

Lydia Green Nursing Program
School of Health Sciences



2018-2019
Graduate Nursing Student Handbook
and DNP Supplement

The information contained herein is not to be considered a contract and the Lydia Green Nursing Program reserves the right to make changes to the information and policies contained herein at such times as it deems appropriate. This Student Handbook supersedes all previous editions. The provisions of the Student Handbook do not constitute a contract, express or implied, between any student, faculty member, Seattle Pacific University (SPU), the SPU School of Health Sciences (SHS), and/or the SHS Lydia Green Nursing Program. The Lydia Green Nursing Program shall notify the student of any changes to the Graduate Nursing Student Handbook occurring during the academic year. At any given time, the most current edition of the Graduate Nursing Student Handbook will be available on the SHS website, www.spu.edu/academics/health-sciences/current-students.

Seattle Pacific University
School of Health Sciences
Lydia Green Nursing Program
2018-2019

The School of Health Sciences, based on our commitment to Christian values, seeks to partner with the community, develop graduates who engage the culture, change the world, and: Serve all people with the highest level of personal care, Demonstrate competence in a diverse and changing environment; Act with wisdom, character, and caring; Demonstrate leadership in all aspects of nursing; and Promote optimum health of the body, mind, and spirit.



Seattle Pacific's graduate nursing programs are approved by the Washington State Nursing Care Quality Assurance Commission. The SPU Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Doctor of Nursing Practice program is pursuing initial accreditation by CCNE, per guidelines.

Table of Contents

| | | | |
|--|----|--|----|
| 1.0 Preface | 5 | 4.4 Protocol for Illness/Accidents/Critical Incidents Related to Clinical Experiences | 25 |
| 2.0 Overview of Graduate Nursing Curriculum | 6 | 4.5 On-Campus Clinical Learning Lab Policies and Procedures | 27 |
| 2.1 Lydia Green Nursing Program Mission Statement | 6 | 4.6 Dress Standards for Clinical Experiences | 28 |
| 2.2 Lydia Green Nursing Program Vision | 6 | 4.7 Documentation Signature | 28 |
| 2.3 Lydia Green Nursing Program Philosophy Statement | 6 | 4.8 Employment Issues during the Academic Year | 29 |
| 2.4 Purpose of the Nursing Program and the Graduate Program | 7 | 5.0 General Information and Other Policies | 29 |
| 2.5 Civility in Nursing Education | 7 | 5.1 Policy for Writing Papers | 29 |
| 2.6 Accreditation | 8 | 5.2 Policy Guidelines for Arranging an Independent Study | 29 |
| 2.7 Program Description and Curricular Outcomes | 8 | 5.3 Transcultural Experiences | 30 |
| 3.0 Academic Policies and Procedures | 9 | 5.4 Support and Resources | 30 |
| 3.1 Enrollment | 9 | 5.5 Participation on Committees | 30 |
| 3.2 Progression in the Program | 10 | 5.6 Nurses' Christian Fellowship (NCF) | 31 |
| 3.3 Leave of Absence, Withdrawal, Dismissal, and Re-enrollment | 13 | 5.7 Celebrations and Awards | 31 |
| 3.4 Request for Change of Track or Curriculum | 16 | 5.8 References and Letters of Recommendation | 31 |
| 3.5 Graduation | 16 | 6.0 Doctor of Nursing Practice Supplement | 31 |
| 3.6 Grading | 16 | 6.1 From Associate Dean for Graduate Nursing | 31 |
| 3.7 Changes in Current Address, Phone, or Name | 17 | 6.2 History of the Doctor of Nursing Practice Degree | 32 |
| 3.8 Class Attendance | 17 | 6.3 Mission and Philosophy | 32 |
| 3.9 Communication | 17 | 6.4 DNP Program Outcomes | 33 |
| 3.10 Academic Integrity | 18 | 6.5 DNP Program of Study | 33 |
| 3.11 Nondiscrimination Policy | 18 | 6.6 DNP Scholarly Project | 37 |
| 3.12 Student Academic Appeals Process | 18 | 6.7 DNP Practicum Hours | 38 |
| 4.0 Clinical Internship/Practicum | 21 | 6.8 Reflective Portfolio | 39 |
| 4.1 Internship/Practicum Requirements | 21 | Appendix A: Graduate Competency Level & Graduate Writing Criteria for Graduate Assignments | 41 |
| 4.2 Internship/Practicum Site Placement Process | 22 | | |
| 4.3 Protocol for Internship/Practicum Experiences | 24 | | |

Dear Graduate Student,

Welcome to the School of Health Sciences and the Graduate Nursing program! Congratulations on taking the next step to advance your knowledge and your practice.

Demand for advanced practice nurses has never been greater. Key messages from the Institute of Medicine report, *The Future of Nursing*, released in 2010 include a call for nurses to achieve higher levels of education and training and to practice to the full extent of their license. In addition, early experiences with health care reform demonstrate clearly that as more individuals gain access to health care, especially preventive care, the need for advanced practice nurses also increases. Your decision to pursue graduate nursing education is an important step to help us achieve not only professional goals but also to improve the health of the public.

We are committed to working with you to build a strong foundation in nursing theory, practice and leadership that will position you now and into the future. Each element of the curriculum, whether didactic or clinical, is designed to help you develop the advanced knowledge, skills and characteristics you will need to succeed in your advanced practice and leadership role. You will work closely with faculty and classmates to apply your newly attained knowledge and skills to challenges facing nursing and healthcare today.

Excellence, competence, and character matter at Seattle Pacific University. Our standards are high. Your SHS faculty and staff are here to support you in your learning and professional growth. You can expect to find answers to many of your questions here in the Graduate Nursing Student Handbook. We expect that you will use the handbook as your guide for policies and procedures. I encourage you to explore this and other resources, created to make your experience as unique and fulfilling as possible and to assist you to achieve the highest levels of thinking, knowing, and practice.

Again, welcome to the School of Health Sciences! You've already accomplished a great deal simply by getting to this point in your career. No matter what doubts creep in as you resume status as "student" and "learner", you are meant to be here. You can and will succeed! We are excited to work and learn together during the coming quarters and as you graduate and enter new career paths.

Sincerely,



Lorie Wild, Ph.D., RN, NEA-BC
Dean, School of Health Sciences

1.0 Preface

The Graduate Nursing Student Handbook and Doctor of Nursing Practice Supplement have been written to provide the student with general information specific to the curriculum, student policies, campus facilities, and resources. Every effort has been made to ensure its accuracy. However, its contents do not constitute an expressed or implied contract between the School of Health Sciences and its students. The handbook may be amended or changed at the discretion of the University. Policies and procedures are changed through administrative and committee processes within the school. Notice of such changes will be distributed to the graduate nursing students through the established communication processes of the school.

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

It is important that individuals read the handbook and refer to the material that is provided as they progress through the program.

The following terms are used throughout the Handbook:

- **AGNP:** Adult/Gerontology Nurse Practitioner; advanced practice specialty or degree track
- **Associate Dean:** Associate Dean for Graduate Nursing
- **Clinical:** internship or practicum experience at an approved agency, clinic, or hospital; also called “internship” or “practicum”
- **Clinical Learning Lab (CLL):** On campus facility for development of clinical skills
- **CLIP or CLP:** Clinical Leadership in Practice; degree track
- **Course Faculty:** 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:** document which lists the sequence of required courses for a specific student to complete their program of study; signed by the student and Associate Dean
- **Dismissed Student:** 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
- **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:** MSN level internship experience at an approved agency, clinic, or hospital; also called “Clinical”
- **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, Graduate Program
- **Practicum:** DNP level practicum experience at an approved agency, clinic, or hospital; also called “Clinical”
- **Program:** Lydia Green Nursing Program, Graduate Program
- **School:** School of Health Sciences
- **SHS:** School of Health Sciences

- **SPU:** Seattle Pacific University
- **Standards:** All professional standards of safety, practice, and behavior as cited in course syllabus/handouts, course evaluation forms, and 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
- **Withdrawn:** Students are designated as “Withdrawn” by the Graduate Nursing Program and Seattle Pacific University if they choose to withdraw from a course, the Program, or the University.

2.0 Overview of Graduate Nursing Curriculum

2.1 Lydia Green Nursing Program

Mission Statement

The School of Health Sciences, based on our commitment to Christian values, seeks to partner with the community, develop graduates who engage the culture, change the world, and: Serve all people with the highest level of personal care, Demonstrate competence in a diverse and changing environment; Act with wisdom, character, and caring; Demonstrate leadership in all aspects of nursing; and Promote optimum health of the body, mind, and spirit. *10/1/10*

2.2 Lydia Green 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.

2.3 Lydia Green Nursing Program

Philosophy Statement

Within a Christ-centered environment, the Lydia Green Nursing Program 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 Lydia Green Nursing Program’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. 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.

2.4 Purpose of the Nursing Program and the Graduate Program

The purpose of the 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.

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:

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

2.5 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 is maintained.

Therefore the following expectations are in addition to requirements listed in the [SPU 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. Lateness 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.
- Students are expected to turn off cell phones and pagers during class and clinical experiences. Electronic devices should also 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.

- If the student needs to miss class or leave early, it is mandatory to contact the professor beforehand to inform the professor about the need to leave and to make arrangements 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 PowerPoint 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.

2.6 Accreditation

Seattle Pacific's graduate nursing programs are approved by the Washington State Nursing Care Quality Assurance Commission. The SPU Master of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Doctor of Nursing Practice program is pursuing initial accreditation by CCNE, per guidelines.

CCNE requires that programs that hold accreditation for other programs and seek accreditation of a new program or degree "... have students enrolled for the equivalent of one academic year (e.g., two semesters) prior to hosting an on-site evaluation" ([*Procedures for Accreditation of Baccalaureate and Graduate Nursing Programs*](#), Amended: October 19, 2017, p. 8)

Enrollment in the DNP program began in September 2017. The Lydia Green Nursing Program will host a CCNE site visit November 14-16, 2018. The review will encompass all SPU nursing programs, including the DNP. Notification of accreditation status is expected in Spring 2019, prior to the graduation of any DNP students.

2.7 Program Description and Curricular Outcomes

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.

2.7.1 Curricular Outcomes

2.7.1.1 MSN Outcomes

Based on [the Essentials of Master's Education in Nursing](#) published by AACN, upon completion of the Graduate Nursing Program at SPU, the graduate should have developed proficiency in:

1. Critical Thinking: Demonstrate reflective thinking that is self-directed, self-disciplined, and self-corrective and includes in-depth analysis.
2. Communication: Demonstrate complex, ongoing, interactive processes using a variety of methods and tools: oral, written, nonverbal, and technological.
3. Assessment: Demonstrate an ability to gather complex information about the health status of the client and/or community, analyze multiple sources of data, make judgments about nursing interventions and evaluate outcomes across interdisciplinary teams.
4. Nursing Skills: Demonstrate advanced technical skills required for the delivery of complex care and the ability to teach, delegate, and supervise skilled tasks by others within a multifaceted health care delivery system or educational setting.
5. Role Development: Demonstrate professional behaviors and an integration of faith, spiritual values, and ethics in practice and foster advancement of the profession and healthcare delivery systems.

2.7.1.2 DNP Outcomes

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

3.0 Academic Policies and Procedures

3.1 Enrollment

3.1.1 MSN Degree Tracks

The Graduate Nursing Program offers Master of Science in Nursing degree tracks in Clinical Leadership (CLIP) and Nursing Education (NED).

The MSN Program previously offered degree tracks for Adult/Gerontology Nurse Practitioner (AGNP), Clinical Nurse Specialist (CNS), and Family Nurse Practitioner (FNP) as well as certificate tracks for AGNP, FNP, and NED. As of Autumn Quarter 2017, no additional students will be admitted to the MSN program under the Nurse Practitioner or Clinical Nurse Specialist tracks or to Certificate programs under Nurse Practitioner or Nurse Educator. Courses will be offered to allow students admitted prior to Autumn Quarter 2017 to complete their degree/certificate, according to their existing curriculum agreement.

3.1.2 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.

3.1.3 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:

<http://www.spu.edu/acad/catalog.asp>.)

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.

3.1.4 Transfer Coursework and Gap Analysis

3.1.4.1 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.

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 Program Administrative Assistant.

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.

3.1.4.2 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 Program Administrative Assistant.
2. Complete the Gap Analysis form and gather course descriptions and syllabi for each transcribed 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.

3.1.5 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:

MSN

[NUR 6010 Professional Nursing Concepts and Leadership](#)
[NUR 6040 Population Health](#)
[NUR 6301 Values, Faith, and Ethics](#)
[NUR 6103 Healthcare Policy Dynamics](#)
[NUR 6720 Advanced Practice Nursing in Gerontology](#)
[NUR 6730 Advanced Practice Nursing of Adults in Acute Care](#)

DNP

[NUR 7309 Scientific Foundations of Nursing Theory and Practice](#)
[NUR 6103 Healthcare Policy Dynamics](#)
[NUR 6301 Values, Faith, and Ethics](#)
[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.)

3.2 Progression in the Program

The program of study leading to a graduate degree has been 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 graduate program.

Graduate student progression is dependent upon meeting the course requirements as outlined in the course syllabi and maintaining academic performance (cumulative graduate GPA of 3.0 or higher on a 4.0 scale, a minimum grade of C+ (78%) in each course, and minimum of a B grade (84%) in designated courses) and maintaining high standards of professional behavior. See [Section 3.6](#) for specific information and policies regarding grading.

Instructors have the right and responsibility to determine whether or not the student should 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.

The individual Curriculum Agreement (signed by student and Associate Dean/Advisor) specifies the sequence of all required coursework. Progression in the Nursing Program (and graduation) is dependent on satisfactory completion of coursework, which include both theoretical and clinical performance. The Program may consider factors in addition to academic performance when determining whether or not a student may continue in the program including, but not limited to, class and clinical attendance, respect for others, safety concerns, and unprofessional behavior.

Any student who fails to meet minimum grade 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. This does not equate to dismissal from the Graduate Nursing Program.

3.2.1 Prerequisite & Corequisite Coursework

3.2.1.1 Prerequisite Coursework

MSN Program:

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

- NUR 6101: Professional Identity and Leadership in Inter-Professional Practice
- NUR 6103: Health Policy and Advocacy
- NUR 6209: Advanced Health Promotion and Holistic Health
- NUR 6211: Advanced Health Assessment
- NUR 6213: Advanced Clinical Pathophysiology
- NUR 6214: Advanced Pharmacology 1
- NUR 6310: Quality Improvement & Program Evaluation
- NUR 6311: Practice Inquiry 1: Foundations of Evidence Based Practice
- NUR 6312: Practice Inquiry 2: Synthesis and Translation of Evidence for Practice
- NUR 6510: Healthcare and Patient Care Technology

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 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

3.2.1.2 Corequisite Coursework

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. Students are responsible for checking the Graduate Catalog for prerequisite listing for all courses.

3.2.2 Course Progression

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 faculty to ensure safe clinical practice in the clinical setting; in these courses, a course grade below 84% (B) is considered unsafe practice for clinical practice nursing.

MSN Program:

- NUR 6211 Advanced Health Assessment I
- NUR 6212 Advanced Health Assessment II
- NUR 6710 APN in Pediatric Primary Care
- NUR 6720 APN in Gerontology
- NUR 6730 APN of Adults in Acute Care
- NUR 6898 Clinical Leadership Capstone I
- NUR 6899 Clinical Leadership Capstone II
- NUR 6910 Advanced Practice Seminar I
- NUR 6911 Advanced Practice Seminar II
- NUR 6912 Advanced Practice Seminar III
- NUR 6940 Primary Care AP Internship
- NUR 6941 Internship: CNS, NED, CLP
- NUR 6213 Advanced Pathophysiology
- NUR 6214 Advanced Pharmacology I
- NUR 6215 Advanced Pharmacology II

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

3.2.3 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 in addition to 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.

3.2.4 Students of Concern

The School of Health Sciences is committed to providing opportunities for the success of all its students. Students who are of concern are at risk for not successfully completing a course and therefore the Nursing Program, will be notified by their instructor of the behaviors that place them at risk. Graduate faculty will complete a "Letter of Concern" form and provide a copy in writing to the student that describes the concern. Examples of behaviors that place students at risk include (but are not limited to) lateness to class or clinical, low grades, absences, low scores on exams, quizzes, or assignments, poor writing skills, or inadequate use of technology to engage in graduate coursework.

The instructor and student should meet to discuss the issues and to develop a plan to promote student

success. Written documentation of concern becomes a part of the student's file until graduation. A letter of concern may be the basis for dismissal from a course and, therefore, from the program. If a student receives a letter of concern, he or she may be required to meet with the instructor and the Associate Dean of the graduate program before being allowed to progress.

3.2.5 Academic Probation

If the student's total program grade point average (GPA) falls below 3.0 on a scale of 4 points, the student is placed on academic probation by the University. The student must make an appointment with the Associate Dean to plan for improving the GPA. The plan for improvement, including a specified time frame, is submitted to GNC, relevant course faculty, 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. See the [SPU Graduate Catalog](#) for more on the University policy.

3.3 Leave of Absence, Withdrawal, Dismissal, and Re-enrollment

3.3.1 Leave of Absence from the Program

On occasion, students are faced with major health problems or changes in 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 [Leave of Absence](#) in the 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 consecutive quarters or more.)

A leave of absence is only granted by the Graduate 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 petition for leave of absence be granted. Students must petition for 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 addressed to the Graduate Nursing Council that briefly summarizes statement of the need to the Graduate Administrative Assistant or Associate Dean.
2. If able, 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 interrupted 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.

3.3.2 Dropping Individual Courses

Because coursework is carefully sequenced withdrawal from any course may 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. Dropping a single course may necessitate a petition to the Graduate Nursing Council or the generation of a new curriculum agreement, at the Associate Dean's discretion. Students should notify course faculty if they plan to drop a course, as a courtesy.

To withdraw entirely from the Graduate Program, follow the [Complete Withdrawal](#) policy.

3.3.3 Complete Withdrawal from the Graduate Program

To withdraw from the Graduate 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. Re-admission cannot be guaranteed.
2. Complete the [Withdrawing from the University](#) form and submit to Student Academic Services.
3. At the time a request for Withdrawing from the University is processed, the student will be given a Re-admission Statement describing the re-admission policy and process required to

petition Graduate Nursing Council for re-admission. (See section on [Re-Admission.](#))

4. As a courtesy, the student should notify instructors in all courses for which they are registered.

3.3.4 Dismissal from a Course or the Graduate Program

The nursing faculty may dismiss a student from a course at their discretion. At minimum, dismissal from a course will require the repeat of the course but may result in dismissal from the Graduate Program. If a student is dismissed for any reason, the course faculty will submit a grade of E (failing). The student may or may not receive a tuition refund, depending on the time in the quarter when refunds are available (see [Graduate Catalog](#) for refund timelines). The School of Health Sciences will retract any notification of good standing to an employer at the time a student is dismissed.

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.](#))
- Pattern of behavior or conduct or a single incident of serious misconduct or inappropriate behavior that reflects poorly on SPU, the School of Health Sciences, or clinical agencies, including failure or refusal to follow agency or syllabus requirements, standards, or guidelines; boundary violations with patients or staff; or speaking negatively about SPU, clinical agencies, or anyone affiliated with SPU or clinical agencies.
- Academic or other types of dishonesty.
- Lack of safety in internship/practicum.
- 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.
- Aggressive or intimidating behavior to others, including patients, staff, faculty, and peers.
- Failure to meet minimum requirements in nursing courses as specified in the course syllabi and Nursing Program Graduate Student

Handbook will result in dismissal from the course and exit from progression in the program.

- Disruptive behavior in the classroom. Removal from class for any reason may result in non-progression.
- Lack of preparation for safe patient care such as lack of knowledge about the patient, patient's diagnosis & pathophysiology, medication, procedures, or treatments.
- Failure to advance skill development, clinical reasoning, or use of resources.
- Unsatisfactory clinical performance including failure to communicate appropriately and adequately with patient, staff, or instructor.
- Remediation or learning plans that were not adhered to, constituting lack of participation/unprofessional behavior
- Failure to maintain an unencumbered licensure in the state of Washington or any other internship/practicum requirement. (See section on [Clinical Internship/Practicum.](#))
- Failure to attend internship orientation or any clinical site orientation or on-boarding process required by the site, preceptor, or clinical organization.

3.3.5 Re-admission to the Graduate 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 Graduate Catalog, the following policies apply to students wishing to re-enroll in the Graduate Nursing Program:

- Petitions for Re-application are reviewed and considered by the Graduate Nursing Council (GNC). GNC's decisions regarding re-enrollment 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-enrollment will not be allowed a second time.
- Re-admission to the Graduate Nursing Program is dependent upon space available.

3.3.5.1 Re-application for Withdrawn Students

Withdrawn students 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 through SPU Graduate Admissions.

Withdrawn students who wish to re-apply to complete the degree they were previously pursuing must submit a Petition for Re-application to the Graduate Nursing Council.

Petitions for Re-application from withdrawn students must be submitted in their entirety by the following deadlines:

- Return for Autumn enrollment: July 15th
- Return for Winter enrollment: October 15th
- Return for Spring enrollment: January 15th
- Return for Summer enrollment: April 15th

Withdrawn students who submit a Petition for Re-application will be notified of the Graduate Nursing Council's (GNC) decision in writing. GNC's decisions regarding re-enrollment are final.

For Petitions for Re-application approved by GNC, the student will be responsible for the following:

- sign an agreement for all conditions set forth by GNC for re-enrollment, which may include probationary admission status, remedial coursework, satisfactory retesting of theory and practicum skills, and/or the generation of a learning plan
- complete a SPU Graduate Admissions re-admission form, as instructed
- sign a Curriculum Agreement outlining their coursework for the completion of their degree, based on course availability, prerequisites, and program requirements
- register for required coursework

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

3.3.5.2 Re-admission for Dismissed Students

Dismissed students who wish to re-apply to the Graduate Nursing Program must seek approval from the Graduate Nursing Council using the process outlined in the [Petition for Re-application](#) section below, prior to submitting an application for admission through SPU Graduate Admissions.

Petitions from dismissed students to gain permission to reapply must be submitted 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.

Dismissed students who submit a petition will be notified of the Graduate Nursing Council's (GNC) decision in writing. GNC's decisions regarding re-enrollment are final.

For petitions approved by GNC, the student will be eligible to apply to their desired degree within the Graduate Nursing Program. Pending their admission to the program, they will be responsible to:

- abide by the conditions set forth by GNC, including probationary admissions status
- complete remedial coursework and/or satisfactory retesting of theory/practicum skills as dictated by GNC
- attend and engage in all activities required of newly admitted students in their cohort

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

3.3.5.3 Petition for Re-application

Petitions for Re-application must include all of the required items and be submitted to the Graduate Administrative Assistant by mail or by email, to be routed to the Graduate Nursing Council (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 decision to withdraw from the University or their 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 Graduate Nursing Council 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 demonstrating the circumstances surrounding their withdrawal/dismissal from the program as well as documentation indicating resolution of the precipitating circumstances and readiness to return to graduate study. The student should keep copies of these documents for their records. For example:

- a. Death in the family: Provide a copy of the obituary, funeral announcement, or death certificate.
- b. Disabling illness or injury to the student: Statement from licensed health care professional
- c. Disabling illness or injury to an immediate family member: Statement from licensed health care professional
- d. Emotional or mental health issue (for the student) that required professional care: Statement from licensed health care professional
- 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, a statement from the insurance agent. If involving a legal matter, a statement from the student's attorney or the police report. If the problem is related to work or childcare, a supporting letter from the employer or childcare provider should be provided.

3.4 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.

3.5 Graduation

3.5.1 Degree Requirements

Students must carefully review, understand, and meet all requirements listed in the [SPU Graduate Catalog](#). The School of Health Sciences and Student Academic Services endeavor to assist the student, however, the student remains responsible to complete all graduation requirements. The individual Curriculum Agreement (signed by student and Associate Dean or faculty advisor) specifies the sequence of all required coursework and can be used to assist the student in fulfillment of degree requirements.

3.5.2 Graduation Terms

To graduate at the end of Spring Quarter, a student must have complete grades for all course work. These students may fully participate in commencement exercises.

To graduate at the end of Summer Quarter, a student must have complete grades for all course work. These students may participate in commencement exercises at the end of spring quarter, but will not receive the graduate diploma until all academic work is graded.

To graduate at the end of Autumn Quarter, a student must have complete grades for all course work. These students may fully participate in commencement exercises at the end of the following Spring Quarter.

3.6 Grading

3.6.1 Grading Scale

- A ____ 94-100
 - A- ____ 90-93.99
 - B+ ____ 87-89.99
 - B ____ 84-86.99
 - B- ____ 81-83.99
 - C+ ____ 78-80.99
 - C ____ 75-77.99
 - C- ____ 71-74.99
 - D+ ____ 68-70.99
 - D ____ 65-67.99
 - D- ____ 61-64.99
 - E ____ < 61
- Below 78 unacceptable for progression in the program

3.6.2 Incomplete ("I") Grade

SPU policies regarding Incomplete or "I" grades are outlined in the [Graduate Catalog](#). In addition, for

graduate students in nursing, 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 faculty) have been completed at the time of the request.

To request an incomplete grade, the student must submit a written plan to course faculty 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.

Course faculty may deny the request, grant the request, or refer the matter to the Associate Dean or to the Graduate Nursing Council. Faculty 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 faculty member, 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.

Faculty 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.

3.7 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. When changes occur to any directory information occurs the student must:

1. complete a [Change of Directory Information](#) form available from Student Academic Services
2. provide a copy of the completed form to the SHS office

3.8 Class Attendance

Regular, continued attendance at all classes is required. The student must notify the course faculty 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.

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.

Classes will begin promptly at the designated time and continue to the end of the scheduled class session, with scheduled breaks. 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. Presence in class is marked by active preparation prior to class and engaged participation in the activities of the class.

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

3.9 Communication

Timely communication among faculty 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 and voicemail are the primary electronic forms of communication used in the School of Health Sciences. While faculty 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.

3.9.1 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, faculty members, and clinical preceptors. (Some external email addresses are excluded by virus protection therefore instructors 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.

Faculty endeavor to respond to students' emails in a timely fashion. However, many faculty are off-campus one or more days each week for clinical activities and may not access email those days. In general, faculty will respond to student emails within 72 hours, Monday through Friday. Faculty are not expected to access email on weekends. Students should communicate clearly with course faculty about the faculty member's preference about contact outside of regular office hours.

3.9.2 Canvas

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

3.10 Academic Integrity

It is particularly important for nurses 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 Graduate Catalog policy on [Academic Integrity](#).

Students aware of academic dishonesty by others should be responsible in reporting this to the supervising faculty. 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 faculty 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 immediate dismissal from the course and/or University.

3.11 Nondiscrimination Policy

It is the policy of Seattle Pacific University not to discriminate on the basis of race, color, national origin, sex, age, or disability in its programs or activities, as required by applicable laws and regulations. If a student feels discrimination, the student should refer to and follow the [Nondiscrimination/Title IX](#) resources on the Seattle Pacific University website.

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.

3.12 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 of the faculty or personality of the faculty. See the SPU Graduate Catalog, Academic Policies section for details regarding policies and procedures related to unlawful discrimination.

Students should understand that the preparation of students for advanced roles in nursing practice includes preparation guided by professional standards and behaviors. The academic appeals process is not an opportunity to complain about a faculty member's personality or communication style. 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.

Also see the Graduate Catalog regarding the University's [Academic Appeals Policy](#).

3.12.1 Filing an Appeal

1. First, 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.
2. Any appeal filed by the student must be in writing using the Appeal Process Procedure Form. This form is available in the SHS Front Office. The student is responsible to provide current and accurate contact information on the form.
3. The student must complete the entire appeal form ("Appeal") and hand deliver or send by certified mail, the signed original and a copy of the Appeal to the School of Health Sciences Graduate Program Administrative Assistant or designee. The appeal should indicate "Attention: Chair, Graduate Nursing Council (GNC)". The sealed envelope should also be marked "Confidential." The Appeal must be signed and dated by the student. The student

must file the Appeal within five calendar days after he or she was informed of the decision verbally or in writing by the faculty member or committee. The student must request from the SHS Front Office that the envelope be stamped with an official date received stamp showing the date of delivery. This is the date of filing ("Filing Date").

4. The chair of GNC will appoint an Appeals Committee to meet within ten University working days after the Filing Date, but may schedule a meeting beyond that date if necessary or deemed appropriate. The Appeals Committee will be chaired by the GNC chair, or a different chairperson may be designated by the Dean.
5. Failure to follow these procedures may result in the dismissal of the student's appeal, which means the original decision will remain in effect. There have been occasions when students attempted to appeal decisions by circumventing established procedures. These misinformed attempts usually delay and muddy the process, which may jeopardize the student's academic progress.

3.12.2 Procedures

1. The chair of Graduate Nursing Council (GNC) 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 (this may be the same as the GNC chair).
2. The student may (at the sole discretion of the instructor), continue in theory classes until the committee has reached a decision and the written decision is sent to the student.
3. The student will not continue in internship/practicum classes when the appeal issue involves internship/practicum situations or behavior that might impact patients, staff, or clinical settings. This decision will be made by the course instructor and this professional decision is not subject to review or appeal.
4. The Chair of the Appeals Committee shall decide whether the student will have the opportunity to appear before the Appeals

Committee to present the Appeal and additional information relevant to the Appeal.

5. The student should submit in 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 Appeals Committee chair at least 48 hours prior to the Appeals Committee meeting. The Appeals Committee chair 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. The chair of the Appeals Committee, at his or her discretion, may also limit the number of persons to be heard, and may set reasonable time limits for statements.
6. 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. If the student believes clinical site staff may have information relevant to the student appeal, the student will provide the Graduate Nursing Council (GNC) chair with the name(s) of the clinical site staff. The GNC chair (**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 GNC chair will contact the student and inform the student how to proceed.
7. The chair of the Appeals shall have broad discretion in setting the procedures for the conduct of the meeting, including but not limited to the exclusion of persons who are not witnesses to the student event, who are disrespectful or disruptive, or who fail to follow the instructions of the chair.
8. The decision of the Appeals Committee will be made in writing and delivered to the student electronically within a reasonable time period. Items sent electronically (for example email or facsimile transmission) shall be deemed delivered when sent. An original letter also will be mailed to the student, and sent by certified or registered mail to the student's address set

forth in the Appeal. The date the Appeals Committee's decision was electronically sent shall be the date from which the student's appeal rights commence.

9. The decision that was appealed will be overturned by the Appeals Committee only if the Appeals Committee determines that the original decision was unfair against stated standards (whether based on inaccurate or unreliable information or where it is established that the original decision maker did not exercise professional judgment). The Appeals Committee will not reverse the original decision simply because it might have reached a different decision.
10. Until the Appeals Committee reaches its decision reaches its decision, the decision of the original decision-maker(s) remains in effect, subject to items 2 and 3 above. Once the Appeals Committee has reached its decision, its decision remains in effect until all of the appeals processes are completed, subject to items 2 and 3 above.
11. 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 Graduate Catalog](#) regarding Appeals Process and Levels of Appeal.
12. The student is responsible to monitor email daily throughout the appeals process.

3.12.3 SHS Appeals Committee

1. The SHS Appeals Committee will consist of at least three members. The chair of the Graduate Nursing Council (GNC) will select the members of the Appeals Committee from the membership of GNC and from the SHS faculty. A GNC committee member or SHS faculty member directly involved in the appeal issue is not eligible to serve on the Appeals Committee. The chair of the Appeals Committee will be the GNC chair or his or her designee.
2. The chair of the Appeals Committee (if different from the GNC chair) will report the decision to the GNC chair.
3. The chair of GNC will convey the Appeals Committee's decision to the student, the involved faculty member(s), and the SHS dean.

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

The student and witnesses will do the same and will avoid discussing the appeal outside of the Appeals Committee meeting.

4.0 Clinical Internship/Practicum

4.1 Internship/Practicum Requirements

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

- MSN students are expected to register for one credit of internship for every 50 internship hours they anticipate to complete within that quarter.
- DNP students are expected to register for one credit of internship for every 60 practicum hours they anticipate to complete within that quarter.

Each student who is scheduled to complete a clinical internship or practicum is required to attend the mandatory Orientation scheduled before their clinical experience begins. Students are notified in advance by the Administrative Assistant for Graduate Nursing of this meeting. Failure to attend or comply with program or clinical agency requirements in a timely fashion will prohibit progression in the graduate nursing program. Requirements for internship/practicum preparation include:

1. Attendance at Internship/Practicum Orientation(s)
2. Subscription to Typhon Group and all required training: It is the student's responsibility to check expiration dates of practicum requirements in Typhon
3. 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 Background Checks: Students must submit a request for a national background check through the process indicated in Internship 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. Internship/practicum placement assignments are not negotiable. The student must comply fully with the requirements of the assigned clinical placement. Students will not be allowed to participate in clinical experiences until these background check requirements have been satisfied.
4. Brief Resume/Profile: To be used in the placement process.
 5. Placement Information, as requested
 6. Consent to Placement
 7. "Clinical Internship-Risk and Release" Form

8. SPU Nursing Student Identification Badge:
Students are required to obtain an identification badge from University Services facilitated by the Administrative Assistant for Graduate Nursing. A small fee will be charged to the student account for the nursing ID badge.
9. Proof of Student Professional Liability Insurance: 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 Program Administrative Assistant can provide additional instructions.
The University's general liability insurance includes coverage for claims against students arising from nursing activities that are part of an authorized instructional program, but students must also have coverage for their designated specialty group for their internship/practicum. This coverage does NOT extend to nursing activities beyond those assignments required by and under the supervision of the University's nursing faculty.
10. Current CPR 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.)
11. Current and unencumbered Washington State RN License
12. Proof of Personal Health Insurance
13. ImmuniTrax Subscription: It is the student's responsibility to submit and enter all Immunization, TB Testing, CPR card, and Insurance cards to ImmuniTrax, according to the guidelines distributed in orientation process, in addition to keeping a copy for their personal records.
14. Immunizations and TB Testing, according to guidelines distributed in orientation process: 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.
15. 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.

4.2 Internship/Practicum Site Placement Process

Clinical experience placement decisions are the responsibility of faculty and are made with concern for the best learning experience for the student according to faculty judgment of the student's past performance. 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.

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 faculty 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 faculty (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 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.

By signing a Consent to Placement, 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.

4.2.1 Changing Placements

Once the faculty decides on student placements, there will be no student initiated change of placement due to the complexity of meeting specific agency and student requirements. Students who wish to change their clinical site must submit in writing a request to faculty that describes rationale for the request. Students do not discuss with any clinical preceptor, site, or agency a potential wish to change. All communication about changing site is negotiated by faculty with the preceptor and site/agency. 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.

4.2.2 Mandatory 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 orientations are not available in clinical agencies. Students who have not completed these requirements as instructed may not attend class, internship/practicum, or orientation at the clinical agency and will not be permitted to progress in the program.

4.2.3 Internship/Practicum Absences

Attendance at the internship/practicum orientation is mandatory. Attendance at all sessions, presentations, scheduled supervised practice groups, and scheduled conferences with the instructor is required unless illness or other emergency prevents otherwise. It is the responsibility of the student to know the specific agency and preceptor requirements related to attendance and absence and to follow those requirements throughout the internship/practicum. In addition to attendance, the student must demonstrate satisfactory completion of

internship/practicum learning objectives and safe practice as determined by the preceptor and faculty.

4.2.4 Drug Screening

Students may be required to undergo drug screening at selected agencies. A positive test result 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.

4.2.5 Standard Precautions

Students must practice Standard Precautions during all patient contacts. Health agencies provide personal protective equipment such as gloves and gowns; agencies may require students to provide their own eye safety goggles.

4.2.6 Illness

If the student becomes ill or is injured during a clinical experience, the "[Protocol for Illness/Accidents/Critical Incidents Related to Internship/Practicum](#)" must be followed.

4.2.7 Communicable Disease

If the student is exposed to or has a communicable disease, such as herpes, chicken pox, hepatitis, strep throat, etc., the student must notify the faculty as soon as possible to determine if it is safe to be in a clinical area.

4.2.8 Safe Practice

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 \[5\]\[b\]](#)).

4.3 Protocol for Internship/Practicum Experiences

The following protocols have been established to maximize the student's learning opportunities, to comply with professional standards and to assure safe care. It is the student's responsibility to check expiration dates of all internship/practicum requirements and submit all required records to the Graduate Administrative Assistant or to the SPU Student Health Services as directed. It is highly recommended that students retain a copy for their personal records. If the student does not comply

with any protocol, the instructor may remove the student from internship/practicum. This may result in the student's dismissal from the graduate program or delay in the student's progress through the program.

4.3.1 Information

The student is responsible to check the appropriate Canvas course and email for information on a daily basis throughout the quarter. It is the responsibility of the student to keep faculty informed of all dates they are in clinical experience and any changes to days in practice with a preceptor. Students may not be in clinical experience without the prior written approval of course faculty.

4.3.2 Clinical Agency Policies and Procedures

Each student must follow all policies of the clinical agency regarding procedures and documentation. Policies and procedures differ among clinical sites. Students must fully adhere to their assigned preceptor's guidance and approval for all procedures.

4.3.3 Patient 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 information of any kind should be shared outside confidential settings in the clinical site. Absolutely no reference to a patient, even if de-identified, should ever be shared outside the classroom or shared electronically via email or on social networking sites such as Facebook. Additionally, no facility or facility staff information should be shared via email, on social networking sites, or by other means outside the learning environment. Faculty may direct students to share select de-identified patient information verbally or via email for course preparation or learning purposes. Sharing de-identified information on Canvas is permissible, as directed by the instructor, because Canvas access is password-protected. Pictures of patients 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.

4.3.4 Leaving the Clinical Site

The student is expected to directly report to the preceptor and to appropriate agency personnel before unexpectedly leaving the site for any reason. Faculty must also be immediately notified by email or phone if the student has left the clinical site. Failure to do so is potentially a form of patient abandonment, causing possible jeopardy of patient safety and is grounds for dismissal.

4.3.5 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 course faculty.
- Students are not to challenge preceptor, hospital or clinical agency personnel about their care delivery, policy, practice, or any personal or personnel/staffing issues.
- Students must inform course faculty (by phone or email) if the student has any changes in personal circumstances or any conditions on the clinical unit that may adversely affect the student's performance during internship/practicum.

4.3.6 Compliance with Rules, Protocol, and Procedures

Each clinical site has its unique rules, protocol, and procedures. The student is responsible to review and to be orientated and fully comply with the specific site/agency rules, policy, and procedures in addition to those listed in the course syllabus each quarter for specific expectations or requirements for the internship/practicum. Students are expected to be at the clinical site promptly and arrive prepared to the start of their experience per course expectations and to seek clarification of all requirements imposed by the assigned clinical site. If the student has questions about these matters, he or she should talk with the course faculty. Failure to attend internship/practicum orientation results in

missing critical agency and course information that may be impossible to make up and result in a missed clinical experience and delay progression and course completion. The student is expected to know all agency and syllabus requirements and expectations and seek clarification as needed from the course faculty and assigned preceptor.

4.4 Protocol for Illness/Accidents/Critical Incidents Related to Clinical Experiences

4.4.1 Illness/Accident

If the student is ill, they are required to follow the agency/site procedure for illness but also must notify both the preceptor and course faculty. 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 faculty. If make-up arrangements are possible, those arrangements must be agreed upon with both the preceptor and course faculty prior to students agreeing to or attending any make-up time in any clinical setting. Students who become ill during a clinical experience or have an accident at or on the way to the clinical experience must follow the procedures outlined below. If a student goes to a hospital emergency room or personal health care provider for diagnosis and treatment, the hospital or care provider will bill the student for the care. The student is financially responsible for all costs involved with this diagnosis and treatment.

4.4.2 Procedure for Illness Occurring During Internship/Practicum

4.4.2.1 Illness Procedures

Immediately notify the preceptor and the SPU course faculty. Faculty are available by cell phone. When beginning a clinical experience, the student must provide to course faculty the best phone number at the clinical agency where she or he may be reached during internship/practicum for each clinical location and day in internship/practicum. Often preceptors will expand during the clinical experience and students may have opportunities to be in other agency settings. The student must always keep course faculty apprised of where, who, and the contact information for the clinical learning experience. The student must not leave the clinical

agency without first notifying the preceptor and course faculty as to their destination, a phone number at which they can be reached, and a general plan for safe transportation, if possible.

4.4.2.2 Clinical agency/site forms for illness

The student is under the direction of the preceptor who will identify if agency forms must be completed for student illness.

4.4.2.3 Student accident in travel to internship/practicum

If the student has had an accident while commuting to the clinical site (automobile, bike, or pedestrian) and is unable to attend internship/practicum, all relevant police and insurance reports should be filed as necessary. Automobile accident, insurance reporting, and resulting healthcare treatment are the responsibility of the student.

4.4.3 Return to Internship/Practicum

If a student has been ill or suffered an injury, the faculty may require written release or documentation from the student's healthcare provider that he or she can return to clinical work and safely provide care to patients. A list of any restrictions (for example, a restriction in lifting to a certain number of pounds) 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. In addition, faculty reserve the right to decide that a student may not return to internship/practicum based on the nature of the injury or illness, the restrictions required by the care provider, and conditions of patients and the clinical site, regardless of what release authorization has been provided by the student's health care provider.

4.4.4 Injury or Potential Injury Incident at Clinical Site

For any incident involving injury or potential injury to the student or the student's patient, the student must:

- Immediately report the occurrence to the preceptor.
- Inform the course faculty as soon as emergency measures have been taken.

- Immediately consult with health care providers at the site to take measures to reduce or reverse any injury or potential injury.
- Immediately 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 faculty. Do NOT include patient identifiers. If possible, the student should ask agency/site for a copy for their records.
- Immediately 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 must:

- 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, submit a copy (without patient identifiers) of the agency report referred to above, signed by both student and faculty to the SHS Dean. Also submit the written summary referred to above.

4.4.5 Percutaneous, Non-Intact Skin, and Eye-Splash Exposures

NOTE: Students are required to follow standard precautions. Failure to do so constitutes a violation of safety requirements. 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; and human bites with broken skin. Body fluids include blood; semen; vaginal secretions; peritoneal, pleural, amniotic, pericardial, synovial or cerebrospinal fluids; or any other bloody fluid (saliva, urine, stool, etc.) containing visible blood.

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 faculty. Non-contaminated needle sticks need to be written up for the faculty, even if the agency does not require it. The write-up should contain 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 carried out.

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.
- If exposure occurs: Perform usual wound care per agency/site. Notify preceptor and course faculty who will assist with agency protocol. Complete written quality assurance report or other form(s) per agency/site protocol. With preceptor, 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. Inquire if HIV and Hepatitis B and C screens can be run by the clinical agency and inquire as to the cost. Take all available information to own health care provider. All care and/or treatment is the financial responsibility of the student.

4.5 On-Campus Clinical Learning Lab Policies and Procedures

4.5.1 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. SHS staff will post lab hours and a weekly calendar at the entrance to the lab.

The lab is available for independent practice anytime it is not reserved for a course-related

activity; it is not necessary to make a reservation for independent practice.

4.5.2 Visitors

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

4.5.3 Access to the Lab

The CLL is only accessible via card key using your SPU Student ID card. SHS Administrative staff submit the list of 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.

4.5.4 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 Director or course faculty.
- Observe proper body mechanics.
- Store all personal items in the designated cubbies; do not leave any personal items on the floor.
- Take note of the nearest exits as well as the designated evacuation check-in location.

4.5.5 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 Director if any equipment is damaged or broken.

- Conduct yourself in a professional manner treating the CLL as a simulated patient care area.

4.5.6 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.

4.5.7 Equipment Checkout

Various medical equipment and supplies are available for checkout. Students should email the CLL Director 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.

4.5.8 Lost and Found

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

4.6 Dress Standards for Clinical Experiences

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, neatly combed, and fastened away from the face with discrete clips rather than bows or scarves. Hair should be off the

front part of the collar so that it does not interfere with patient care.

- Facial hair should be neatly trimmed and conservative in appearance.
- Bare midribs are not acceptable. Every attempt should be made to cover visible tattoos.
- Long fingernails, chewing gum, 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.
- The SPU approved student identification badge must be visible and worn at all times.

4.6.1 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, as required by site.

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.

4.6.2 SHS Nursing Identification Badges

The Graduate Administrative Assistant distributes nursing identification badges. The required nursing ID badge is in addition to the University Student ID card. The student account will be charged a small fee for this badge.

Nursing student badges will have the words "Nurse Practitioner Student", "Clinical Nurse Specialist Student", or "Masters Nursing Student" with the student's picture and legal name below.

4.7 Documentation Signature

When documenting on patient records, the student should sign as follows: "Name, RN, SPU Student",

e.g., J. Smith, RN, SPU student. NP students should sign documentation designating student NP status, e.g., J. Smith, RN, SPU NP Student. No other credentials or abbreviations are allowed.

4.8 Employment Issues during the Academic Year

4.8.1 Hours of Employment

It is important that employment (hours of work) not become such a high priority that it interferes with the educational process. While it is understood that employment may provide invaluable supplemental learning, the student must also remember that he or she is preparing for a professional career. The student's learning at this time will have a major influence on success and effectiveness 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.

4.8.2 Work before clinical experiences

The student may not work the shift before any assigned clinical activity. For example, if the

student is scheduled for day shift, the student may not work the night shift prior to the scheduled clinical shift. 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 be available and program completion could be delayed.

4.8.3 Recommended Maximum Employment

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.

4.8.4 Leisure

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 him or herself! This will help build the student's resilience and much needed coping resources.

5.0 General Information and Other Policies

5.1 Policy for Writing Papers

APA standards apply to all student papers using the most current manual published. 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. Students are encouraged to discuss writing strategies with faculty and build writing skills sequentially as progression through coursework is completed.

5.1.1 Graduate Competency Level & Graduate Writing Criteria for Graduate Assignments

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. Penalty points for revise/resubmit will be assessed by the faculty. All submitted assignments should contain a title page and follow APA 6th edition, unless otherwise noted. See Appendix A for complete criteria.

5.2 Policy Guidelines for Arranging an Independent Study

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

- 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 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 faculty 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 qualified faculty, 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 faculty.

Procedure for Independent Study: The student is responsible to ask this faculty member 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](#).

5.3 Transcultural Experiences

The Graduate 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.

5.4 Support and Resources

5.4.1 Nursing Program Advising

Graduate students advisors are assigned on admission into the program. The advisor will aid the student in answering questions of an academic nature. The student is responsible for course registration. 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.

5.4.2 Technology

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 encouraged to access the gaps in their preparation and access campus resources for guidance and instruction.

- General Technology Help: [Computer and Information Systems \(CIS\)](#)
- Canvas and other instructional tools: [Educational Technology & Media \(ETM\)](#)

5.4.3 Scholarships

Nursing scholarship information is posted on-line on the [SHS Graduate Scholarships and Aid](#) website. Endowed scholarships application are distributed by the Graduate Program Administrative Assistant when available. Additionally, the [American Nurses Association](#) website may be helpful.

5.4.4 Living Well

The [Living Well Initiative](#), Dickinson Fellowship Program provides specialized training for graduate students pursuing vocations in nursing and psychology 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.

5.5 Participation on Committees

The Graduate Nursing Council (GNC) is the major governing committee for the graduate program. In the autumn quarter, students are invited to serve for the academic year. Selection and the term of membership on GNC is by appointment of the Dean of SHS or designee. 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.

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 degree programs, admission, progression (and reviews exceptions), and serves as the review committee for any graduate student petition or appeal.

There may also be GNC task force committees that are appointed throughout the year. These taskforce committees are responsible for evaluating and planning student activities. Students are strongly encouraged to participate in these committee opportunities.

5.6 Nurses' Christian Fellowship (NCF)

[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 an open cadre fellowship designed to meet the spiritual needs of pre-nursing and nursing students as they grow and increase awareness of their potential as Christian nurses. Leadership is facilitated by nursing faculty.

5.7 Celebrations and Awards

5.7.1 Graduate Hooding

The Graduate Hooding is a ceremony held by the School of Health Sciences for all students

completing a master's degree program. Family and friends are invited to share this occasion with the students.

5.7.2 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.

5.7.3 Sigma Theta Tau International (STTI)

STTI 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. STTI 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 Chapter-at-Large who invites students for membership.

5.8 References and Letters of Recommendation

During academic study or upon graduation, the student may request a reference or letter of recommendation from faculty, 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.

6.0 Doctor of Nursing Practice Supplement

6.1 From Associate Dean for Graduate Nursing

The DNP degree was born out of a need toward national healthcare redesign for safe, quality and cost-effective care. Our DNP curriculum will prepare you as advanced practice nurses to provide clinical, organizational and system's leadership at the highest level, while fostering global human flourishing with competence, character,

and wisdom. You will develop the critical skills needed to implement evidence-based practice into the healthcare system, to change systems of healthcare, evaluate systems of care and healthcare outcomes in groups of people, populations, and communities.

We look forward to journeying with you, as you move toward graduation as a changed professional and nurse.



Christine Hoyle, DNP, ARNP, FNP
Associate Dean for Nursing Graduate Programs

6.2 History of the Doctor of Nursing Practice Degree

In the early 2000s, the American Association of Colleges of Nursing (AACN) initiated dialogue among nurse leaders across the country regarding the need for doctoral preparation of nurses in advanced practice roles. Advanced practice within nursing refers to the highest level of professional nursing practice. Currently, advanced practice nursing (APRN) roles include nurse practitioners (NPs), clinical nurse specialists (CNSs), certified nurse midwives (CNMs), and certified registered nurse anesthetists (CRNAs).

The Institute of Medicine, (IOM) called for the restructuring of the educational preparation of all health professionals, including nurses, to address the changing demands of the nation's increasingly complex, fragmented healthcare environment with escalating health disparities. These changing demands require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. In the report, *The Health Professions Education: A Bridge to Quality* (2003), the Institute of Medicine Committee states, "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics."

In January 2005, schools of nursing hosted several regional forums with nursing leaders across the country. At this meeting, a draft of the AACN's ["Essentials of Doctoral Education for Advanced Nursing Practice"](#) was disseminated for discussion and feedback. In 2006, the *Essentials* document was formally adopted and is now the definitive

curriculum standard for all DNP programs. The document outlines eight *Essentials for the DNP* along with specific competencies to be achieved by the end of a DNP program. The eight *Essentials* include:

1. Scientific underpinnings for practice
2. Organizational & systems leadership for quality improvement and systems thinking
3. Clinical scholarship and analytic methods for evidenced-based practice
4. Technology and information for the improvement and transformation of patient-centered health care
5. Health care policy for advocacy in health care
6. Inter-professional collaboration for improving patient and population health outcomes
7. Clinical prevention and population health for improving the nation's health
8. Advanced nursing practice

In 2015, Seattle Pacific University School of Nursing began to explore the feasibility of starting the DNP degree program for Family Nurse Practitioner (FNP), Adult-Gerontology Nurse Practitioner (AGNP), and Adult Gerontology Clinical Nurse Specialist (AGCNS) tracks. The first DNP student cohort officially enrolled in Autumn 2017.

6.3 Mission and Philosophy

6.3.1 Core Values

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

6.3.2 DNP Program

The Seattle Pacific University, 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. The curriculum is designed to prepare nurse leaders at the highest level of practice to meet the demands of our current complex healthcare environment to transform care systems and lead change.

6.3.3 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.

6.3.4 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.

6.4 DNP Program Outcomes

| 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 | 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. |
| VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes | |
| 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. |
|--|--|

6.5 DNP Program of Study

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.

6.5.1 Pathways to the DNP at Seattle Pacific University

SPU offers three paths to earning the DNP degree:

6.5.1.1 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: In-person, classroom-based complemented by a minimum of 1,000 practice hours. Some course offerings may include online learning components for selected content.

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.

6.5.1.2 Post-Graduate without board 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: In-person, classroom-based complemented by a minimum of 1,000 practice hours. Some course offerings may include online learning components for selected content.

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.

6.5.1.3 Post-Graduate with board certification as an APRN (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

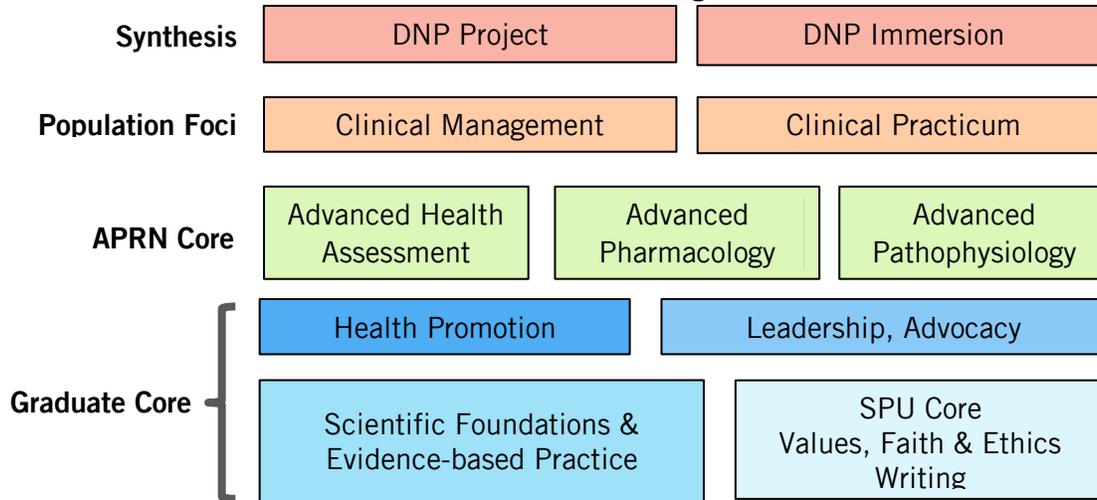
degree in nursing and APRN specialty certification and licensure complete a gap analysis of Master's coursework that can be applied to the DNP program. Some course requirements may be fulfilled by courses completed as part of the master's degree.

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

Course format/delivery model: In-person, classroom-based complemented by a minimum of 1,000 practice hours, a portion of which may be satisfied by previously documented practice hours through their master's program. Some course offerings may include online learning components for selected content.

6.5.2 Curricular Overview

The Core Cores of the DNP curriculum are shown in the figure below.



6.5.2.1 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 |

6.5.2.2 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 APRN 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 |

6.5.2.3 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”).

6.5.2.4 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.

6.5.3 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.

6.5.3.1 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.

6.5.3.2 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.

6.6 DNP Scholarly Project

6.6.1 Purpose of DNP Scholarly Project

Students in the DNP program will complete a scholarly project that demonstrates clinical scholarship as a requirement for graduation. The project demonstrates the student's ability to translate evidence into practice and serves as a foundation for future scholarly practice within the practice setting.

According to the [AACN Task Force on the Implementation of the DNP \(2015\)](#), the DNP project should:

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a systems (micro-, meso-, or macro-level) and/or population/aggregate focus
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan of sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative and/or summative).
- Be designed so that processes/outcomes will be evaluated to guide practice and policy.
- Provide a foundation for future scholarly practice in advanced practice nursing.

6.6.2 Description of Project

Under faculty guidance, DNP students collaborate with clinical organizations and agencies to address real-world practice issues and problems. The nature and focus of the scholarly projects will vary. Projects relate to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual patient. Suitable projects are evidence based and arise from needs of the agency or system. The scholarly project allows the student to demonstrate clinical expertise and competencies in organizational leadership, system analysis, program assessment and evaluation, and practice change.

Types of scholarly projects may include:

- Quality improvement initiatives
- Implementation and evaluation of evidence-based practice guidelines

- Integration of a practice change
- Design and evaluation of new models of care
- Design and evaluation of health care programs (e.g. tailored to underserved communities or address disparities in care)
- Evaluation of a practice model
- Pilot study
- Policy implementation, analysis, revision
- Implementation of a policy, project, or practice guideline
- Design and use of databases to retrieve information for decision-making, planning, evaluation
- Design and evaluation of innovative uses of technology to enhance/evaluate care

A shared feature of these examples is the use of evidence and systems leadership to improve healthcare outcomes, whether at the practice, patient population, or health system level. The projects involve collaboration, assessment of need, implementation, cost analysis, evaluation of outcomes, and recommendations for policy or practice change, and sustainability.

6.6.3 DNP Scholarly Project Team

Each student will identify and work with a DNP Scholarly Project Team. The team should include the student (or group of students if working on a group project), a faculty chair who holds a doctorate, a faculty reader (MSN credentials minimum and content expertise), and a practice mentor.

6.6.4 Scholarly Project Process and Timeline

The DNP Scholarly Project is completed over a period of four academic quarters. The DNP Graduate Core Courses in the first year of the program provide a foundation to build students' expertise and skill to successfully complete their project.

Students are encouraged to be mindful of potential projects with agencies as they progress through their didactic coursework. Students should collaborate with the designated faculty to explore the project's potential. Faculty will also contact agencies to discuss interest in collaborating with SPU students on potential projects. Students are to

have an agency and project identified no later than the start of NUR 7995, Autumn Quarter.

The components of the DNP project include planning of the project and development of a proposal, IRB review and approval (as appropriate), implementation in the appropriate arena or area of practice, evaluation of processes or outcomes, plan for sustainability and dissemination.

6.7 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 is a listing of the kinds of activities that can typically be counted as indirect practicum hours (during the DNP Project, etc.):

- 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, eg., planning and project development
- Poster, podium, workshop, or conference presentations related to the scholarly project (5 hours maximum)
- Workshop or conference attendance when directly related to the scholarly project (8 hours maximum)
- Scholarly project grant preparation or funding proposals
- Manuscript preparation and submission (10 hours maximum)
- 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

6.8 Reflective Portfolio

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.

It is the student's responsibility to build the portfolio across their program of study as their portfolio will be due at the end of their program. Quarterly reflections should be added to a section of the portfolio titled "Working Documents" as these smaller reflections will aid students in writing final Curricular Core reflections.

The portfolio will include a written reflection at the conclusion of the last course of each Curricular Core (Graduate, APRN, Population Foci & Role, and Synthesis) with the final, Summative reflection in NUR 7938 Immersion or NUR 7997 Synthesis course, depending on the student's curriculum. Each reflection should demonstrate how the student has met specific DNP Essentials and Program Outcomes.

Students are encouraged to add artifacts from each of their courses at the end of each quarter which will support their Curricular Core and Summative reflections and illustrate how the student has met each Program Outcome and DNP Essential. (Students may find it helpful to reference the SHS Program Outcomes and DNP Essentials section of course syllabi to find

assignments identified by faculty as meeting specific objectives.) Students should move artifacts from their working documents to the appropriate Reflections for the indicated Curricular Core should be completed at the conclusion of each of the following courses (the final course in each series):

section of their portfolio, as they complete their Curricular Core reflections.

| Student Population | Reflection | Course |
|------------------------|-----------------------|--|
| All DNP | Graduate Core | NUR 7310: Quality Improvement and Program Evaluation |
| BSN Entry DNP | APRN Core | NUR 7212: Clinical Reasoning and Advanced Health Assessment |
| BSN Entry DNP-NP | Pop. Foci & Role Core | NUR 7933: Advanced Practice Clinical Practicum III: Nurse Practitioner |
| BSN Entry DNP-CNS | Pop. Foci & Role Core | NUR 7937: Advanced Practice Clinical Practicum III: Clinical Nurse Specialist |
| All DNP | Synthesis | NUR 7996: DNP Scholarly Project, final quarter (or NUR 7997 for post-certification DNP, whichever is taken last) |
| BSN Entry DNP | Summative | NUR 7938: DNP Immersion Practicum |
| Post-certification DNP | Summative | NUR 7997: Advanced Practice Synthesis Practicum: Post-Masters APRN (or NUR 7996, whichever is taken last) |

Each Curricular Core and Summative reflection should include:

Essentials and Program Outcomes. A brief description of each artifact and its relationship to the Program Outcome/DNP Essential should be included.

1. A reflective narrative of scholarly and clinical practice growth related to DNP Essentials and Program Outcomes. Reflections should:
 - a. clearly describe professional growth in the doctoral program, demonstrating thoughtful and insightful integration of new role and achievement in meeting the specific DNP Essentials and Program Outcomes.
 - b. link what the student learned in each of their courses to the DNP Essentials and Program Outcomes
 - c. include analysis of personal performance and learning with clear plan for future growth as the student works toward meeting their goals in the DNP program.
 - d. be concise, have a logical organization and flow, and utilize a professional writing style.
2. Key assignments completed in coursework as artifacts/evidence of meeting the DNP

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. Penalty points for revise/resubmit will be assessed by the faculty. All submitted assignments should contain a title page and follow APA 6th edition, unless otherwise noted.

Language Mechanics: All writing assignments should be substantially free of mechanical errors—spelling, punctuation, and sentence/paragraph construction are complete and current APA (6th edition) format is followed.

| Superior | Strong | Adequate | Not Acceptable |
|--|---|---|--|
| Spelling is correct; no punctuation errors; sentence & paragraph structure are complete/cohesive; grammar mechanics are correct (agreement of subject to verb, pronouns, verb tenses, antecedents, etc.) and format conforms to APA standards. | Very few punctuation or grammar errors; few awkward sentences and in general, paragraph structure is sound and effective. Very few, if any, APA issues. | Occasional errors in sentence structure, grammar, and/or spelling; errors in APA format are present, but they are relatively minor and do not interfere with the logic and flow of the language mechanics. Paragraph structure is adequate but could be improved. | There is a pattern of error in spelling, grammar, sentence construction or APA format and the presence of one or more of these patterns makes it difficult to follow the pattern of thought in the assignment. One or two sentence paragraphs are present; consistently demonstrates no clear main idea of paragraphs. |

Organization: The writing assignment follows the specific directions and is well organized. Ideas are accurate, 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 logically progresses. 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 opening and conclusion; smooth, clear transitions between successive, logically-related paragraphs; each paragraph has one idea, and 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. There is synthesis of ideas that reflect graduate level critical analysis of ideas. | Most opening/conclusions are smooth transitions between successive, logical paragraphs. In general, a central idea was pursued and evidenced throughout the paper. Clear demonstration of concise synthesis of ideas that satisfy the requirements of the assignment. Citations and evidence support the ideas presented. | Most opening and closing paragraphs 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 could be improved or are sometimes unclear. Paragraph construction is occasionally haphazard and may vary throughout paper. Little evidence of a central theme is present or not all of paper fits under the central theme identified. | A clear opening or closing is missing; the central idea is not clear, or a significant part of the assignment does not seem to be related to it; there are major breaks in transition or logic, making it difficult or impossible to follow the train of thought; misses the intent of the assignment. Organization is not present and the synthesis of ideas is unclear. Paper did not address the specific directions of the assignment or major pieces were absent. |

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. First person pronoun is generally avoided.

| Superior | Strong | Adequate | Not Acceptable |
|---|---|---|---|
| Demonstrates care, creativity, and variety in the sentence structure and choice of phrasing to inform the reader. The writing is highly readable, drawing and maintaining interest; the writer’s personal interest is evident in appropriate ways but not showy. Word choice is strong and appropriate in every paragraph. Paragraphs meld together to form a cohesive whole. | Very few gaps in the fluency of the language and writing demonstrates 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. | Substantially correct, but does not relay the central idea in a cohesive, logical, manner. Style of language tends to be somewhat lacking or sentence variety/vocabulary are limited. Rare demonstration of wordiness and/or excessive repetition. In general, the cohesiveness of the paper could be improved to meet assignment criteria. | Wordy and repetitive throughout; sentence structure and vocabulary is elementary or showy and inappropriate. A pattern of ambiguous phrasing is present throughout and/or evidence of personal interest is generally lacking; reading is hard work. There is limited or no relation to the assignment instructions. |

Content, Depth & Accuracy: The written assignment demonstrates an appropriately comprehensive grasp of relevant concepts and is supported by accurate and current facts and details. An appropriate balance between writer’s own synthesis and supportive cited evidence is clearly apparent to fulfill assignment criteria.

| Superior | Strong | Adequate | Not Acceptable |
|--|--|--|--|
| A mature, thoughtful grasp of the appropriate context of the central idea/depth and accuracy in understanding of relationships between facts, details, and ideas is present. Critical thought, objective analysis, fairness, and probing interaction is evident throughout the paper. Citations are appropriate and lend credence to the ideas presented. Specific content criteria for the assignment are more than adequately fulfilled. | Nearly all of paper demonstrates appropriate depth/accuracy of content. Critical thought and objective analysis is slightly lacking but apparent throughout the paper. All but a few citations strengthen and lend credence to the central theme and appropriate justification with relevant citations provided. Specific content criteria for the assignment are met. | In general, understanding of important concepts are presented with supporting facts/details that are adequate overall, but some points are not well illustrated or supported. The meaning of ideas or synthesis of critical thought is not present throughout paper or there are questions raised in the reader’s mind that are unanswered. Citations are adequate but do not lend credence or scientific justification in general throughout paper. | Superficial thought and/or demonstrated evidence is a misunderstanding of key concepts; little awareness of relationship between facts, details, and ideas; assignment imparts the sense that the writer does not grasp either the central idea or a number of the supporting ideas; adequate citations are lacking, or a strong unintended bias is present. |