
- Bare midriffs are not acceptable.
- Every attempt should be made to cover visible tattoos.
- Fingernails longer than ¼ inch, artificial fingernails, nail polish, and excessive makeup are prohibited.
- Jewelry should not interfere with patient care. Limited jewelry that is conservative in style, size, and color may be worn.
- Due to allergies and odor sensitivity, use of perfume or scented products is prohibited.
- Chewing gum is prohibited.
- Students must wear their SHS - Nursing internship/practicum identification badge when in the clinical setting unless otherwise required by the clinical agency.
- Whether in uniform or street clothes, professional attire is required at all times.
- No logos or insignias of institutions other than SPU may be worn.

3.3.1 SHS Nursing Student Identification Badges

SHS Staff distribute nursing identification badges prior to the student's first clinical experience. This required nursing ID badge is in addition to the University Student ID card (Falcon Card). The student account will be charged a small fee for this badge and photos will be taken as directed by University Services.

The nursing student identification badge must be displayed prominently on the outside of clothing. Patients, families, and other health care workers recognize a student by the approved uniform and identification badge.

Nursing student badges will display the student's photo, name, and one of the following, applicable designations:
- Nursing Student
- Nurse Practitioner Student
- Clinical Nurse Specialist Student

3.3.2 Undergraduate Uniform

The nurse's uniform is both symbolic and practical. The uniform creates an image of who the student is and what the student represents. Wearing the uniform is also related to the safety of patients and the student.

The dress code, unless otherwise notified, is full, complete uniform as described below. Failure to

follow the Undergraduate Nursing Student dress code could be grounds for being sent home from internship/practicum and could result in not meeting required internship/practicum contact hours of the course, which could result in failure of the course, delay of program completion or dismissal from the program.

The complete nursing student's uniform is as follows:
- Crimson top and grey scrub pants
- Approved matching scrub jacket or a plain long-sleeved, white or black t-shirt or turtleneck may be worn under the scrub shirt.
- Skin-toned, white, or black socks
- White or black clinic style shoes or plain white or black athletic-type shoes with no color or brand name insignia; no open-toed or open-heeled shoes.
- SHS-Nursing internship/practicum identification badge.
- Stethoscope
- Watch with sweep second hand
- Penlight

School of Health Sciences has adopted the following procedures for Undergraduate Nursing Students:
- The complete student uniform will be worn when caring for patients in a health care agency setting as directed by the course instructor.
- Students may only wear the SPU uniform when they are assigned to be in an internship/practicum site agency that requires the uniform, or for specified on-campus internship/practicum sessions.
- Students should never wear jeans or other casual clothing to internship/practicum sites at any time, even if changing into facility scrubs on arrival.

Some internship/practicum experiences will require clothing different than described above. In these instances, course instructors will discuss appropriate attire with the students prior to entering the internship/practicum site.

3.3.3 Graduate Dress Code
- For men: trousers/khakis and a shirt with a collar.
- For women: trousers/knee-length skirt and a blouse or shirt with a collar or a knee-length dress.
- Conservative shoes; no open-toed, open-heeled, or athletic shoes.
- SHS nursing student identification badge.
- Stethoscope.
- Lab coat, required when acting in the role of APRN (on or off campus) and per clinical agency policy in Practicum (for example, on-campus in NUR 6211 and off-campus in NUR 7930-7938).

Some clinical experiences will require clothing different than described above. Students should consult with their preceptor and course faculty if other attire is required.

In all cases, students are to project a professional image in dress and in behavior.

3.4 Site Specific Rules, Protocols, and Procedures
Each clinical site has unique rules, protocols, and procedures relating to conduct, procedures, and documentation. The student is responsible to review and fully comply with the specific site/agency rules, policy, and procedures in addition to those listed in the course syllabus for specific expectations or requirements for the internship/practicum.

If requirements are unclear, students should seek clarification from the course instructor and/or assigned preceptor.

3.4.1 Guest Status
Students in clinical experiences are guests in the clinical site. Therefore:
- Students are not to criticize or question practices, observations, or feedback of agency or hospital personnel or offer unsolicited advice or criticism to preceptor, agency, or hospital personnel without the explicit permission from the SPU instructor.
- Students are not to challenge hospital/clinical agency personnel or preceptors about their care delivery, policy, practice, or any personal or personnel/staffing issues.

- Students must inform the course instructor (by phone or email) if the student has any changes in personal circumstances or any conditions that may adversely affect the student's performance during internship/practicum.

3.4.2 Procedures and Documentation
Each student must follow all policies of the agency regarding procedures and documentation. When performing a procedure, students cannot assume that because a procedure has been performed safely in one agency, student performance of the same procedure will be approved in another due to differing policies among practicum sites.

3.5 Protocol for Attendance
Attendance at all internship/practicum experiences, including clinical site orientation to each practicum agency, presentations, scheduled supervised practice groups, clinical sessions, and scheduled conferences with the instructor is required. It is the responsibility of the student to know the specific agency and preceptor requirements related to attendance/absence and to follow those requirements.

Students are expected to arrive at the practicum site promptly and prepared prior to the start of their experience. If expectations are not clear, it is the student's responsibility to seek clarification of all requirements from the course instructor.

Absence in an internship/practicum rotation is difficult to make up. No student may attend or schedule any clinical experience without the written expressed permission of the course instructor.

3.5.1 Leaving the Unit or Clinical Site
Students are expected to report to the appropriate agency personnel (preceptor, etc.) and their instructor before leaving the unit or agency for any reason. Failure to do so is a form of patient abandonment, causing possible jeopardy of patient safety and is grounds for dismissal. (Graduate students may notify their instructor by email or phone.)

3.5.2 Illness or Injury Protocol
If the student is exposed to or has a communicable disease, such as influenza, herpes, varicella, hepatitis, streptococcal pharyngitis, etc., the student must notify the instructor as soon as possible to determine if it is safe to be in a clinical area.

Students who become ill or are injured during or on the way to the internship/practicum experience must immediately notify the SPU instructor as directed in the course syllabus, and then follow the procedures outlined below:

Undergraduate Nursing Students:
- The student must not leave the clinical agency without notifying the instructor as to their destination, contact information, and a general plan for safe transportation, if possible.
- Under the direction of the instructor, notify the unit/agency personnel (e.g., preceptor, charge nurse, supervisor, nurse manager).
- The instructor will identify agency forms to complete.
- On-unit make-up for missed practicum experiences is not available. (Students who are unable to attend clinical due to illness or injury may have the option to complete a faculty-approved alternate assignment.)

Graduate Nursing Students:
- The student must not leave the clinical agency without first notifying the preceptor.
- The student is expected to complete any relevant agency forms for illness/injury.

3.5.3 Return to Internship/Practicum
Students are responsible to know the specific agency requirements related to absence and to follow those requirements.

If a student has been ill or suffered an injury, the instructor or agency may require written documentation from a healthcare provider stating that they can safely provide care to patients and re-enter their internship/practicum experience.

Instructors reserve the right to decide a student may not return to their internship/practicum based on the nature of their injury or illness, the restrictions required by a care provider, or the condition of patients, regardless of release authorization has been provided by the student's health care provider.

If documentation of a student's readiness for internship/practicum from a healthcare professional is required, a list of any restrictions must be included in the provider's note. While all efforts will be made to accommodate students with restrictions, some restrictions may limit the student's ability to meet the course objectives.

3.6 Documentation Signature

When documenting on patient records, the student should sign as follows. No other credentials or abbreviations are allowed.

3.6.1 Undergraduate Nursing Students

"Name, NS, SPU", e.g., J. Smith, NS, SPU

3.6.2 Graduate Nursing Students

"Name, RN, SPU Track Student", e.g., J. Smith, RN, SPU AGNP student or J. Smith, RN, SPU CNS student

3.7 Safety Protocols

3.7.1 Infection and Injury Prevention

All students should follow clinical site policies for infection control. See the Centers for Disease Control guidelines for additional information regarding infection control.

Standard Precautions

Students must practice Standard Precautions during every patient contact. Health agencies provide personal protective equipment such as gloves and gowns.

Percutaneous, Non-Intact Skin, and Eye-Splash Exposure Protocol

Exposures are defined as:

- needle-stick injuries with a contaminated needle or other sharp;
- blood or *body fluids sprayed or splashed in the eyes, nose or mouth;
- blood or *body fluids on open cuts or sores;
- or human bites with broken skin.

*Body fluids include blood, semen, vaginal secretions, saliva, urine, stool, peritoneal, pleural, amniotic, pericardial, synovial, cerebrospinal, or any other body fluid containing visible blood.

The following protocol is to be followed:

- Gloves for all contact with blood, body fluids, and moist body surfaces.
- Gowns if soiling of clothing is likely.
- Masks and eye protection if spraying the face is likely.
- Sharps safety, not recapping used needles, and prompt disposal in the sharps box.
- All suctioning, irrigating, and intubation procedures require face and eye protection.

3.7.2 Protocol for Near Miss or Accident at Clinical Site

For any incident involving a near miss, potential/actual injury of the student, or potential/actual injury of the student's patient, the student must immediately:

- report the occurrence to the staff nurse or preceptor.
- inform the course instructor as soon as emergency measures have been taken.
- consult with health care providers at the site to take measures to reduce or reverse any injury or potential injury.
- file a written report, using the clinical agency protocol, before leaving the site, and give a signed and dated copy of the report to the course instructor. Do NOT include patient identifiers. If possible, the student should ask agency/site for a copy for their records.
- write a report, using the same information that the clinical agency requires and give a signed and dated copy to the course faculty and the SHS Dean. Do NOT include patient identifiers.

The course faculty will:

- Within 24 hours prepare a written summary of all the relevant data about the injury or potential injury and discussions of these data with the nursing student. Include a statement of corrective action taken and the current health status and stability of the patient and student. Immediately notify the SHS Dean about the injury or incident.
- Within 48 hours of the incident:
  o submit a copy (without patient identifiers) of the agency report referred to above, signed by both student and faculty, to the Associate Dean.
  o submit the written summary referred to above, to the Associate Dean.

Percutaneous Injuries

All students who experience a percutaneous injury (e.g., contaminated needle-stick, cut with sharp object) or mucous membrane, non-intact skin, or eye contact with a patient's body fluids in which there is visible blood must report this exposure immediately to the preceptor and course instructor.

Non-contaminated needle sticks need to be written up by the student for the instructor, even if the agency does not require it. The instructor should submit a written report to the Associate Dean containing name, date, agency, unit, a description of how the needle-stick happened, precautions that had been taken to prevent the needle-stick, and how the protocol had or had not been

If exposure occurs:
- Perform usual wound care, following agency/site protocol.
- Complete written quality assurance report or other form(s) per agency/site protocol.
- With preceptor/agency staff, evaluate patient's risk status for HIV, hepatitis B, and hepatitis C. Following agency procedures, obtain as much information as possible about the patient, e.g., diagnosis and pertinent lab data (HIV status, HBsAG status). Confidentiality of the patient's identity and information should be maintained at all times. (For further information, consult the CDC guidelines at https://www.cdc.gov/healthcommunication/tools templates/entertainmented/tips/HIVprevention.h tml and https://www.cdc.gov/hepatitis/hbv/pep.htm)
- Inquire if HIV and Hepatitis B and C screens are available for the student through the clinical agency.
- Take all available information to student's health care provider. All care and/or treatment is the financial responsibility of the student.

3.7.3 Safe Conduct
Students cannot practice "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" (WAC 246-840-710 [5][b]).

3.7.4 Patient and Clinical Site Confidentiality
Patients and clients are entitled to confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA) mandates that no personally identifiable patient information be released without the patient's permission.

While students may share non-identifiable information for course and learning purposes, no patient, preceptor, or site information of any kind should be shared outside confidential settings in the practicum site or classroom.
- Absolutely NO reference to a patient, even if de-identified, should ever be shared electronically via email or social media (e.g., Facebook, Instagram, Snapchat, etc.)
- The instructor may direct students to share select de-identified patient information via Canvas or by email to the instructor for course preparation or learning purposes. Otherwise, no reference to patients, even if de-identified, may be sent or shared via email.
- Pictures of patients or patient information (i.e. charts, whiteboards) must never be taken, whether a patient gives permission or not. If patient pictures are being considered for an educational purpose, the student must check with the instructor who will determine policies at the clinical site.
- No facility or facility staff information should be shared via email, social media, or by other means outside the learning environment.

3.7.5 Agency Property
If the student leaves the agency with keys or other equipment, the student has the responsibility to inform the agency immediately, return the items immediately, and keep them secure until returned.

3.7.6 Undergraduate Specific Protocols
3.7.6.1 First Performance of a Procedure
When the student is performing a procedure for the first time, the instructor or a designee appointed by the instructor must be present. When the student has mastered the skill, the instructor will inform the student when they may perform the skill unsupervised. Until then, the instructor or their designee must be present when the student performs procedures.

In order to ensure patient safety, the instructor has the right at any time in the entire program to ask the student to demonstrate the ability to perform procedures, even if other instructors have approved the student's skill performance.

3.7.6.2 Administering Medication

The student is expected to know the appropriate and complete information for each medication that is ordered and administered to each patient assigned to the student's care. This includes action, dose, route of administration, side effects, contraindications, and patient teaching points. A student who does not know the information may be determined to be unsafe and dismissed from the practicum setting and from the course. See [Appendix B](#) for policy on Automated Drug Dispensing Unit.

3.8 Competencies

The student must demonstrate satisfactory completion of internship/practicum learning objectives and safe practice as determined by the instructor (and preceptor as relevant).

Undergraduate Students:

Students who complete less than 80% of practicum hours, excused or otherwise, may be required to re-take the course before progressing on to the next course(s) in the sequence and may result in delayed completion of or dismissal from the program.

Orientation to the Clinical Agency

All students are required to attend and complete clinical site orientations in their entirety, which may include completion of learning modules, electronic medical record instruction and training, and other on-site training sessions.

3.9 Clinical Learning Lab Policies and Procedures

The SHS Clinical Learning Lab includes the Skills Training Lab (SHS 305), Flex Classroom (SHS 308), Exam Room (SHS 310), and Simulation Suite (SHS 314, SHS 313, and SHS 317). Any CLL use must be approved by the CLL Coordinator.

3.9.1 Use and Hours

The Clinical Learning Lab (CLL) is available to all undergraduate and graduate nursing students and faculty for hands-on practice of nursing skills and clinical-related teaching and learning.

The lab is available to nursing students for independent practice anytime it is not reserved for a course-related activity; it is not necessary to make a reservation for independent practice. SHS staff will post a weekly calendar at the entrance to each CLL room.

3.9.2 Visitors

All visitors to the lab must be arranged ahead of time with the CLL Coordinator; this includes all prospective students, non-nursing students, family members, and friends.

3.9.3 Access to the Lab

The CLL is only accessible via card key using a SPU Student ID card. SHS Administrative Staff submit student names to Safety and Security for programming key card access. If your card does not work during an academic term (see SPU Academic Calendar), please call Safety & Security at 206-281-2992.

3.9.4 Clinical Learning Lab Safety

All CLL users must adhere to the following safety standards:

- Be aware of your surroundings, including other people, especially when performing skills including any kind of sharps.
- Dispose of all sharps in the designated containers.
- Operate only the equipment that you have been trained to use. If you are unfamiliar with a piece of equipment, seek assistance from the CLL Coordinator or course faculty.
- Observe proper body mechanics.
- Store all personal items in the lockers outside Room 305; do not leave any personal items on the floor.
- Take note of the nearest exits as well as the designated evacuation check-in location.

3.9.5 General Guidelines

All CLL users must adhere to the following guidelines when using lab space and equipment:

- Check the lab calendar prior to entering to ensure it is not already reserved.
- Thoroughly clean up after yourself.
- Turn off and store personal electronic devices (including cell phones and laptops), unless otherwise directed by course faculty.
- Promptly notify the CLL Coordinator if any equipment is damaged or broken.
- Conduct yourself in a professional manner treating the CLL as a simulated patient care area.

3.9.6 Food and Drink

Food and drink is only allowed in designated areas within the CLL. Please pay attention to signage within the CLL indicating where food and drink is and is not allowed. The CLL is a simulated clinical environment, and as such we follow the guidelines used by local healthcare facilities in which food and drink is prohibited in patient care areas.

3.9.7 Equipment Checkout

Various medical equipment and supplies are available for checkout. Students should email the CLL Coordinator with requests a minimum of one week in advance of the desired checkout date.

It is the student's responsibility to review that all the items are in working order prior to check out.

- Student is responsible for all of the equipment.
- Student is responsible to clean the equipment before its return.
- If equipment is lost or damaged, the student will be expected to replace it or pay a replacement fee. A registration hold will be placed on the student's account until the item is replaced or payment is received.

3.9.8 Lost and Found

Items left in the CLL will be brought to the Lost and Found in the Student Staff office, Room 105.

Please email shsstaff@spu.edu for inquiries about personal items left in the CLL.

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4.0 Student Services

4.1 Employment

It is important that employment not become such a high priority that it interferes with the educational process. While employment may provide invaluable supplemental learning, the student must also remember that their learning at this time will have a major influence on success later.

If finances are the major issue behind employment, the student should inquire about tuition reimbursement programs, scholarships, and student loans. Students are encouraged to apply for as many scholarships as possible for which they are qualified.

4.1.1 Leisure and Self-care

Good physical and mental health require consistent physical and recreational activity. While studying is essential to succeed in this challenging program, the student should schedule sufficient time to "get away from it all" and enjoy life. This will help build the student's resilience.

4.1.2 Maximum Employment

Undergraduate Program

It is recommended that the student work no more than 16 hours per week.

Graduate Program

In general, 1 credit of coursework requires 3 to 4 hours per week of preparation outside the classroom. Therefore, it is recommended that the student work no more than 24 hours per week while registered for a full-time course load.

4.1.3 Work Before Clinical Experiences

The student may not work the shift before any assigned internship/practicum activity. For example, if the student is scheduled for a daytime internship/practicum experience, the student may not work the night shift on the day prior.

If the student appears to be unprepared or unsafe to care for patients, the student will be asked to leave the site. Make up sessions are not available and program completion could be delayed.

4.1.4 Dress Standards for Employment or Volunteer Experiences

Students should not wear any part of the SPU nursing student uniform when participating in healthcare activities outside those arranged through Seattle Pacific University. For example, the SPU identification badge and/or scrubs should not be worn when working as an employee or volunteer.

4.1.5 Nursing Assistant Certification

BSN students may achieve this status after successful completion of one quarter of the BSN Program. Consult the [Department of Health](#) website information.

4.1.6 Nursing Technician

The nursing technician is a BSN nursing student employed for pay in facilities that use this job classification, as outlined by Washington State law. This allows nursing students currently enrolled in a nursing program to gain work experience within the limits of their education, which is at or beyond the scope of nursing assistants. Nursing technician qualifications are listed under [RCW 18.79.340](#) and [WAC 246-840-860](#). Students will be requested by their employer/recruiter to submit a Nurse Tech Skills Checklist signed by the Associate Dean. After they are hired, the student will send a Nurse Tech Education Verification form to the Department of Health (DOH). This form requires the Associate Dean's signature. You can find more information about the Nurse Tech application process on the [DOH website](#).

To initiate the education verification process, students will contact the UG Administrative Assistant. The UG AA will prepare the forms to be approved/signed by the Associate Dean.

If a student withdraws from the program, they will no longer be eligible to apply for the program as stated in the [WAC](#).

4.2 Support and Resources

4.2.1 Faculty Advisors

Although the main function of nursing faculty advisors is to give academic counsel, they also serve as a resource person. The advisor can refer the student to other support services available on campus.

Undergraduate Program

Upon entry to the nursing program, all students will be assigned to a nursing faculty advisor. If not already assigned, the student should select a

nursing faculty advisor through Banner in the School of Health Sciences.

It is wise for students to plan ahead and schedule advising appointments so that registration occurs in a timely manner. The student is responsible to make an appointment to meet with their nursing faculty advisor to discuss course plans and registration matters prior to registration.

Graduate Program
Advisors are assigned to Graduate Nursing Students on admission to the program

4.2.2 Scholarships
Nursing scholarship information is posted online on the Current Nursing Students website. Additionally, the American Nurses Association website may be helpful.

The Program will distribute information regarding applications for endowed scholarships when available.

4.2.3 Counseling
Students are encouraged to seek help with decision-making, personal problems, or dealing with the rigors and demands of the Program.

Undergraduate students may access resources through the SPU Student Counseling Center (SCC). Graduate and post-baccalaureate students may access resources through My SSP.

4.2.4 Research, Reading, & Writing Studio
The SPU Research, Reading, & Writing Studio serves current students seeking to read, write, and research better. They support students at any stage of the writing process, offering strategies for how to move forward with their own projects.

4.2.5 Center for Learning
For students who desire support in developing study habits and skills, the Center for Learning offers resources and services to support the student.

4.3 Recommendations and Verifications
Students may request a professional reference from a specific nursing instructor. Clinical evaluation forms are not sent as references.

Verification of a student's enrollment or completed degree can be obtained through Student Academic Services.

Verification of a student's clinical hours or the details of their educational experience may be requested through the Associate Dean.

4.4 Participation on Committees
4.4.1 Student Responsibilities as Committee Members
Student input will be brought to the faculty through the structure of student representatives to the Undergraduate or Graduate Nursing Council (UNC/GNC).

Student members of committees are responsible to protect anonymity and privacy of individuals and topics and content discussed. Unless specified otherwise, all committee discussions are confidential.

- Student representatives are advisory members and are expected to actively participate in committee discussion and activities.
- Student members represent their cohort and the entire Undergraduate/Graduate nursing student body in committee deliberations. Therefore, open communication channels must be maintained between the committee representative and other students.
- Student committee members should discuss communication plans and processes with the committee chair to ensure that they are appropriate and well timed.
- If the student representative cannot attend a committee meeting, the student must contact the committee chair. It may not be appropriate to find a substitute, so this should be discussed with the committee chair.

4.4.2 Undergraduate Nursing Council
Each cohort will elect one Undergraduate Nursing Council (UNC) Representative annually, at the beginning of Quarter 1 and Quarter 4. UNC Representatives will serve one-year terms. If a student who served as a UNC Representative wishes to serve for an additional year, they will need to run for re-election.

This committee serves as an advisory group for undergraduate students and to the Associate Dean for Undergraduate Nursing. This committee also reviews and evaluates learning resources and needs, recommends policies related to the undergraduate nursing degree program, admission, progression (and reviews exceptions), and serves

as the review committee for any undergraduate student petition or appeal.

4.4.3 Graduate Nursing Council
Each cohort will elect one Graduate Nursing Council (GNC) Representative annually, at the beginning of Autumn Quarter. GNC Representatives will serve one-year terms. If a student who served as a GNC Representative wishes to serve for an additional year, they will need to run for re-election.

This committee serves as an advisory group for graduate students and to the Associate Dean for Graduate Nursing. This committee also reviews and evaluates learning resources and needs, recommends policies related to graduate nursing degree programs, admission, progression (and reviews exceptions), and serves as the review committee for any graduate student petition or appeal.

4.4.4 Task Groups
Throughout the year, various task groups are formed to plan student activities or carry out work assigned by the Undergraduate or Graduate Nursing Council. Students are strongly encouraged to participate in these opportunities.

4.5 Involvement Opportunities

4.5.1 Nursing Student Ambassadors
Nursing Student Ambassadors represent the School of Health Sciences and aid with student recruitment, public relations, and marketing efforts with a positive presence at SHS events.

Undergraduate and Graduate Nursing Student Ambassadors are selected by the Undergraduate and Graduate Nursing Faculty, respectively.

Student Ambassadors serve through their graduation.

4.5.2 Undergraduate Class Officers
Each cohort will elect one Class President annually, at the beginning of Quarter 1 and Quarter 4. Presidents will serve one-year terms. If a student who served as a Class President wishes to serve for an additional year, they will need to run for re-election.

Class Presidents will:
- Serve as liaison to the ASSP Health Sciences Senator.

- Serve as liaison to NAPS (the Nursing and Pre-Nursing Students club), attending at least one meeting per quarter.
- Coordinate activities across all cohorts.
- Assist with student activity committees: Consecration, Pinning, etc.
- Serve as liaison between SHS-Nursing and class members upon graduation.

4.5.3 Nursing and Pre-nursing Students Club
The Nursing and Pre-nursing Students Club (NAPS) is an Associate Students of Seattle Pacific (ASSP) sponsored club that seeks to serve the pre-nursing and nursing students of Seattle Pacific University and the community at large.

Monthly meetings offer a wide variety of helpful topics and information including:
- Volunteer opportunities
- Learning more about the nursing role from alumni
- Learning about what it is like to be in the nursing program from current students
- Nursing program application question and answer sessions
- Interview preparation workshop questions
- Community charitable event sponsorship
- Camaraderie with nursing and pre-nursing students

4.5.4 Living Well
The Living Well Initiative, Dickinson Fellowship Program provides specialized training for students pursuing vocations in nursing, psychology, and theology who are interested in learning about severe and persistent mental health issues. Students work collaboratively under the guidance of faculty scholars. Generous financial support is available to individuals selected as Fellows.

4.5.5 Nurses' Christian Fellowship
Nurses' Christian Fellowship (NCF) is a department of Inter-Varsity Christian Fellowship, which endeavors to reach men and women in the nursing profession.

At SPU, NCF is a small group called Nursing Cadre designed to meet the spiritual needs of pre-nursing and nursing students as they grow and increase awareness of their potential as Christian nurses. Nursing Cadre is open to all nursing and pre-nursing students and leadership is facilitated by nursing faculty.

5.0 Progression, Withdrawal, Dismissal, & Re-Admission

5.1 Progression in the Program

The programs of study leading to a BSN or DNP degree in the Lydia Green Nursing Program are designed to facilitate professional growth and development of nurses who will lead nursing practice. Students assume responsibility for their own progress as well as to respect and support their colleagues' learning environment. Attendance and supportive participation at all classes and related activities are required to maintain good standing in the Program.

Student progression is dependent upon meeting the course requirements as outlined in the course syllabi, maintaining academic performance according to this Handbook and the Undergraduate or Graduate Catalog, and maintaining high standards of professional behavior. See Section 2.2 for specific information and policies regarding grading.

The Program may consider factors in addition to academic performance when determining whether a student may continue in the program. These factors include, but are not limited to, class and clinical attendance, respect for others, safety concerns, and unprofessional behavior.

Instructors have the right and responsibility to determine whether the student will be allowed to attend class or internship/practicum based on generally accepted standards of nursing practice, agency policies, and standards of safe practice, as well as the well-being of others in the classroom or clinical setting.

5.1.1 Progression in the Undergraduate Program

See Section 2.2.2.1 for specific information regarding standards for progression.

The Plan of Study published by the Undergraduate Nursing Program dictates the courses, sequence, and co-requisites for completion of a BSN degree.

Any student who fails to meet minimum grade requirements for a specific course will be required to repeat that course and any co-requisites, as stated in the Plan of Study. In this case, the student must meet with the Associate Dean or Dean's designee to discuss remediation and repetition of coursework.

Failure to progress in the program does not equate to dismissal from the Undergraduate Nursing Program, but repetition of coursework and re-enrollment are subject to space available.

5.1.2 Progression in the Graduate Program

See Section 2.2.2.2 for specific information regarding standards for progression.

The individual Curriculum Agreement (signed by the student) specifies the sequence of all required coursework. Progression in the Nursing Program is dependent on satisfactory completion of coursework.

Any student who fails to meet minimum grade or other course requirements for a specific course will be required to repeat that course and will void the existing, signed Curriculum Agreement. In this case, the student must meet with the Associate Dean or Dean's designee to discuss remediation and revise their Curriculum Agreement.

Failure to progress in the program does not equate to dismissal from the Graduate Nursing Program but repetition of coursework and re-enrollment are subject to space available.

5.1.3 Prerequisite & Corequisite Coursework

5.1.3.1 Prerequisite Coursework

BSN Program:
Because the BSN program is sequenced strategically, progression through the program is dependent upon successful completion of prior coursework. Pre-requisite and co-requisite courses are specified in the official Plan of Study and cannot be taken out of order or separately.

DNP Program:

DNP students must successfully complete the following pre-requisite courses prior to beginning their Practicum experience:

- NUR 6211: Advanced Health Assessment
- NUR 7209: Advanced Health Promotion for Population Health
- NUR 7213: Advanced Clinical Pathophysiology
- NUR 7212: Clinical Reasoning and Advanced Health Assessment
- NUR 7215: Advanced Pharmacology 2
- NUR 7740: Advanced Clinical Management 1 (Nurse Practitioner only)
- NUR 7930/7934: Simulation and Field Experience Practicum for the NP/CNS

5.1.3.2 Corequisite Coursework

Undergraduate:

Co-requisite courses are indicated in the Undergraduate Catalog and Time Schedule as well as the official Plan of Study.

Graduate:

Students are responsible for checking the Graduate Time Schedule for prerequisite listings for all courses.

The internship/practicum experience is sequenced with co-requisite coursework and students cannot split the co-required courses or complete the courses out of the designated order.

5.2 Leave of Absence from the Program

On occasion, students are faced with personal circumstances that make progression in the Nursing Program difficult. Students are encouraged to seek counsel or advice from their nursing faculty advisor as soon as possible so that there is opportunity to plan how to best meet their educational goals. (See the Leave of Absence policy in the Undergraduate or Graduate Catalog for more details.) Note: University policy dictates that a student will be required to re-apply to SPU if not enrolled for four or more consecutive quarters.

A leave of absence is only granted by the Nursing Program for exceptional circumstances. Students needing a second leave of absence (LOA) will need to withdraw from the program; only in rare, extreme instances, will a second request for leave of absence be granted.

Students must request a leave of absence (LOA) with the intent to continue at a later date by completing the following:

1. Submit a written request for LOA to the Undergraduate or Graduate Nursing Council that summarizes statement of the need.
2. Meet with the Associate Dean or designee to discuss length of time anticipated for the leave and to discuss a tentative plan for completion of coursework.
3. Ensure that current contact information is on file through the Banner Information System.
4. Maintain regular monitoring of SPU email for notices of program information throughout leave.

For approved LOA requests, the student will be responsible for the following:

- Sign an agreement for all conditions set forth by the Program for re-enrollment, which may include satisfactory retesting of theory and practicum skills
- Complete a SPU Admissions re-admission form, as instructed
- Sign an agreement outlining their coursework for the completion of their degree, based on course availability, prerequisites, and program requirements
- Register for required coursework

5.3 Withdrawal

5.3.1 Dropping Individual Courses

Because coursework is carefully sequenced, withdrawal from any course will inhibit a student's progression and cause delays in program completion. For this reason, a student should consult with their faculty advisor and/or the Associate Dean to discuss the reasons for withdrawal.

As a courtesy, students should notify course faculty if they plan to drop a course.

To withdraw entirely from the Program and the University, follow the Complete Withdrawal policy.

5.3.2 Complete Withdrawal from the Program

Due to sequencing and registration capacity re-admission cannot be guaranteed.

To withdraw from the Program for any reason it is necessary for the student to:

1. Schedule an appointment with the Associate Dean for a meeting in which the student will

discuss plans including possible re-admission at a future date. At the time of this meeting, the student will be given a copy of the Handbook policy regarding re-admission. (See section on Re-Admission.)

2. Complete the Withdrawing from the University form and submit to Student Academic Services.

3. As a courtesy, the student should notify instructors in all courses for which they are registered that they are leaving the University.

5.4 Dismissal from a Course or the Program

While nursing instructors may dismiss a student from a course at their discretion, the decision to dismiss a student from a course or the program is made carefully.

Examples of behaviors that may result in dismissal from a course or the Nursing Program include, but are not limited to, any of the following:

- Violation of standards of nursing conduct or practice (See WAC 246-840-710; RCW 18.130.180.)
- Unethical or unprofessional conduct or behavior as outlined in the International Council Code of Ethics, ANA Code of Ethics for Nurses, ANA Scope and Standards of Practice, National Student Nurses Association Code of Professional Conduct, and National Student Nurses Association Code of Academic and Clinical Conduct.
- Academic or other dishonesty.
- Lack of safety in internship/practicum or lab experiences, including failure to:
  o fulfill internship/practicum preparations (See section on Clinical Internship/Practicum.)
  o maintain appropriate boundaries with patients and staff.
  o adequately prepare for safe patient care.
- Pattern of behavior or a single incident of serious misconduct that reflects poorly on SPU, the School of Health Sciences, or clinical agencies, including:
  o Speaking negatively about SPU, clinical agencies, or anyone affiliated with either.
  o Aggressive, intimidating, or disruptive behavior to others, including patients, staff, faculty, and peers.
- Failure or refusal to follow agency or syllabus requirements, standards, or guidelines.

- Failure to advance skill development or clinical reasoning.
- Lack of participation in remediation or non-adherence to learning plans.
- Dismissal from the University for failure to adhere to policies and procedures stated in the SPU Student Handbook.

If a student is dismissed from a course for any reason:
- The course faculty will submit a grade of E.
- Tuition will be refunded based on the schedule of tuition refunds (see Undergraduate or Graduate Catalog).
- The student must withdraw from all Nursing courses as dismissal from a nursing course results in dismissal from the Nursing Program.
- The School of Health Sciences will retract any notification of good standing.
  o Students who leave the program for any reason are no longer eligible to work as nursing technicians.
  o Washington State law (WAC 246-840-900), requires that the Nursing Program notify the Nursing Commission of any student working as a nursing technician who is no longer in good standing in the program.
  o Eligibility for nursing technician resumes if a student re-enrolls and meets all eligibility requirements as outlined in WAC 246-840-860.

5.5 Re-admission to the Nursing Program

Students who withdrew or were dismissed from Seattle Pacific University, for any reason, and wish to re-enroll are required to apply for re-admission per University policies. In addition to the policies laid out in the SPU Undergraduate and Graduate Catalog, the following policies apply to students wishing to re-enroll in the Nursing Program:

- Re-admission to the Nursing Program is dependent upon space available.
- Petitions for Re-application are reviewed and considered by the Undergraduate or Graduate Nursing Council. UNC/GNC's decisions regarding re-admission are final.
- Re-admission is contingent upon strong potential for successful completion of the program.
- Re-admission will be allowed only one time. If a student is re-admitted after leaving the program

for any reason, and does not successfully complete the program, re-admission will not be allowed a second time.

5.5.1 Re-application Following Withdrawal
Students who have withdrawn from the program who wish to pursue a degree program different from the one they were pursuing at the time of their withdrawal must apply using the standard admissions process for that program.

Students who wish to re-apply to complete the degree they were previously pursuing must submit a [Petition for Re-application](#) to the Undergraduate or Graduate Associate Dean.

Unless otherwise determined by the Dean or Dean's designee, [Petition for Re-application](#) from withdrawn students must be submitted in their entirety by the following deadlines:
- Return for Autumn enrollment: July 1st
- Return for Winter enrollment: October 1st
- Return for Spring enrollment: January 15th
- Return for Summer enrollment: April 1st

Students who submit a Petition for Re-application will be notified of the Undergraduate or Graduate Program's decision in writing. Re-admission decisions are final.

For approved petitions, the student will be responsible for the following:
- Complete a SPU Admissions re-admission form, as instructed.
- Sign an agreement for all conditions set forth by the Program for re-admission, which may include:
  - probationary admission status
  - remedial coursework
  - satisfactory retesting of theory and practicum skills
  - the generation of a learning plan
- Sign an agreement outlining their coursework for the completion of their degree, based on course availability, prerequisites, and program requirements.
- Register for required coursework.

Failure to meet any of the conditions above may result in the offer of re-admission being rescinded immediately and the student may be dismissed from the program.

Note: See sections on [Complete Withdrawal from the Program](#) for additional information.

5.5.2 Re-admission Following Dismissal
Students who have been dismissed and wish to re-apply to the Nursing Program must seek approval from the Undergraduate/Graduate Nursing Council using the process outlined in the [Petition for Re-application](#) section below, prior to submitting an application for admission through SPU Admissions.

Students who have been dismissed and seek permission to re-apply to the program must submit a petition at least 90 business days prior to the application due date for the program to which they wish to apply. *Applications from dismissed students will not be accepted without an approved petition.*

Students who submit a petition for re-application will be notified of the Undergraduate or Graduate Nursing Council's (UNC/GNC) decision in writing. UNC/GNCs' decisions regarding re-admission are final.

For petitions approved by UNC/GNC, the student will be eligible to apply to their desired degree within the Lydia Nursing Program. Pending their admission to the program, they will be responsible to:
- Sign an agreement for all conditions set forth by the Program for re-admission, which may include:
  - probationary admission status
  - remedial coursework
  - satisfactory retesting of theory and practicum skills
  - the generation of a learning plan
- Sign an agreement outlining their coursework for the completion of their degree, based on course availability, prerequisites, and program requirements.
- Register for required coursework.
- Attend and engage in all activities required of newly admitted students in their cohort.

Failure to meet any of the conditions above may result in the offer of re-admission being rescinded immediately and the student may be dismissed from the program.

Note: See section on [Dismissal from a Course or the Program](#) for additional information.

5.5.3 Petition for Re-application
Petitions for Re-application must include all of the required items and be submitted to the Undergraduate or Graduate Administrative

Assistant by mail or by email, to be routed to the Undergraduate or Graduate Nursing Council (UNC/GNC).

The following items are required for Petitions for Re-application:

a. Written Personal Statement

The statement should address the circumstances that led to the student's withdrawal or dismissal, how those issues have been resolved, and their plan for improved academic success. The student should include information on outside work, academic advising, and any relevant information that would aid the UNC/GNC in considering the petition. Documentation to support the statement must be included, as applicable.

If applicable, a written timeline (pending re-admission) for completion of any courses with "Incomplete" grades should be included in this statement, with course faculty approval noted by the faculty member's signature.

b. Supporting Documentation

The student must attach supporting documentation indicating resolution of the precipitating circumstances and readiness to return to academic study. The student should keep copies of these documents for their records. For example documentation may be requested in circumstances such as:

a. Death in the family
b. Disabling illness or injury to the student
c. Disabling illness or injury to an immediate family member
d. Emotional or mental health issue (for the student) that required professional care
e. Other unusual circumstances beyond the student's control. Provide any documentation needed to support the claim, if possible. Examples:
   - If a fire or natural, disaster occurred at the student's home, provide a statement from the insurance agent.
   - If involving a legal matter, provide a statement from the student's attorney or the police report.
   - If the problem is related to work or childcare, provide a supporting letter from the employer or childcare provider.

6.0 Bachelor of Science in Nursing Program Supplement

6.1 Program Information

The Seattle Pacific University faculty shares a conviction that the ultimate purpose of a university education is the formation of Christian character. Specifically, a liberal arts education at SPU seeks to build these qualities of heart, mind and action:

- Love of God and neighbor
- Love of God's creation
- Love of learning
- Moral judgment
- Intellectual, moral and spiritual discernment
- Critical thinking
- Aesthetic awareness
- Self-understanding
- Discipline of habits
- Active service in the wider world
- Responsiveness to human diversity
- Responsiveness to change

The Bachelor of Science in Nursing Program prepares graduates to assume entry-level practice and leadership roles in a variety of settings, in keeping with the University model of competence, character, and becoming people of wisdom. The aim is to foster the development of self-understanding, caring, collaboration, ethical thought and action, intellectual curiosity, critical thinking, and judgment, as well as the integration of Christian faith with scientific knowledge and clinical expertise.

6.1.1 Student Learning Outcomes

Upon completion of the Bachelor of Science in Nursing Program at SPU, students will successfully be able to:

1. Integrate concepts of liberal arts and sciences to promote wellbeing and manage complex nursing care, incorporating sound clinical judgement through nurse generalist practice.
2. Employ leadership principles, evidence-based practice, and quality improvement strategies to influence health policy and regulations for provision of safe and quality care across the lifespan.
3. Use patient care technologies and manage clinical information to deliver safe, effective, and quality care in a variety of settings across diverse populations.
4. Collaborate in the management, coordination, and delivery of interprofessional care for diverse individuals, families, and communities.
5. Demonstrate professional behaviors that reflect values consistent with lifelong learning, spiritual awareness, cultural humility, and ethical standards.

6.1.2 Organizational Framework

For any setting, patients/clients, the immediate environment, the health goal, and the nursing role can be described and used as context for the nursing process. The Model of Nursing Action can be used with any nursing theory, to show how that theory would influence the view of the patient/client, health, the environment, and the role of nursing.

This model can also be embedded in a larger environment. For instance, nursing care of a client at home would include the client's condition, the client's interaction with caregivers and the physical environment, the definition of health held by the client and caregivers (thus defining the goal that they would work toward), and the role of the home health nurse, all embedded in the larger health care system and the outside environment that is available to the client and caregivers for support or that increases the difficulty of care.

Assessments and interventions would use nursing diagnosis and the six holistic parameters, and would work with integrated content as appropriate.
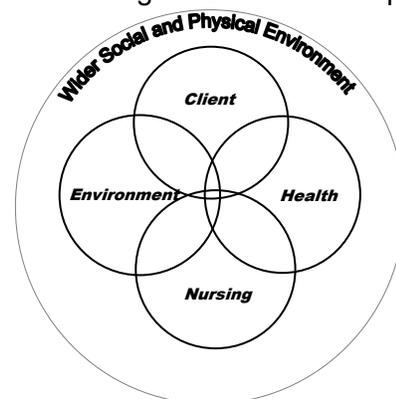
Figure 1: The Model of Nursing Action

References:

Fawcett, J. (1989). Analysis and evaluation of conceptual models of Nursing (2nd ed.). Philadelphia, PA: McGraw-Hill.

Gordon, M. (1987). Nursing diagnosis: Process and application (2nd ed.). New York, NY: McGraw-Hill.

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6.2 Applying for Licensure in Washington State

6.2.1 Eligibility
Eligibility to apply to take the licensure exam for initial licensure occurs when ALL requirements for the Bachelor of Science degree in Nursing have been completed.

The student is responsible for completing all University requirements and taking steps to have all account holds removed before Student Academic Services will release the final transcript.

Approval to take the NCLEX will not be granted until the degree is posted and the state board receives the transcript.

6.2.2 Distribution of Application Materials
Application materials and information about procedures, fees, etc. will be distributed during the final quarter of the program. Each student will receive a packet of information, as well as information in class, about NCLEX-RN and Washington State licensure. Students wishing to be licensed in other states should go to the National Council of State Boards of Nursing web site, for specific information for that state.

6.2.3 Application Process
There are two application processes:
1. State application for Registered Nurse License
2. Application for National Council Licensure Examination-RN (NCLEX-RN).

The application process for students applying for licensure in Washington State requires that the student have an official SPU transcript with degree posted sent to the Nursing Commission.

6.2.4 Authorization to take NCLEX-RN
Once the student's completed application materials and transcript have been received and processed by the state, the graduate will be authorized by the state to make an appointment to take the NCLEX-RN exam. The NCLEX-RN exam is taken by computer and may be scheduled for any day throughout the year (with a few exceptions). The testing organization will likewise be notified; they will not allow the candidate to make an appointment until they have been so authorized by the state.

State law and licensure requirements are subject to change and SHS may not necessarily be notified of these changes. It is the graduate's responsibility to complete the application process in effect at the time of program completion.

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7.0 Graduate Nursing Program Supplement

7.1 Program Information

The Graduate Nursing Program prepares graduates to assume advanced practice and leadership roles in a variety of settings, in keeping with the University model of competence, character, and becoming people of wisdom. The aim is to foster the development of self-understanding, caring, collaboration, ethical thought and action, intellectual curiosity, critical thinking, and judgment, as well as the integration of Christian faith with scientific knowledge and clinical expertise.

DNP Program

SPU Doctor of Nursing Practice degree prepares nurse leaders for advanced practice roles with the highest level of competence to meet the changing demands of our current and future healthcare environment. Graduates will attain clinical, organizational, and leadership expertise to lead and transform care systems, translate evidence to clinical practice, engage in inter-professional collaboration and advocate for safe and quality care for diverse populations within complex care systems. The DNP program prepares graduates for advanced practice nursing roles based on a foundation of Christian values, engaging and fostering global human flourishing with competence, character, and wisdom.

7.1.1 Outcomes

DNP Program Outcomes

The DNP Program Outcomes are based on the Essentials of Doctoral Education for Advanced Nursing Practice published by AACN.

AACN DNP Essential	DNP Program Outcome
I. Scientific Underpinnings for Practice	1. Critically seek and appraise new knowledge from nursing, ethics, and other sciences to provide the basis for advanced nursing practice.
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	2. Actively engage in leadership and interdisciplinary collaborations aimed at improving healthcare delivery, care coordination, and policy.
V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	3. Effectively lead and collaborate with health care teams to develop, implement, and evaluate healthcare organizations, systems, practice models, quality, and policy to improve outcomes for individuals and populations.
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice	4. Effectively develop, implement, and evaluate evidence-based approaches to advance nursing and systems of health care delivery.
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	5. Advance the effective use of information systems and advanced technical resources to support care and improve health outcomes.
VII. Clinical Prevention and Population Health for Improving the Nation's Health	6. Provide, manage and evaluate care of individuals and populations using evidence-based concepts related to community, environmental, cultural and socioeconomic dimensions of health.
VIII. Advanced Nursing Practice	7. Demonstrate advanced levels of critical thinking, clinical reasoning, clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.

7.1.2 Degree Tracks

DNP Degree Tracks

The Graduate Nursing Program offers Doctor of Nursing Practice degree tracks for advanced practice education for Adult/Gerontology Nurse Practitioner, Clinical Nurse Specialist, and Family Nurse Practitioner.

BSN to DNP

Registered nurses (RN) with a bachelor of science in nursing (BSN) degree may enter the program in one of three advanced practice tracks:

- Family Nurse Practitioner
- Adult Gerontology Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist

Total student credit hours: 93-100 quarter credits depending on specialty track

Program length: Nurses with a BSN complete the DNP with the selected advanced practice track typically with 3 years of full time study or 4 years of part time study.

Course format/delivery model: Face to face and hybrid, complemented by a minimum of 1,000 practice hours.

Certification & licensure eligibility: Satisfactory completion allows graduates to meet eligibility requirements for national board certification in the specialty track and for ARNP licensure under Washington state law.

Post-Graduate seeking certification as an APRN

Registered Nurses (RN) with a Master's degree (MSN or MN) may enter the program in one of three advanced practice tracks:

- Family Nurse Practitioner
- Adult-Gerontology Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist

Total student credit hours: variable depending on specialty track. Students with a Master's degree in nursing that is not an advanced practice specialty, complete a gap analysis. An individualized program of study is completed after completion of the gap analysis. Some course requirements may be fulfilled by courses completed as part of the master's degree.

Program length: variable, depending on coursework accepted and the intended specialty track likely 3 years of full-time study or 4 years of part time study.

Course format/delivery model: Face to face and hybrid, complemented by a minimum of 1,000 practice hours.

Certification & licensure eligibility: Satisfactory completion allows graduates to meet eligibility requirements for national board certification in the specialty track and for ARNP licensure under Washington state law.

Post-Graduate APRN, not seeking new certification (e.g., FNP, AGNP, AGCNS)

Post-master's APRN students retain their specialty and earn their doctoral degree with an individualized program of study as determined by a gap analysis of previous Master's coursework.

Total student credit hours: variable depending on coursework accepted. Students with a Master's degree in nursing and APRN specialty certification and licensure complete a gap analysis of Master's coursework that can be applied to the DNP program. Some course requirements may be fulfilled by courses completed as part of the master's degree.

Program length: variable, depending on coursework accepted, students may be able to complete degree requirements in 2 years.

Course format/delivery model: Face to face and hybrid, complemented by a minimum of 1,000 practice hours.

7.2 Graduate Program Curriculum

The graduate program has a foundation in nursing leadership with application to the student's selected clinical focus and specialty role. Matriculated students begin study in a core series of classes as a cohort group (see the SPU Graduate Catalog for specific course offerings at: https://spu.edu/catalog.)

Students must follow the guidelines set forth by the University in the Graduate Catalog regarding progression and completion. Students are held to the degree requirements listed in the Graduate Catalog for the year of their admission. In addition, students sign a Curriculum Agreement that outlines their program of study which is a tailored plan for the student's course of study quarter by quarter until graduation. It is the responsibility of the student to adhere to the agreement. Students are expected to complete their course of study as outlined unless a petition has been granted

approval by the Graduate Nursing Council and the Associate Dean for Graduate Nursing. (See section on "Change of Track or Curriculum".)

Note: Students in all curriculum tracks have the option of completing elective coursework in SHS or other programs at SPU to support the development of the students' professional role function, personal learning goals, or to meet requirements for specialty certifications. Courses may be selected from a variety of disciplines, including nursing, education, information science, psychology, marriage and family therapy, business, and theology. The Administrative Assistant for Graduate Nursing will facilitate students to enroll in non-major elective coursework.

7.2.1 Request for Change of Track or Curriculum

Students must adhere to their curriculum agreement as signed by both the student and the Associate Dean. Any requests for changes to curriculum agreements, including track changes, must be petitioned in writing to the Graduate Nursing Council (GNC) and may be sent to the Graduate Administrative Assistant for distribution. Requests are not automatically granted, require due consideration by GNC, and must be submitted at least one full quarter (11 weeks) before anticipated change in coursework is needed.

7.2.2 Transfer Coursework and Gap Analysis

7.2.2.1 Transfer Coursework

All transfer courses must be directly transferrable to the equivalent SPU course. It is the discretion of the Associate Dean and/or the Graduate Nursing Council to determine transferability and credit equivalency. Catalog descriptions and course syllabi may be required to determine equivalency. Transferred courses will be noted on the student's official SPU transcript.

All students are responsible to acquire, retain, and demonstrate mastery of student learning outcomes for each course; this accountability holds true in situations where students request substitution of credit from another institution. The responsibility to review content and materials from courses accepted for transfer or substitution rests solely with the student. In situations where either faculty or students identify gaps in knowledge or competency for subsequent coursework, the student is responsible to fill any gaps in required

knowledge or competencies through self-study. In addition to the policies regarding transfer credit outlined in the SPU Graduate Catalog:

- At least 80% of required courses in a specialty track must be completed at SPU, unless otherwise approved. In other words, 20% required courses may be requested for consideration as transfer credit. (Due to semester-to-quarter credit conversions, the total number of transfer credits may exceed 20% of the total SPU credits required.)
- Courses requested for transfer of credit must be a part of an accredited program in a college/university, meet course objectives for equivalent SPU courses, and be completed with a grade that meets or exceeds the stated minimum grade for the comparable SPU course.
- Official transcripts and catalog course description(s) from the year course completed are required. The Graduate Nursing Program does not consider requests for transfer credit for competency-based courses completed at other colleges/universities.

In order to petition for transfer credit or the substitution of credit students should complete an "Academic Petition for the Approval of Transfer or Substitution of Credit" form which can be obtained by email from the Graduate Programs Manager.

For Post-Graduate DNP students who are board certified in an advanced practice specialty, not seeking a new specialty, a gap analysis will be completed.

7.2.2.2 Conducting Gap Analysis for DNP Students with APRN Certification

1. Student fills out and submits the Gap Analysis for DNP Students with APRN Certification, available from the Graduate Programs Manager.
2. Complete the Gap Analysis form and gather course descriptions and syllabi for each transcripted course to document prior coursework. Attach side-by-side comparison of course descriptions and course objectives for each course being considered for substitution.
3. Gap Analysis is reviewed by Associate Dean for Graduate Nursing and appropriate faculty if needed. Recommendations regarding what coursework will be accepted and what courses

student will be required to take in the DNP program are recorded on Gap Analysis form.
4. Gap Analysis recommendations are reviewed for approval by the Graduate Nursing Council.
5. Associate Dean for Graduate Nursing Programs meets with student to review approved gap analysis and sign the form.
6. Signed forms are saved in student file.

7.3.2 Non-matriculated Status
Students who are interested in taking a graduate nursing course but who are not admitted to the program must request permission from the Associate Dean for Graduate Nursing in order to be eligible to enroll in a graduate nursing course as a non-matriculated student. Consideration is based on space availability and ability to maintain nursing core content delivery. The Associate Dean Graduate Nursing may refer the decision to the Graduate Nursing Council for a recommendation and/or consultation with the Dean of the School of Health Sciences. To request permission to register an interested student should:
- Contact the Graduate Administrative Assistant to be placed on a list of interested students
- Submit unofficial transcripts showing a bachelors or masters degree in nursing, with a GPA of 3.0 or above to the Graduate Administrative Assistant
- Hold an active RN license (checked by Program)

The following courses are approved for non-matriculated enrollment:

DNP
NUR 7309 Scientific Foundations of Nursing Theory and Practice
NUR 6103 Healthcare Policy and Advocacy
NUR 6301 Values, Faith, and Ethics
NUR 7209 Advanced Health Promotion for Population Health
NUR 7510 Informatics in Advanced Practice Nursing
NUR 7720 Advanced Practice Nursing in Gerontology
NUR 7730 Advanced Practice Nursing of Adults in Acute Care

(See the Graduate Catalog for more details on enrolling in coursework as a non-matriculated student.)

7.3.3 DNP Curricular Overview
The Curricular Cores of the DNP curriculum are shown in the figure below.

Synthesis	DNP Project	DNP Immersion
Population Foci	Clinical Management	Clinical Practicum
APRN Core	Advanced Health Assessment	Advanced Pharmacology / Advanced Pathophysiology
Graduate Core	Health Promotion / Leadership, Advocacy / Scientific Foundations & Evidence-based Practice	SPU Core Values, Faith & Ethics Writing
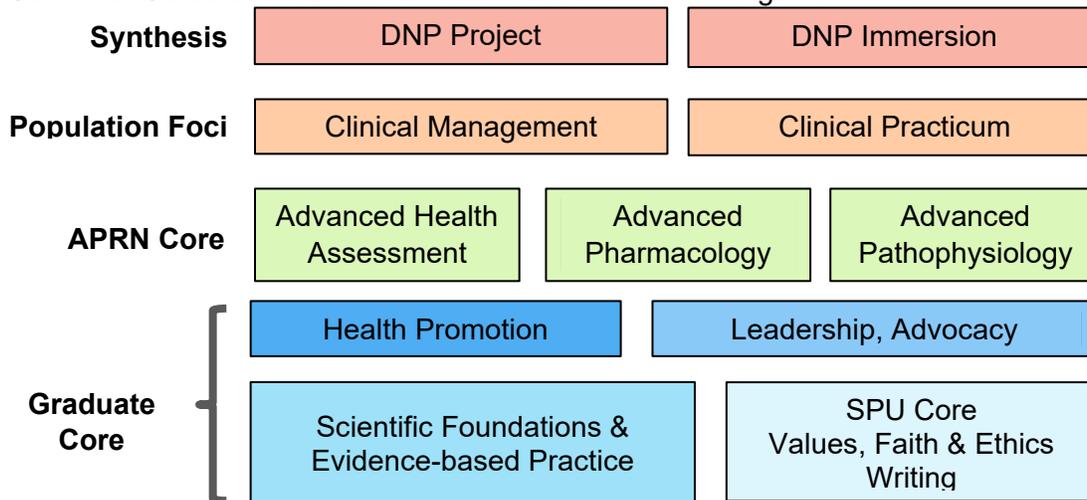
Graduate Core: Theory and Science

The foundation of the DNP curriculum includes core didactic coursework in providing scientific foundations and evidence-based practice, leadership, advocacy, health promotion and role development. These courses not only fulfill requirements outlined in the AACN DNP Essentials, they also lay the groundwork for the clinical didactic and practicum coursework. In addition, students will complete SPU-specific coursework in the area of professional writing and value-based ethics.

NUR 6110: Writing for the Health Professional
NUR 6301: Values, Faith and Ethics
NUR 7101: Professional Identity and Leadership in Inter-Professional Practice
NUR 6103: Health Policy and Advocacy
NUR 7104: Foundations of Healthcare Delivery Systems, Economics, and Finance for Advanced Practice Nursing
NUR 7105: Professional Issues and Role Transition
NUR 7106: Financial and Business Management for Advanced Practice Nursing
NUR 7209: Advanced Health Promotion for Population Health
NUR 7510: Informatics in Advanced Practice Nursing
NUR 7309: Scientific Foundations of Nursing Theory & Practice
NUR 7310: Quality Improvement and Program Evaluation
NUR 7311: Practice Inquiry 1: Foundations of Evidence Based Practice
NUR 7312: Practice Inquiry 2: Synthesis and Translation of Evidence for Practice

APRN Core

The APRN core courses in the DNP curriculum include coursework in advanced health assessment, advanced pharmacology, and advanced clinical pathophysiology (i.e., the 3-P's). These three areas provide the cornerstone of advanced practice and with their completion, students advance to coursework in the clinical management of health and illness. Together, the clinical theory courses (Graduate and ARPN core) prepare students for the practice/population-based clinical management courses.

NUR 6211: Advanced Health Assessment
NUR 7212: Clinical Reasoning and Advanced Health Assessment
NUR 7213: Advanced Clinical Pathophysiology
NUR 6214: Advanced Pharmacology I
NUR 7215: Advanced Pharmacology 2

Population Foci and Role

Students achieve core competencies for the APRN in population context through comprehensive coursework in clinical management. Consistent with the APRN Consensus Model, nurse practitioner (NP) tracks focus on the primary care populations including families and individuals across the lifespan (FNP) and young adult to the older adult including the frail elderly (AGNP). The population focus for the AGCNS also includes the young adult to the older adult including the frail elderly and in wellness through acute care.

The practice component of the DNP curriculum builds increasing competency and skills through the advanced practice clinical practicum, the DNP project and immersion practicum. Through mentored clinical practica with community preceptors and faculty supervision, students develop increasing competence engaging in direct and indirect patient care at multiple, diverse practice sites, as well as through an immersion experience. Clinical practica are organized to build increasing competency leading to end-of-program competencies for entry-level APRN practice. As such, while course descriptions are similar across the clinical practica courses, an emerging level of independence differentiates the learning outcomes and expected competencies.

NUR 6710: Advanced Practice Nursing in Pediatric Primary Care
NUR 7720: Advanced Practice Nursing in Gerontology
NUR 7730: Advanced Practice Nursing of Adults in Acute Care
NUR 7740: Advanced Clinical Management 1: Acute and Chronic Conditions in the Adolescent and Adult Patient
NUR 7741: Advanced Clinical Management 2: Chronic and Behavioral Health Conditions in the Adolescent & Adult
NUR 7742: Advanced Clinical Management 3: Gender-based Care and Obstetrics in the Adolescent and Adult Patient
NUR 7930: Simulation and Field Experience Practicum for the Nurse Practitioner
NUR 7931: Advanced Practice Clinical Practicum I: Nurse Practitioner
NUR 7932: Advanced Practice Clinical Practicum II: Nurse Practitioner

NUR 7933: Advanced Practice Clinical Practicum III: Nurse Practitioner
NUR 7934: Simulation and Field Experience Practicum for the Clinical Nurse Specialist
NUR 7935: Advanced Practice Clinical Practicum I: Clinical Nurse Specialist
NUR 7936: Advanced Practice Clinical Practicum II: Clinical Nurse Specialist
NUR 7937: Advanced Practice Clinical Practicum III: Clinical Nurse Specialist

The DNP degree requires a minimum of 1000 practice hours for each of the tracks (see "DNP Practicum Hours").

Synthesis: DNP Project and Synthesis Immersion Experience

The DNP curriculum culminates with the completion of the DNP project and a synthesis immersion experience. The DNP Project incorporates the DNP Essentials in a guided scholarly systematic investigation of a real-world practice problem/health issue in collaboration with a community agency. The project demonstrates student's ability to generate new knowledge through innovation of practice change/translation of evidence in specific practice settings or with specific populations to improve health outcomes or resolve gaps between evidence and practice or health policy.

NUR 7995: DNP Scholarly Project Proposal
NUR 7996: DNP Scholarly Project
NUR 7939: Advanced Practice Synthesis Practicum: Post-Masters APRN
NUR 7938: DNP Immersion Practicum

Components of the DNP project include problem identification; project proposal, implementation, and evaluation; and plans for sustainment of the practice change. Students will work both with faculty and community-based mentors to complete their projects.

The DNP synthesis immersion experience provides a concentrated opportunity to implement the doctorally-prepared APRN role. The experience requires synthesis and application of APRN competencies, leadership strategies and practice inquiry in organizational and practice contexts. Post-Graduate certified APRNs will complete their synthesis practicum experience over three quarters focusing on application of DNP competencies within the APRN specialty at an organizational level and the most advanced level of APRN practice.

7.3.4 DNP Degree Requirements

The SPU Graduate Catalog provides a summary of the degree-requirements for the DNP, including course title and credits for each of the APRN specialty tracks: Family Nurse Practitioner, Adult/Gerontology Nurse Practitioner, Adult/Gerontology Clinical Nurse Specialist.

Course sequencing for DNP students depends on their qualifications (i.e., post-BSN or post-graduate) at the time of matriculation. Sample plans of study for the BSN to DNP and the post-Master's APRN are linked on the SHS website. Students entering as post-graduate, but not certified as an APRN, will follow a similar curriculum plan to the BSN to DNP student.

A request for a gap analysis is submitted by the student to the Associate Dean for Graduate Nursing or designated faculty representative and is conducted to determine which additional courses will be required for the SPU DNP degree.

Post-Graduate DNP Degree for Advanced Practice Nurses with Certification

The post-graduate DNP degree builds on the master's degree in advanced practice nursing (Nurse Practitioner or Clinical Nurse Specialist). Students complete the Graduate Core and Synthesis (includes DNP Scholarly project) courses.

Post-Graduate DNP Degree for those seeking Specialty Certification

The post-graduate DNP for masters-prepared nurses who wish to complete the Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, or Adult-Gerontology Clinical Nurse Specialist builds on master's level coursework, with the student completing the DNP curriculum at SPU.

7.3.4.1 DNP Scholarly Project

The completion of a DNP Scholarly Project is one of the primary components of the degree and a degree requirement. More details regarding the DNP Scholarly Project see the DNP Scholarly Project Guide.

DNP Scholarly Project Credit Hours

A minimum of 8 total credits are required, however, DNP chairs will determine the credit hours to be taken by students for successful completion of the DNP Scholarly Project. The project begins in NUR 7995 DNP Scholarly Project Proposal, a 3-credit regularly scheduled course. In subsequent

quarters, students register for NUR 7996 DNP Scholarly Project, a variable credit course, for a minimum total of 4-credits at the direction of their project chair. (Typically, students register for NUR 7996 at 2-credits per quarter for two quarters.) In the final quarter of the project students register for NUR 7997 DNP Scholarly Project Completion at 1-credit as they complete the final academic project deliverables.

DNP Scholarly Project Progression
With typical progression the DNP scholarly project is 4 quarters in length. Regardless of the number of quarters students need to complete their project under NUR 7996 DNP Scholarly Project, the final quarter will be used to write up the project report and complete the final academic deliverables under NUR 7997 DNP Scholarly Project Completion.

Registration for each quarter of NUR 7996 and NUR 7997 requires permission from the faculty chair via the Banner Information System, therefore students should be in contact with their chair prior to registration each quarter.

7.3.4.2 DNP Practicum Hours
The DNP practicum is an essential component of the practice doctorate degree.

The practicum provides an opportunity for meaningful engagement from multiple inter-professional experts from healthcare and other appropriate disciplines in both direct care and leadership. At the end of the practicum experience, students must be able to demonstrate identified competencies related to the AACN DNP Essentials and the SPU DNP program outcomes.

The DNP degree requires a minimum of 1000 practice hours for each of the tracks. Of the 1000 hours, a minimum of 500 faculty supervised clinical hours focused on direct care of individuals and families within the APRN specialty are required for board certification and state licensure. Students with current board certification or licensure in their selected APRN specialty track may apply up to 500 hours of previously documented clinical practicum hours toward the required 1000 hours.

In order for students to obtain the core, population-focused and DNP competencies as outlined by the National Organization of Nurse Practitioner Faculties (NONPF), National Association of Clinical Nurse Specialists (NACNS) and the AACN DNP Essentials, a combination of direct care hours to individuals and families within the APRN specialty and indirect hours of other mentored learning experiences are required. Students will work in collaboration with their academic advisor, course faculty, or DNP Project Chair to identify appropriate practicum experiences.

Practicum	Direct Care	Indirect Care (includes DNP project)	Total hours
Not Certified, BSN-DNP or MSN-DNP	720	280	1000
Certified, Post-Graduate	(certification=500)	500 (may include direct and indirect care)	1000

The direct care practicum hours must be with a preceptor in which direct patient care is provided to individuals, families and populations in the population-focused areas of APRN practice related to the population role and foci.

In addition to the direct care hours, other mentored learning experiences assist the student to achieve DNP competencies as outlined in the AACN DNP Essentials and are a part of the 1000 practice hour requirement and completed as an immersion experience

The following are examples (not an exhaustive list) of activities students can log as indirect practicum hours (for DNP Scholarly Project, Simulation, Immersion, and other non-clinical hours):
- Suturing/IUD placement/other simulation workshops.
- Meetings with consultants and content experts to learn about approaches for addressing the scholarly project problem
- Community meetings
- Program evaluation or quality improvement activities within a clinical environment
- Collecting data
- Presentations to or facilitating work groups related to the scholarly project, e.g. planning and project development
- Workshop or conference attendance when directly related to the scholarly project (8 hours maximum)
- Scholarly project grant preparation or funding proposals
- Journal article manuscript preparation and submission
- Preparation of agency and school deliverables.
- Policy analysis and advocacy within a legislative or political action forum

- Project-relevant tool development
- Participating in a local, regional or state-wide health initiative
- Working with an agency or professional organization, committee or task force
- Implementation of business plan
- Leadership/development of inter-professional/interdisciplinary team
- Staff development activities/project
- Time spent participating in a health initiative in the agency, healthcare system, state or national agency
- Other creative activities with direct relationship to the scholarly project as negotiated with the faculty Chair

Practicum hours do not include:
- Time spent traveling to and from seminars/conferences or clinical sites
- Conferences that would be part of the routine work experience
- Preparation for or required work in any other DNP course
- Routine work hours

7.3.4.3 Reflective Portfolio

1. A web based, reflective portfolio documenting achievement of the AACN Essentials of Doctoral Education for Advanced Nurse Practice (DNP Essentials) and the SPU DNP Program Outcomes (Program Outcomes) is a degree requirement for all DNP students at SPU. This portfolio must include reflections on evidence that demonstrates the student is a clinical scholar. For more details regarding the DNP Reflective Portfolio see the DNP Reflective Portfolio Guide.

Appendix A: Graduate Competency Level & Graduate Writing Criteria for Graduate Assignments

The content described under each area describes the general grading principles of graduate level writing. Each assignment will have specific requirements and will vary according to the faculty and the instructions for the course assignment. Graduate faculty will use this guide in conjunction with specific criteria and/or a grading rubric for the assignment. Graduate faculty will return papers that are unacceptable in any of these categories to the student for a mandatory revise and resubmission. The faculty will assess penalty points for revise/resubmit. All submitted assignments conform to the requirements of the Publication Manual of the American Psychological Association (7th edition; student paper guidelines), unless otherwise noted.

Language Mechanics:

All writing assignments should follow APA format and be substantially free of mechanical errors—spelling, punctuation, and sentence/paragraph construction are to standard.

Superior	Strong	Adequate	Not Acceptable
Conforms to APA standards. Additionally, there are no spelling or punctuation errors, and grammar mechanics are correct (e.g. no fused sentences or sentence fragments, subject/verb agreement, correct use of verb tenses, and antecedents). Sentence and paragraph structure are complete/cohesive	Very few, if any deviations from APA standards. Additionally, minimal spelling, punctuation, or grammar errors. In general, sentence and paragraph structure are sound and effective.	Some deviation from APA standards. Errors in spelling, punctuation and grammar are present, but relatively minor and do not interfere with the logic and flow of the assignment. Conventions regarding sentence and paragraph structure are adequate, but could be improved.	Significant deviation from APA standards. There is a pattern of errors in spelling, punctuation, and grammar that interfere with the ogic and flow of the assignment and make it difficult to read and understand. Conventions regarding sentence and paragraph structure are not met.

Writing Style

The writing style demonstrates fluency in the use of language; an appropriate presence of the writer's interaction with the topic/material within the guidelines of APA is permissible. Note: In accordance with APA guidelines, writer should generally avoid first person pronouns.

Superior	Strong	Adequate	Not Acceptable
Demonstrates care, creativity, and variety in the sentence structure and phrasing choices to inform the reader. The writing is highly readable, drawing and maintaining interest. The writer's personal interest is evident in appropriate ways. Word choice is strong and appropriate, and paragraphs meld together to form a cohesive whole.	The language and writing demonstrate an appropriate reflection of the writer's knowledge, ease, and interaction with the content. Clear presentation of synthesis of ideas in a general cohesive manner that highlights ideas with little to no disparity. Word choice is strong; and paragraphs mostly meld together to form a cohesive whole.	Substantially correct, but does not relay the central idea in a cohesive, logical, manner. Style of language, word choices, and sentence structure are lacking or limited. Some instances of wordiness and/or excessive repetition of ideas. The assignment could be improved to be more cohesive and better meet assignment criteria.	Wordy and repetitive throughout; sentence structure and word choices are elementary, showy, or inappropriate. A pattern of ambiguous phrasing is present throughout. Assignment shows lack of evidence of personal pride in the work; reading is hard work. There is limited evidence of any care given to fulfilling the assignment criteria.

Organization

Writing is well organized and follows the specific directions of the assignment. Ideas are accurate and clear, with a central idea/theme (thesis driven essay) that is developed step by step in each paragraph and section, such that the paper is cohesive and progresses logically. The central idea is introduced, has supporting claims with evidence provided, and a conclusion or summary is provided.

Superior	Strong	Adequate	Not Acceptable
Interesting and appropriate introduction and conclusion; smooth, clear transitions between successive, logically-related paragraphs. One central idea is pursued throughout the assignment. Supporting ideas are concise and clearly related; fits the letter and spirit of the assignment. Citations and supportive evidence justify the ideas.	Introduction and conclusion are clear and mostly appropriate; smooth transitions between successive, logical paragraphs. A clear central idea was pursued and evidenced throughout the paper, although organization of ideas could be improved. Supporting ideas a presented and mostly fit the letter and spirit of the assignment. Citations and evidence support the ideas presented.	Introduction and conclusion contain appropriate information, but may lack interest, information, or a synthesis of ideas. Organization is present, but the transitions or logical links between ideas or paragraphs are sometimes illogical or unclear. Some evidence of a central theme is present, but is unclear and not all of paper fits the identified theme. Citations and evidence do not always support the ideas presented, or are missing.	Introduction and conclusion are missing or unclear; there is no clear central idea, or a significant part of the assignment does not seem to be related to it. There is little to no organization present: major breaks in logic or transitions make it difficult, or impossible, to follow the writers thinking; misses the intent of the assignment. Paper does not address some, or all, of the assignment guidelines. In general, citations and evidence are missing or used inappropriately.

Content, Depth & Accuracy

The written assignment demonstrates an appropriately comprehensive grasp of relevant concepts, and supports those concepts with accurate and up to date facts and details. Assignment requirements are clearly fulfilled with an appropriate balance between writer's own synthesis and supportive cited evidence.

Superior	Strong	Adequate	Not Acceptable
A mature, thoughtful grasp of the appropriate context of the central idea. Shows depth and accuracy in understanding the relationships between facts, details, and ideas is present. Citations are appropriate lend credence to the ideas presented. More than adequately fulfills the specific content criteria for the assignment.	Demonstrates an appropriate grasp of the central idea. Covers the content accurately. The majority of citations strengthen and lend credence to the central theme and appropriate justification with relevant citations provided. Meets the specific content criteria for the assignment.	Presents a general understanding of important concepts, and supporting facts/details are adequate overall, but some points are not well illustrated or supported. Citations are adequate but do not lend credence or scientific justification in general throughout paper. Key content criteria for the assignment may be missing.	Presents little to no understanding of important concepts. Assignment imparts the sense that the writer does not grasp either the central idea or a number of the supporting concepts. Citations are lacking or present a strong unintended bias. Content criteria for the assignment has not been met.

Critical Analysis and Synthesis

The writing assignment demonstrates ability to critically analyze the available evidence and synthesize it into a cohesive whole for their audience.

Superior	Strong	Adequate	Not Acceptable
The synthesis of ideas reflect graduate level critical analysis of ideas. Critical thought, objective analysis, fairness, and probing interaction is evident throughout the paper.	Demonstrates a concise synthesis of ideas that satisfy the requirements of the assignment. Critical thought and objective analysis are generally apparent throughout the paper.	The meaning of ideas or synthesis of critical thought is not present throughout the whole paper, or there are questions raised in the reader's mind that are unanswered.	Superficial thought and/or use of demonstrated evidence demonstrates a misunderstanding of key concepts. There is little presentation of the relationships between facts, details, and ideas.
For example: • Comprehensive appraisal of evidence. • Clear synthesis of the evidence • Comprehensive discussion of strengths, weaknesses, gaps, and limitations for topic.	For example: • Strong appraisal of evidence. • Most evidence is synthesized, but some only analyzed or mentioned • Strong discussion of strengths, weaknesses, gaps, and limitations.	For example • Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps, and limitations.	For example: • Evidence is identified, but not analyzed. • Discussion of strengths, weaknesses, gaps, and limitations is limited. **OR** • Lack of evidence provided throughout the assignment.

Definitions:

critical thinking – the objective, systematic, and rational analysis and evaluation of factual evidence in order to form a judgement on a subject, issue, etc.

analysis – a detailed examination or study of something so as to determine its nature, structure, or essential features. Also: the result of this process; a detailed examination or report; a particular interpretation or formulation of the essential features of something. (When used in writing, this is the critical examination of the available sources and the evidence they offer.)

synthesis – the putting together of parts or elements so as to make up a complex whole; the combination of immaterial or abstract things, or of elements into an ideal or abstract whole. (When used in writing, the elements are other sources and the evidence they offer, and the whole is the new conclusions drawn by the writer using that evidence.)

Definitions adapted from: Oxford English Dictionary. (2020). https://www.oed.com

Appendix B: Seattle Pacific University Automated Drug Dispensing Devices Policy

Automated Drug Dispensing Devices
WAC 246-840-519

Purpose
The purpose of the Automated Dispensing Devices (ADDD) Policy for Seattle Pacific University (SPU) is to assure safe access to ADDDs and safe medication administration.

Definition

WAC 246-874-010: Definitions.
"ADDD" or "automated drug dispensing device" includes but are not limited to, a mechanical system controlled remotely by a pharmacist that performs operations or activities, related to the storage counting, and dispensing of drugs, but does not include technology that solely counts or stores, kiosks, robots, or automation for compounding or administration.

Nursing Students ADDD Access

Procedures:
1. SPU nursing program will provide students with orientation and practice experiences that include demonstration of competency of skills prior to utilizing medications distribution systems.
2. During medication administration instruction in Autumn Quarter (Qtr 1), the concept of ADDD will be introduced. The standards of 6 Rights and 3 Checks for medication verification will be practiced using medication "boxes" for separate drugs (both single and multi-dose).
3. During Clinical in Qtr 2, each student will complete required training at the assigned agency, sets up access to agency ADDD, and demonstrates competency on ADDD with clinical instructor. Students will comply with agency policy regarding ADDD and medication administration supervision (policies may vary by agency).
4. SPU's nursing program, in collaboration with the healthcare facility will provide adequate training for nursing students accessing ADDDs. SPU will outline the training process within each facility
5. Student medication errors will be documented and the record maintained by the School of Health Sciences, Nursing program.
6. Alleged diversion by students will be documented and a record maintained by the School of Health Sciences, Nursing program.