



**UNDERGRADUATE STUDENT HANDBOOK**  
**Bachelor of Science in Nursing &**  
**Bachelor of Science in Diagnostic Ultrasound**  
**2023-2024**

## Contents

<b>WELCOME TO SEATTLE UNIVERSITY COLLEGE OF NURSING .....</b>	<b>6</b>
Statement on Inclusion and Equity .....	6
Statement on Disabilities .....	6
Nondiscrimination Policy .....	6
University Academic Calendars .....	7
Seattle University Student Handbook .....	7
<b>BSN Program Overview .....</b>	<b>7</b>
<b>College of Nursing Mission, Vision, Values .....</b>	<b>7</b>
Mission.....	8
Vision .....	8
Values .....	8
<b>BSN Program Curriculum and Learning Outcomes .....</b>	<b>8</b>
BSN Program Learning Outcomes .....	9
SU Undergraduate Essential Objectives .....	9
BSN Learning Outcomes Congruence with BSN Essentials .....	9
BSN Curriculum Description & Key Concepts .....	11
Nursing Values .....	11
Competencies .....	12
The BSN Curriculum and Sequencing .....	13
BSN Curriculum Table .....	15
Admission Requirements: 4-Year Program of Study .....	17
Admission Requirements   First-Year Admission   Apply to SU .....	17
Admission Requirements: 2-Year (Transfer) Program of Study .....	17
Transfer Admission   Apply to SU - Seattle University .....	17
Graduation Requirements .....	17
<b>BACHELOR OF SCIENCE IN DIAGNOSTIC ULTRASOUND (DIUS) .....</b>	<b>18</b>
DIUS Undergraduate Program Offerings .....	18
DIUS Learning Outcomes .....	18
<b>SEATTLE UNIVERSITY STUDENT RESOURCES .....</b>	<b>19</b>
Counseling and Psychological Services (CAPS) .....	19
Disabilities Services .....	19
Learning Assistance Programs .....	19
Campus Ministry .....	19

Lemieux Library .....	19
Managed Print Services.....	19
Collegia Program .....	20
Information Technology Services .....	20
Student Academic Services .....	20
Student Health Center .....	20
Campus Public Safety and Transportation .....	20
Additional Information .....	20
Expenses and Financial Resources .....	21
Upper Division Student Employment and References .....	22
Nursing Technician Information .....	22
Certified Nursing Assistant (CNA) Information .....	22
Student Status of “Good Standing” .....	23
<b>COLLEGE OF NURSING POLICIES .....</b>	<b>24</b>
SUCON BSN and DIUS STUDENTS’ RIGHTS & RESPONSIBILITIES .....	24
General principles.....	24
Drug, marijuana use on campus.....	24
Academic Grade grievance.....	25
Communication.....	26
Clinical Student Experiences.....	26
Scholarship.....	27
Environment & Infrastructure.....	27
ELECTRONIC COMMUNICATION .....	29
Faculty Access .....	29
Student Advisement .....	29
Online Registration .....	30
Written Assignments .....	31
Time Management .....	31
Taking Exams .....	31
Written Assignments .....	31
<b>CLINICAL &amp; POPULATION HEALTH (PHI) POLICIES AND RESOURCES .....</b>	<b>32</b>
BSN Policies and Resources .....	<b>Error! Bookmark not defined.</b>
Clinical Rotations and Facilities .....	32
Transportation .....	33
Clinical Dress Code .....	33
Clinical Preparation (Orientation) Attendance Policy .....	34
Expectations for Patient Care .....	34
Acute Illness .....	35

Emergency Care .....	35
College of Nursing Policy on Abortion .....	35
DIUS Policies and Resources .....	35
Clinical Rotations and Facilities .....	35
Transportation .....	36
Clinical Dress Code .....	36
Clinical Preparation Attendance Policy .....	37
Interview Policy .....	37
Acute Illness .....	37
Emergency Care .....	38
College of Nursing Policy on Abortion .....	38
STUDENT GOVERNMENT AND OFFICERS .....	38
BSN Cohort Officers .....	38
Student Membership of the College of Nursing and University Committees .....	38
Student Committees, Organizations, and Awards .....	40
Awards Nomination Committee .....	40
Graduation .....	41
Graduation Activities .....	41
BSN Pinning Ceremony .....	41
Honors .....	43
<b>HEALTH REQUIREMENTS FOR THE COLLEGE OF NURSING .....</b>	<b>44</b>
Background Check .....	44
CPR Certification .....	44
Health Assessment/Physical Examination .....	45
Health and Accident Insurance .....	45
<b>IMMUNIZATION / TESTING REQUIREMENTS .....</b>	<b>46</b>
<b>EVALUATION AND PROGRESSION IN THE COLLEGE OF NURSING .....</b>	<b>49</b>
Calculation of Course Grades .....	49
Grading by CR-Credit .....	49
Student Clinical Evaluations .....	49
Admission, Progression, Probation, Dismissal, Readmission .....	49
Professional Behavior .....	49
Standards of Conduct .....	50
Ethical Conduct .....	50
College of Nursing Social Media Policy .....	51
Student Plan for Success .....	52
Medication Safety (BSN) .....	52
Licensure and Certification .....	52

Registering for NCLEX Exam .....	52
Diagnostic Ultrasound .....	52
Curriculum Evaluation (BSN and DIUS) .....	52
<b>APPENDIX A .....</b>	<b>56</b>
<b>Traditional and Transfer BSN Program of Study .....</b>	<b>56</b>
<b>APPENDIX B: .....</b>	<b>57</b>
<b>REQUEST FOR REFERENCE FORM .....</b>	<b>57</b>
<b>APPENDIX C: .....</b>	<b>59</b>
<b>REQUEST FOR CHANGE OF ADVISOR FORM .....</b>	<b>59</b>
<b>APPENDIX D: .....</b>	<b>60</b>
<b>CLINICAL PERFORMANCE LAB POLICIES .....</b>	<b>60</b>
<b>APPENDIX E: MEDICATION SAFETY POLICY (BSN) .....</b>	<b>69</b>
<b>APPENDIX F: .....</b>	<b>72</b>
<b>BSN PROGRAM STATEMENT ON PREPARATION PLAN FOR NCLEX .....</b>	<b>72</b>
<b>APPENDIX G: .....</b>	<b>76</b>
<b>“AT RISK” POLICY AND PLAN FOR SUCCESS PROCEDURE &amp; FORM .....</b>	<b>76</b>
<b>APPENDIX H: .....</b>	<b>80</b>
<b>Admission, Progression, Dismissal, Readmission Policy .....</b>	<b>80</b>
<b>APPENDIX I: HEALTH POLICIES .....</b>	<b>86</b>
Student / Faculty Incident Report Form .....	92

## WELCOME TO SEATTLE UNIVERSITY COLLEGE OF NURSING

We look forward to having you as students and hope that undergraduate education intrigues and challenges you. We are certain that the time spent here at Seattle University will be a productive learning experience.

The **College of Nursing Undergraduate Student Handbook** is designed to assist you during your experience as a student in the College of Nursing. Information provided includes what you need to know that may not be available in other Seattle University publications. **As an undergraduate student in the College of Nursing, you are responsible for the information in this handbook as well as the Seattle University Undergraduate Catalog, and the Class Schedule (posted at SU Online each quarter). This document is a living document; changes are made as needed.**

- ***All information found in this handbook is superseded by information contained in the most recent version of the Seattle University Undergraduate Catalog.***
- Pre-licensure refers to the first four years of study at Seattle University and includes all nursing and DIUS courses through NURS 4000 and DIUS 4000 level.

### Statement on Inclusion and Equity

Founded in 1891, Seattle University is the largest and among the most diverse independent universities in the Northwest. As set forth in the University's Mission Statement, Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world. Seattle University is committed to achieving excellence as the premier independent university of the

Northwest in academic quality, Jesuit Catholic inspiration, and service to society. The Office of Institutional Equity was established to support the university's effort to promote and maintain an equitable and safe learning, living, and working environment. Their website can be found [here](#).

In addition, the College of Nursing Equity and Justice Committee meets monthly and provides support for students and faculty around issues of equity and social justice. The committee welcomes all students and faculty at their monthly meetings and has a variety of helpful resources on their [website](#): Seattle University Statement on Diversity can be found [here](#).

## **Statement on Disabilities**

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world. Students with disabilities are considered fully enfranchised members of the educational community. Seattle University recognizes that traditional methods, programs, and services are not always appropriate or sufficient to accommodate the limitations experienced by some students with disabilities.

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in class, you are encouraged to discuss your needs and arrange support services and/or accommodations through [Disabilities Services](#).

## **Nondiscrimination Policy**

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. In addition, the University does not discriminate on the basis of genetic information in its employment related policies and practices, including coverage under its health benefits program. Seattle University

The Non-Discrimination Policy can be found [here](#).

## **University Academic Calendars**

Seattle University Academic Year Calendars are published online and are available at least one year in advance. These calendars include final exam weeks. All BSN students and DIUS students, years 1-3, are to make plans for work, travel, weddings, other social events, etc. based on the Seattle University Academic Calendars. Year 4 DIUS students may be required to begin clinical internship before the start of a quarter and extend past end of the quarter in order to obtain minimum required hours for registry exam. All CON students are expected to be physically available from the first day of quarter through the last day of finals week, each quarter, for course activities that may take place outside the classroom (ex: clinical orientations). Travel arrangements should be made to depart after 6pm on the Friday of finals week. There are no exceptions made for student travel needs. The academic calendar can be found [here](#).



## Seattle University Student Handbook

The Seattle University Student Handbook is the handbook for all students at the University. It contains information about resources on campus, activities, organizations, policies and rules and regulations. In addition, it has the university calendar, emergency numbers and often-called numbers of University offices. You are responsible for being informed about the University's policies and regulations in the Handbook or referred to in the Undergraduate SU Student Handbook, which may be found at [Definitions | Code of Student Conduct | Policies & Records](#)

For a directory of College of Nursing personnel visit the [SU College of Nursing website](#).

### BSN Program Overview

The **Bachelor of Science in Nursing** is an undergraduate program that prepares nurses for nurse generalist roles. Graduates will provide care across the care continuum and approach clients through the lens of Jesuit education. The BSN program graduates will exemplify commitment to high quality, culturally competent health care to vulnerable individuals, families, communities and populations through regional, national and global engagement.

The **Bachelor of Science in Diagnostic Ultrasound** (DIUS) is an undergraduate program that prepares DIUS technicians in several specialties to meet the diagnostic needs of modern healthcare systems. Program graduates will provide diagnostic imaging services to clients through the lens of Jesuit education and exemplify commitment to high quality, culturally competent health care to vulnerable individuals, families, communities and populations.

### College of Nursing Mission, Vision, Values

#### Mission

We educate and inspire leaders to transform healthcare for a just and humane world.

#### Vision

We are recognized as an engaged, creative and dynamic learning organization, committed to social justice, innovation, scholarship, teaching excellence, and the formation of professionals ready to meet the evolving health care needs of a global community.

#### Values

- Empowerment
- Innovation
- Caring
- Social Justice
- Integrity

The CON mission, vision, and values are closely linked with the University mission, vision, values and strategic directions. The SU philosophy is derived from the teachings and [traditions of Ignatius of Loyola](#), the founder of the Society of Jesus (S.J.), more commonly known as the Jesuit Order. Ignatian pedagogy involves more than imparting and acquiring knowledge. The Jesuits believe what you do with knowledge is as important as how it is learned. At SU, students are encouraged to grow personally and spiritually, testing their values, developing a sense of responsibility for themselves and their community, and learning about making ethical choices in their lives. They learn to balance self-reliance with interdependence, knowledge

with spirituality, and mind with heart. The Jesuit values of care, academic excellence, diversity, faith, justice, and leadership are demonstrated in the [CON philosophy](#) and mirrored in our [Values](#) (empowerment, innovation, caring, social justice, and integrity). As defined in the [CON strategic plan adopted in 2017](#) (and currently undergoing revision), the CON is committed to fostering a dynamic learning environment, promoting justice for health equity, engaging in innovative and integrative scholarship, delivering excellence in teaching, and assuring leadership formation of our graduates. Our students demonstrate acquisition of these values through a commitment to lifelong learning, developing and maintaining clinical competence and engaging in scholarship and clinical practice that, through a traumainformed lens, redress health care injustices throughout the world.

Graduating from a program of study that is innovative, coherent, and sequenced for progressively more advanced learning, CON graduates are equipped to draw upon a variety of resources when providing care to individuals, families, communities, and populations. Accordingly, our graduates emerge as leaders in their profession, committed to teamwork, service to society, and globally contributing to safe, high quality and accessible health care. The vision, mission, and values of Seattle University can be found [here](#).

## **BSN Program Curriculum and Learning Outcomes**

The BSN program curriculum is driven by the changing health care delivery system in the United State, shifting from an illness-based model to a community and population health preventive model. The BSN program curriculum and program learning outcomes are congruent with the professional nursing standards including: BSN Essentials (AACN, 2008); American Nursing Association (ANA) Code of Ethics with Interpretive Statements (2015), and Quality and Safety Education for Nurses (QSEN) Competencies (Nursing Outlook, 2007) and the CON and SU mission and values. Consistent with the SU and CON mission and values, our BSN program is dedicated to preparing values-based, compassionate professionals who will serve the health care needs of our community, especially the frail, vulnerable, and underserved. We embrace the Jesuit tradition of developing the whole person and focus on the connections between the practical, academic, spiritual, and humane needs of people. Students demonstrate acquisition of these values through a commitment to lifelong learning, developing and maintaining clinical competence and engaging in nursing practice that, through a trauma-informed lens, seeks to overcome health care injustices throughout the world. The BSN program curriculum is innovative, coherent, and sequenced for progressively advanced learning. Students draw upon a variety of resources when providing care to individuals, families, communities, and populations. Graduates are committed to teamwork, service to society, and to safe and highly accessible health care.

### **BSN Program Learning Outcomes**

The expected learning outcomes for the BSN program, last reaffirmed by UCEC in Spring 2021, and are as follows:

- 1) Integrate knowledge from liberal arts, nursing science, and related disciplines to promote wellbeing through a generalist practice.
- 2) Provide patient-centered care by applying the nursing process to maximize the health of clients.
- 3) Demonstrate critical thinking attitudes, skills, and abilities in clinical decision making and evaluation of evidence-based nursing practice.
- 4) Integrate technology and information management with relationship-centered nursing care across the health continuum in a variety of health care settings.
- 5) Use interpersonal communication, collaboration, and organizational skills to work in partnership with clients, families, communities, and the health care team to promote health.



- 6) Apply leadership principles and quality improvement techniques to influence health policy, regulations, and the provision of care to ensure quality and safety.
- 7) Demonstrate professional values through commitment to self-evaluation, lifelong learning, professionalism, service, respect for diversity, and social justice.

Collectively, professional nursing standards and guidelines and SU and CON mission and values guide the decisions regarding BSN curriculum. There is also congruence between BSN program student learning outcomes and SU undergraduate learning essential objectives.

## SU Undergraduate Essential Objectives

Below is a shortened description of SU undergraduate learning essential objectives:

- 1) Prepared to encounter the world
- 2) Adept in their discipline
- 3) Empowered to make a difference
- 4) Self-reflective in their pursuit of meaning and purpose
- 5) Committed to justice and ethical action

## BSN Learning Outcomes Congruence with BSN Essentials

The learning outcomes for the BSN undergraduate programs and APNI BSN graduate program provide basis for the preparation of entry-level nursing practice and are congruent with the AACN Essentials (2008) and are presented in the Table below.

BSN Essential	BSN and APNI/BSN Programs Student Learning Outcome	BSN and APNI/BSN Clinical Evaluation Objectives*
I: A solid base in liberal education provides the cornerstone for the practice and education of nurses.	1. Integrate knowledge from liberal arts, nursing science, and related disciplines to promote well-being through a generalist practice.	Integrates knowledge from physical and social sciences, developmental theories, pharmacology, and health assessment to promote the wellbeing of clients experiencing altering states of health.
II. Professional nursing practice is grounded in the translation of current evidence into one's practice	3. Demonstrate critical thinking attitudes, skills, and abilities in clinical decision making and evaluation of evidence-based nursing practice.	
III. Basic knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.	6. Apply leadership principles and quality improvement techniques to influence health policy, regulations, and the provision of care to ensure quality and safety.	Applies leadership principles and management strategies in influencing and directing the care provided by others.
IV: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.	4. Integrate technology and information management with relationship-centered nursing care across the health continuum in a variety of health care settings.	Integrates technological and relationship-centered nursing interventions in providing direct care to clients across health states and in care settings.
V. Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice	6. Apply leadership principles and quality improvement techniques to influence health policy, regulations, and the provision of care to ensure quality and safety.	Applies leadership principles and management strategies in influencing and directing the care

VI. Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.	5. Use interpersonal communication, collaboration, and organizational skills to work in partnership with clients, families, communities, and the health care team to promote health.	provided by others.
VII: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.	2. Provide patient-centered care by applying the nursing process to maximize the health of clients. 5. Use interpersonal communication, collaboration, and organizational skills to work in partnership with clients, families, communities, and the health care team to promote health.	Applies the process of assessing, diagnosing, identifying outcomes, planning, intervening & evaluating to complex human experiences and responses for the health of clients across the lifespan.
VIII: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.	7. Demonstrate professional values through commitment to self- evaluation, lifelong learning, professionalism, service, respect for diversity, and social justice.	Demonstrates commitment to self-evaluation, life-long learning, professional behaviors, service, diversity, and social justice.
IXa. The BSN graduate nurse is prepared to practice with patients, including		Applies the process of assessing, diagnosing, identifying outcomes,
individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.	2. Provide patient-centered care by applying the nursing process to maximize the health of clients.	planning, intervening, and evaluating to complex human experiences and responses for the health of clients across the lifespan.
IXb. The APNI/BSN Graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.		

\*Note: Clinical Evaluation tools apply the clinical learning objectives for each clinical course and varies somewhat to align with course content (e.g. child development is emphasized in Care of Children).

## BSN Curriculum Description & Key Concepts

The BSN Program curriculum at SUCON prepares graduates for a generalist practice in nursing. The graduates are equipped with skills to fulfill a variety of roles in healthcare. Achieving BSN competencies is the primary teaching foci of this program. The BSN curriculum assists learners to be independent thinkers and problem-solvers within the context of collaborative healthcare practice. The program develops nurses who are assertive, competent, confident, and able to articulate what nursing has to offer society.

The focus of the program is **health** of individuals, communities, and populations and nursing care. Concepts central to Nursing: Environment, health, person, health, and Nursing as defined by Swanson (Swanson, K.M. 1993, Nursing as Informed Caring, *Nursing Outlook*, 23(4), 1-6).

### Environment

Environment is defined situationally. For nursing, it is any context that influences or is influenced by the designated client. Realms of influence are multiple, including the cultural, political, economic, social, biophysical, psychological and spiritual realms. When examining the influence of environments on persons, it is helpful to consider the demands, constraints and resources brought to the situation by the participant(s) and the surrounding environment

### Person

What is considered client in some situations, may serve as context or environment in other circumstances. For example, in some nursing care situations the community may be the client (i.e., nurses acting politically about the need for safe play areas for inner-city children), at other times it may be the environment (i.e., nurse assessment of how the school system accommodates the needs of a specific child with a chronic health condition.) For heuristic purposes the lens on environment designated client may actually be further specified to the intra-individual level, wherein the "client" may be at the cellular level and the environment may be the organs, tissues or body of which the cell is a component.

### **Health/Well-being**

Nurses focus on how clients are living with whatever illness or wellness condition they may be in. As nurses our focus is not so much on disease amelioration, per se, as it is on assisting clients to attain, maintain or regain the optimal level of living or well-being they choose given their personal and environmental demands, constraints and resources. Wellbeing is living in such a state that one feels integrated and engaged with living and dying. When nurses focus on health as well-being, our care must take into account what it means to be whole persons who are becoming, growing, self-reflecting and seeking to connect with others. To experience well-being is to live the subjective, meaning filled, experience of wholeness. **Nursing**

Nursing is defined as caring for the well-being of others or "a nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility" (Swanson, 1991, Development of a middle range theory of Caring, *Nursing Research*, 40, 161-166). Key words in this definition include: nurturing (growth and health producing); way of relating (occurs in relationships); to a valued other (the one cared-for matters); toward whom one feels a personal (individualized and intimate); sense of commitment (bond, pledge, or passion); and responsibility (accountability and duty). Whereas this definition applies to all caring relationships, relationships of central concern for nursing include nurse to person, nurse to nurse, and nurse to self.

### **Nursing Values**

Nursing values are defined as beliefs to which an individual is committed and which guide behavior. These are reflected in attitudes, person qualities, and consistent patterns of behavior. The values include those defined by the American Association of Colleges of Nursing (AACN), the American Nursing Association Code of Ethics with interpretive statements (2015), and are integral to Jesuit education. The AACN (2008) Essential Values\* are listed below.

- *Altruism*: Concern for the welfare and well-being of others. Altruism is demonstrated by the concern shown for the welfare of patients, other nurses, and other healthcare providers. Examples of altruism include: demonstrates understanding of cultural differences, respect for the beliefs of others, advocacy for patients, takes risks on behalf of patients and co-workers, and assists the learning of other healthcare professionals.
- *Autonomy*: Right of self-determination. The nurse respects patients' rights to make decisions about their healthcare. Examples of a demonstration of a value for autonomy include: planning care in partnership with patients, honoring the rights of patients and families to make healthcare decisions, and giving information so that informed decisions can be made.
- *Human Dignity*: Respect for the inherent worth and uniqueness of patients, co-workers, groups, and populations. Examples of a value for human dignity include: providing culturally sensitive care, respecting confidentiality and privacy of all patients and co-workers and individualizes care.
- *Integrity*: Acting in accordance with an appropriate code of ethics and accepted standards of practice. The nurse is honest and provides care based on an ethical framework that is accepted within the profession. Examples of acting with integrity in nursing include: giving truthful information to patients and groups, documents care accurately and honestly, tries to correct or address errors made by self or others, and is accountable for one's actions.

- *Social Justice*: Upholding moral, legal, and humanistic principles. The nurse works to ensure equal treatment and access to healthcare. Examples include impartiality and non-discrimination in care, supporting universal access to care, and supporting legislation that promotes improvement for healthcare.

*\*Reference: American Association of Colleges of Nursing (2008). The essentials of baccalaureate education of professional nursing practice (pp. 8-9). Washington, D.C: Author.*

## Competencies

Students are expected to achieve key competencies necessary for entry level nursing practice:

- Clinical Reasoning/ Critical Thinking  
Students learn the elements of reasoning, the criteria by which to judge reasoning, multiple approaches to gathering information, and ethical standards. In addition, students will develop a habit of thinking critically, especially within ambiguous situations.
- Relationships/Communication Skills  
Students develop purposeful relationships with patients and other healthcare colleagues. The purpose of these relationships is to enhance patient's self-sufficiency and well-being. The relationships are characterized as assertive, respectful, and valuing human dignity. A key to building relationships is effective communication. Students will hone skills to be able to articulate clearly using verbal, written, and electronic forms of communication for a variety of audiences.
- Community and Population Health Nursing  
Students are mindful of the concepts of community functioning and community-based care in a variety of settings. Students will apply principles of public health and epidemiology to work on issues of health promotion in the communities and populations.
- Nurse Provider Skills  
Students focus extensively on health promotion, disease prevention, and treatment of disease in the three levels of care: primary, secondary, and tertiary. Care includes the provision of direct physical and mental care, teaching, counseling, and anticipatory guidance. Direct care includes, but is not limited to, assessment and interventions using hands-on care using modern equipment and technology.
- Care Management Skills  
In a variety of healthcare settings, the students will use leadership and care management principles to provide quality healthcare. The students learn and apply the principles of care coordination across the care continuum and develop the ability to document care accurately and succinctly.

## The BSN Curriculum and Sequencing

The BSN curriculum is structured to build on the foundation of the arts, sciences, and humanities. Students complete core curriculum courses (Academic Writing, Quantitative Reasoning, Creative Expression and interpretation, Inquiry Seminars in Social Sciences, Natural Sciences and Humanities; Philosophy and Ethical Reasoning; and Seminars in Social Sciences, natural Sciences, and Humanities with a global focus) prior to entering upper division nursing courses. Undergraduate students who are admitted to the traditional 4-year BSN program enter as freshmen, after graduating from high school. Transfer students in the 2-year program of study enter with a college degree from another field or an associate degree from community college after completing all prerequisite courses. They can transfer a maximum of 90 credits that count toward the

180 credits required for the BSN degree from SU. Students are awarded BSN degree upon completion of all degree requirements, which translates to 180 quarter credit-hours that include university core requirements, sciences, and other prerequisites, followed by upper division nursing courses. The typical BSN Program of study and Transfer Program of Study sequencing may be viewed in **Appendix A of this Handbook**. Courses may be found in **University Catalogue of undergraduate and graduate courses: [Catalog List - Seattle University - Acalog ACMS™](#)**

A hallmark of SU core education is the development of students' personal value system that includes the ability to act ethically regardless of the situation and where students are encouraged to define meaningful personal and professional goals with a commitment to integrity, diversity, equity, inclusion, and social justice. By design, all SU core courses are interdisciplinary and expose students to a broad worldview, multiple disciplines, and diverse ways of knowing through specific coursework. The rich tradition of Jesuit ideals is then woven throughout the SU core curriculum. The study of the literature, critical race theories, policy, fine arts, and the behavioral, biological, and natural sciences prior to entering nursing sequence prepares our BSN graduates to understand one's self and others, for community service, and sound clinical reasoning and judgment. Collectively, SU core courses help students develop an understanding of the intersection of bias, structural racism, social determinants of health, healthcare inequities, and promote a call to action. Upper division curriculum is structured to begin with an emphasis on the health assessment and care of individuals, followed by courses with the focus on care of the entire family, then care of the populations. The curriculum concludes with (NURS 4520) senior synthesis course paired with NURS 4791 senior practicum immersion experience in the clinical setting of student choice. The BSN program completers having met Seattle University College of Nursing BSN student learning outcomes and having accrued 600+ clinical hours per Washington Administrative Code 246-840-531 earn the BSN degree and are prepared to take the NCLEX.

Courses are arranged so that nursing knowledge progresses from simple to complex concepts. Therefore, certain nursing courses are prerequisite to subsequent courses. Nursing students are enrolled in a combination of theory, lab, and clinical courses. Specialty theory courses are paired with clinical learning opportunities in the inpatient and ambulatory care, community, and virtual and in-person simulations in the Clinical Performance Lab (CPL). The BSN program goal is to teach the students how to apply theory knowledge and skills while caring for individuals and communities. Therefore, both the theory and corresponding clinical courses must be successfully completed before a student may progress to the next courses in the sequence. During all clinical experiences, clinical faculty are available to students for consultation, collaboration, and supervision related to course objectives, and responsible for grading.

After the traditional BSN students in the 4-year program of study complete major prerequisite courses in humanities (University CORE or UCOR), biology, chemistry, anatomy and physiology, math, and microbiology, and Growth and Development in the Psychology Department, they progress to upper division nursing courses.

While students in the upper division nursing program students are required to take additional UCOR courses at the 2000 and 3000 level.

Students in the 2-year transfer program of study must complete all major pre-requisites elsewhere before they enter nursing program and start upper division courses and required 2000 and 3000 UCOR courses.

Lecture courses contact hours are considered to be both the minimum hours required and the maximum hours allowed per week.

5 credits	=	250 contact minutes (4hrs/10min)
4 credits	=	200 contact minutes (3hrs/20 min)

3 credits	=	150 contact minutes (2hrs/30 min)
2 credits	=	100 contact minutes (1hr/40 min)
1 credit	=	50 contact minutes

These contact hours are consistent with University Policy.

Clinical courses require an effort of 30 hrs per one clinical credit earned. Thus, a five-credit clinical course requires an effort of 150 hours, which include orientation to clinical site, on-site direct care hours, clinical conferences, midterm and end of quarter evaluations, and virtual and in-person simulation labs in the CPL. Clinical write-ups, reflections, and skill validation labs in the CPL are an integral part of student learning in clinical courses, but cannot be used as "countable" hours toward the required **minimum number of clinical hours (600)** per the WAC .

Table below provides a summary of nursing courses in the typical BSN program of study and shows linkages of with the BSN Essentials (2008), excluding University CORE courses:

### BSN Curriculum Table

Course #	Quarter	Course Title	Notes	Credits	BSN Essentials	DNP Essentials
<b>Sophomore Year: Foundational Nursing Courses &amp; Beginner Level Nursing Care of Individuals</b>						
N 2520	2	Health Care 21 <sup>st</sup> Cent.	Interprofessional With DIUS	3	I,III,IV,VI,VIII,IX	n/a
N 3705	2	Nutrition		2	I,III,V,VI, VII, IX	n/a
N 3405	2	Foundational Skills Lab	Health Assessment & Interventions	5	I,II,III,VI, VII, VIII, IX	n/a
N 3205	2	Pathophysiology	Interprofessional with DIUS	5	I,III,V, V VI, VII, VIII, IX	n/a
N 3305	2	Pharmacology		5	IV,VI,IV V VI, VII, VIII, IX	n/a
N 3190	2	Older Adult, theory		2	I,III,IV,VI, VII, VIII, IX	n/a
N3191	2	Older Adult, CI		3	I,III,IVVI, VII, VIII, IX	n/a
<b>Junior Year: Application of Nursing Process across the Continuum of Care</b>						
N 4401	3	Pop Health Internship (PHI) I	First in a series of 3 PHI	1	III,IV,V,VI,IX	n/a
N 3390	3	Psych Mental Health, theory	*50% cohort flips with Reprod. Health/OB FQ and WQ	5	I,II,IV,V,VI,VIII, IX	n/a
N 3391	3	Psych Mental, Clinical <b>OR *</b>		5	I,III,IV,VI,VII,VIII IX	n/a
N 3590	3	Reprod. Health/OB, Theory		5	I,II,III,IV,V,VI,VII IX	n/a



N 3591	3	Reprod. Health/OB, Clinical		5	I,II,III,IV,VII,IX	n/a
N 3520	3	Stats and Research, Theory		5	I,II,III,VI,VII,IX	n/a
		Pop Health Internship (PHI) II			I, II, III, IV, VI,VII, VII, IX	n/a
N 4402	3	Pop Health Internship (PHI) III		1	I, II, III, IV, VI, VII, VIII, IX	n/a
N 4403	3	Pop. Health/Community, Theory		1	II,	n/a
N 4590	3			4	III,IV,VI,VII,VIII, IX	n/a

### Senior Year: Evidence informed care of complex patients and families

		Promoting Health of				
N 4190	4	Child/Family, Theory	*50% cohort flip Child and Adult Care theory and cl. FQ and WQ	4	I,II,III,V,VI,VII,VIII IX	n/a
N 4191	4	Promoting Health of		5	III,IV,VII,VIII,IX	
N 4390	4	Child/Family, CI <b>OR*</b>		5	I,II,IV,V,VI,VIII. IX	n/a
		Promoting Health of Adults, theory				
N 4391	4	Promoting Health of Adults, Clinical Senior Synth/Leader for Health Equity		5	I,II,IV,V,VI,VIII,IX	n/a
N 4520	4	Senior Practicum, Theory		5	I,II,IV,VII,VIII, IX	n/a
N 4790	4	Senior Practicum, CI		2	I,II,IV,VII,VIII,IX	n/a
4791	4			6	I,II,III,IV,VII,VIII,IX	n/a

## Admission Requirements: 4-Year Program of Study

- Major Prerequisite courses for all BSN nursing students must be completed before nursing sequence begins in sophomore year
- Students must earn a minimum of a C (2.0) or better in all nursing and prerequisite courses
- Students are expected to be available on the first day of each quarter through final exams
- Clinical placements will be made by the BSN clinical placement team
- Program of study may vary for individual students depending on individual circumstances and goals Complete information on courses may be viewed [here](#). Specific admission criteria are described in:

[Admission Requirements](#) | [First-Year Admission](#) | [Apply to SU](#)

*Note:* If English (ESL) is your second language, in order to fully engage in the program, you must submit official and sufficient English proficiency test scores from **an accredited program or language school**.

## Admission Requirements: 2-Year (Transfer) Program of Study

- Math, Psychology, and Nutrition must be completed within 10 years of anticipated start date to [transfer](#) to SU
- Science and Statistics must be completed within 5 years of the anticipated program of study start date to [transfer](#) to SU
- Seven out of 10 prerequisites must be completed by application deadline and the following three by application deadline: A&P I, A&P II, and Microbiology
- Either statistics or College Algebra (precalculus) must be completed by application deadline
- Students must earn C (2.0) in all nursing courses
- Students who are post-Bachelor are waived UCOR 2500 and UCOR 3400/3600/3800.
- Clinical placements will be made by the BSN clinical placement team
- Program of study may vary for individual students depending on individual circumstances and goals; students must take 86 cr in major and minimum of 106 credits to earn BSN degree

All applications are carefully reviewed, and selected applicants are typically invited to participate in a collaborative faculty - staff interview process. A writing sample may be required as a part of the interview process. Specific information about the transfer admission process may be found in:

[Transfer Admission](#) | [Apply to SU - Seattle University](#)

## Graduation Requirements

In 2017, CON welcomed the Bachelor of Science in Diagnostic Ultrasound program. The Seattle University College of Nursing (SUCON) undergraduate programs are designed to meet the needs of entering freshman and transfer students pursuing a Bachelor of Science in Nursing (BSN) or in Diagnostic Ultrasound (DIUS). **These degrees translate into a minimum of 180 quarter-hour credits** that include core requirements, sciences and other prerequisites, and major courses. **The cumulative GPA minimum is set at 2.75; GPA major minimum at 3.0.** Students graduating from Seattle University with the BSN degree are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN), which is the licensing exam required to practice as a registered nurse in the United States. Likewise, the DIUS program of study prepares graduates as entry-level sonographers, and students graduating from Seattle University's DIUS program are eligible to take the American Registered Diagnostic Medical Sonography (ARDMS) boards.

Please note that this handbook is subject to change throughout the academic year.

## **BACHELOR OF SCIENCE IN DIAGNOSTIC ULTRASOUND (DIUS)**

### **DIUS Undergraduate Program Offerings**

The Diagnostic Ultrasound Program at Seattle University offers both a Bachelor of Science degree (meeting the Seattle University requirement of 180 credit hours) and a Diagnostic Ultrasound Certificate option. Upon completion of both the academic and clinical internship undergraduate requirements for either the bachelor degree or certificate option, students are eligible to sit for specialty exams of the ARDMS and CCI national credentialing organizations.

### **DIUS Learning Outcomes**

Upon completion of requirements, Undergraduate Diagnostic Ultrasound students will be able to:

- Apply critical thinking skills to the analysis of human pathology using laboratory and medical imaging criteria.
- Express ultrasound findings in both written and oral presentations, working individually and in collaborative groups.
- Demonstrate entry-level proficiency with ultrasound systems and related equipment and technology.
- Analyze and discuss medical ethical issues and how patient care and medical facilities' resources are impacted.
- Demonstrate integration of didactic knowledge and clinical skills through participation in a clinical internship.
- Participate in and contribute to the global sonographic community through interactions with other students, faculty, medical professionals, and professional organizations.
- Contribute to quality patient care.
- Obtain employment as entry-level imaging professionals within their chosen specialty area.

Diagnostic ultrasound, or sonography, is a medical imaging science that compliments other diagnostic tests and clinical evaluations. Sonographers are an integral part of the healthcare team and must often make preliminary diagnostic decisions about the images they acquire. This level of responsibility requires extensive knowledge, continuing education, and concentrated clinical experience. Accredited educational programs in sonography follow guidelines and standards outlined by the Joint Review Committee for Diagnostic Medical Sonography (JRCDSMS) to ensure that graduates of these programs are qualified to meet this level of patient care. It is the responsibility of all ultrasound educational programs to monitor student performance and to dismiss any students who are not performing at the academic level expected of a healthcare provider or who may not meet clinical performance standards. The Diagnostic Ultrasound Program at Seattle University is part of the College of Nursing and awards graduates a bachelor's degree in Diagnostic Ultrasound. Students may enter the program as freshman or transfer into the program in the junior year. All prerequisite courses must be completed with a grade of 'C' or higher prior to beginning the ultrasound core courses. Students must achieve a grade of 'C' or higher in all ultrasound core courses (identified by DIUS) to continue in the Diagnostic Ultrasound Program. All didactic courses must be successfully completed before students can begin the clinical internship year.

The Diagnostic Ultrasound Program is a cohort program in which students take all ultrasound courses in the prescribed order and with the group of students with whom they entered the program. Students typically complete the ultrasound curriculum in two years unless individual circumstances are

negotiated with student advisor and agreed upon by both the student and the College. Unless such individual circumstances are negotiated and approved by the university, students may not take the ultrasound courses on a part-time or extended basis.

## SEATTLE UNIVERSITY STUDENT RESOURCES

### Counseling and Psychological Services (CAPS)

[CAPS](#) offers individual, couple and group counseling for those students who may be experiencing issues such as anxiety reactions, depression, relationship stress, or life changes. Various workshops are offered during the academic year on subjects related to issues such as self-esteem, conflict, and assertiveness. Counseling is free of charge to enrolled students and confidentiality is maintained except by written consent or as required by law. CAPS is located in Pigott Pavilion for Leadership, Suite 120, 206-296-6090.

### Disabilities Services

The [Office for Disabilities Services](#) in the Learning Center offers resources and assistance for students with disabilities. Students seeking reasonable accommodations for a disability or with disability-related questions or concerns should contact this office located in Loyola 100, 206-296-5740.

### Learning Assistance Programs

The [Learning Assistance Programs](#) offers academic support to all Seattle University students. Tutors are available to refine strategies for more effective study and learning. Workshops on test taking and study techniques are offered quarterly. Peer review and critique of written work is available at no charge at the [Writing Center](#). All programs are located within the Lemieux Library and McGoldrick Learning Commons – 2<sup>nd</sup> floor and can be reached at 206-398-4450.

### Campus Ministry

The [Campus Ministry](#) team develops faith community, provides pastoral care, reaches out to serve others, promotes social justice, and celebrates God's presence through worship and fellowship. Campus Ministers foster opportunities for personal and spiritual growth through educational offerings, international service experiences, and a variety of retreat programs. Telephone (206) 296-6075. **The Chapel of Saint Ignatius** provides a spiritual home for the university's Catholic faith community, typically with daily and Sunday liturgies. Please check the schedule as some services may have been suspended or required to limit the number of participants to stay in compliance with Covid-19 policies.

### Lemieux Library

The [library](#) has an expanding collection of books and journals (hard copy and electronic) related to all College of Nursing specialties. Students may check books and periodicals out from the library, and tours are offered each quarter to acquaint students with services offered. Students are strongly encouraged to tour the library and become acquainted with its resources, including College of Nursing indexes. Students are also encouraged to advise faculty regarding potential purchases for library holdings (books and journals) as needed. Library personnel are available to assist students with specific questions about assignments and research.

## Managed Print Services

[Managed Print Services](#) (MPS) is a unified, campus-wide system that delivers self-service printing, copying, and scanning. The program administers all print-capable devices across campus with the exception of the School of Law and a small number of exceptions. MPS allows students, faculty, staff, and other affiliates to print from any devices and release from anywhere using standardized equipment that is maintained by a central entity.

## Collegia Program

Undergraduate CON students may be able to enroll in three different Collegia: the Commuter Link Collegium, for commuter students; the Reidy Collegium, for transfer students; and the McGoldrick Collegium, for students 25 years of age or older. All are located in the Student Center. The Collegia offer home-like environments where students can rest between classes, meet with classmates and faculty, have conversations with friends, enjoy a snack, or join in a special activity. The warm and attractive environments may include a small kitchen, comfortable sofas, reading lamps, study tables, computers, printers, newspapers, **books, and access to snacks from an honor bar. More information can be found [here](#).**

## Information Technology Services (ITS)

ITS is the unit responsible for managing computer and technological resources at SU. ITS not only manages resources campus wide, but also provides all faculty, staff, and students with hardware and software support through their Help Desk.

## [Student Academic Services](#)

Student Academic Services provides a variety of opportunities that help students engage more fully in their education and achieve their potential for academic success.

## [Student Health Center](#)

The Health Center offers on-campus healthcare for free or at minimal cost for many students' healthcare needs. The Health Center is located in **Bellarmine Hall 107** and can be reached at 206-296- 6300.

## [Campus Public Safety and Transportation](#)

Public Safety offers a variety of services related to campus safety, parking, transportation, and nighttime safety escort service. For normal business (parking issues, lost and found), please call the Business line at 206-296-5992. For general assistance outside of business hours (safety escort, building access, etc.), please call the 24-hour Business Line 206-296-5990. For more immediate safety and security issues, please call the 24-hour Campus Emergency Line 206-296-5911.

## Additional Information

[MySU](#) is a Seattle University web portal containing news and announcements, upcoming event information, and SU blogs.

The Office of the [Registrar](#) provides services including class registration, grading, graduation evaluation, academic transcript processing, academic record protection and maintenance, transfer credit evaluation, and degree audit.

SU Online is the university website where students can view the schedule of classes, search for classes, view the final exam schedule, and view SU academic policies.

**Academic Policies. Academic Grading** Grievance (2004-07) · **Academic Integrity** (2011-03)

## Expenses and Financial Resources

Undergraduate students will have some expenditure in addition to tuition, books, and living expenses. Planning for these costs may help to lessen the strain on the budget. First, please note that fees are assessed for college lab and clinical lab courses that require small class sizes, evaluative external/national testing, and costs associated with laboratory courses (see SU Catalog). Other expenses include, but are not limited to, the following items:

- Health and accident insurance (required)
- Professional liability insurance (BSN optional, DIUS required)
- Annual health requirements (examples: TB screening, immunizations, health assessment)
- Castle Branch Tracker Fee to manage annual health requirements
- CPR Certification fees
- Uniform (Seattle University scrubs, lab coat [DIUS optional], and shoes)
- Name badge
- Stethoscope
- Watch with second hand
- Calculator
- Quarterly fees (BSN only)
- Transportation to clinical agencies
- Application fees for NCLEX-RN, ARDMS, and licensing
- College of Nursing pin (ordered during final quarter)
- DIUS Clinical Onboarding fees
- SPI Examination Fee through ARDMS (DIUS Students ONLY)

### **Financial Resources**

The Office of [Student Financial Services](#) provides a variety of services related to grants and scholarships, loans, paying your tuition bill and opportunities for student employment.

**Financial Aid** Financial assistance is available to new and continuing students to help with education and living expenses. To qualify for financial aid, students must file a Financial Aid Form each year. There are essentially four types of financial aid given to students: scholarships, grants, loans, and work-study opportunities. Details for all financial aid can be obtained through the Student Financial Services Office. All scholarship options sent to the College of Nursing are forwarded to the Student Financial Services Office for access.

**Scholarships and Financial Awards** There are a variety of scholarships available for nursing students; below are links to websites where some of these can be accessed. Announcements of additional scholarship opportunities will be made throughout the year via email.

- [The Foundation of the National Student Nurses Association](#) (FNSNA)
- [Washington Center for Nursing](#) (WCN)
- [Nursing Students of Washington State](#) (NSWS)
- [King County Nurses Association](#) (KCNA)
- [Washington League of Nursing](#) (NLN)



- [Sigma Theta Tau](#) (STT), [Alpha Sigma Chapter](#) (SU Local Chapter)
- [The Eileen Ridgway Scholarship](#)

## Upper Division Student Employment and References

Many undergraduate students work part-time during the academic year. However, the time commitment involved in clinical courses makes it very difficult to maintain part-time work and successfully carry a full academic load. It is recommended that the students work no more than 10 hours per week. Students must keep in mind that course and clinical schedules and time requirements must take precedence over work hours and scheduling requirements. Therefore, students are encouraged to discuss employment commitments, financial difficulties, and academic plans with their advisor. Typically, employers request references from two faculty members, and it is preferable to select an instructor with whom you have worked closely, such as an advisor or clinical instructor. Please complete a [Reference Letter Request Form](#), which permits the faculty to share information with the facility.

## Nursing Technician Information

BSN Program Leadership will communicate with students via email regarding Nursing Technician employment opportunities at the local healthcare agencies any time such positions are available/advertised.

To begin working as a Nursing Technician in Washington State students must have:

- Successfully completed NURS 3405, NURS 3190 and NURS 3191 in the College of Nursing program of study.
- Be a student in “good standing;” that is, not be dismissed, on probation, suspension, noncompliant with health record requirements, or under other disciplinary action and maintain minimum required SU and major GPA
- Obtained and completed a Washington State Nursing Technician Registered Program Application available online: [Link](#)
- Completed Section 1 of the [Education Verification Form](#). Submit this form to the Undergraduate Program Coordinator to complete Section 2. Allow 2-3 business days for processing. When completed, you will be notified to pick up your document.

To continue working as a Nursing Technician in Washington State students must:

- Be enrolled in nursing courses and continue to be in “good standing” (definition below)
- Provide employer with an updated skills checklist if requested. You will receive a copy of your skills checklist upon successful completion of NURS 3405. (Please be certain to retain a copy of this skills checklist in your student portfolio to provide to prospective employers upon request).
- Employing agency must verify your satisfactory completion of each quarter and your “good standing” in the nursing program by sending a memo to the College of Nursing. If you are on probation, dismissal, suspension, or non-compliant with your health records, you are not in good standing.

## Certified Nursing Assistant (CNA) Information

To begin working as a Certified Nursing Assistant (CNA) in Washington State you must:

- Complete a minimum of 85 hours of training through a state approved program. Students who are in a BSN program and have met the minimum requirement also qualify. Our program meets this requirement once you have completed NURS 3405, NURS 3190, and NURS 3191.
- Pass the competency exam.
- Meet all licensing requirements as listed [here](#).

### **Student Status of “Good Standing”**

A College of Nursing student is considered to be in “good standing” when the student meets all of the following:

- Compliant with all College of Nursing health and other related requirements.
- Not on probation in the College of Nursing for any reason.
- Currently enrolled full-time and attending classes.
- Registered for a full-time load of credits for each quarter of their program of study

# COLLEGE OF NURSING POLICIES

## SUCON BSN and DIUS STUDENTS' RIGHTS & RESPONSIBILITIES

**Preamble:** Seattle University College of Nursing represents a diverse group of students, faculty, and staff committed to upholding the highest standards of academic achievement, clinical practice, and Jesuit traditions. The College of Nursing strives to educate and inspire leaders to transform healthcare for a just and humane world. We are a creative and dynamic learning organization, committed to social justice, innovation, scholarship, teaching excellence, and the formation of professionals ready to meet the evolving health care needs of a global community. This document is designed to embody a set of principles to support and inform students of recognized rights and responsibilities as a student in the College of Nursing. The document is not legally binding, and much of what is covered can be explained in more detail in other University documents, such as the Seattle University Student Handbook. This document was created with students and faculty and is designed to be a 'living' document that will be updated and revised as needed when new rights and responsibilities are identified. An underlying and tenet of this document is the assumption of good-will, community values, and that faculty, staff, and students are continually engaged in efforts to enrich the CON and provide a better and more ideal student learning experience.

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### SECTION 1

#### General Principles

##### Rights:

- Students have a right to a learning environment that is respectful, free from discrimination, and provides them with the tools and resources they need to achieve success in their specified program.
- Students have a right to representations as described in the Student Handbook during the grieving process. In circumstances that are not part of the formal student grieving process, students may request to have an advocate in meeting between faculty and students. For any meeting between a student and faculty, both individuals should communicate the desire to have additional people present. Both parties should agree on who will be present prior to the meeting. When there is concern regarding who should or should not be present for a meeting, the Graduate or Undergraduate Program Dean should be consulted.
- Students have a right to assemble, form groups, and develop communities of learners.
- Students have a right to transparency. This applies to communication with faculty and staff, program changes, clinical placement, and DNP projects.
- Students have a right to know where to find information, who to contact if they have questions regarding any aspect of their experience, and what to do if they identify an issue or concern during their time as a student.

##### Responsibilities:

- Students have a responsibility to be actively engaged and participate in creating the type learning environment they desire at the CON.
- **Students have a responsibility to follow the University policies on drug, alcohol and marijuana use on campus. The policies aim at achieving the university's central mission: the academic and social formation of students. Therefore, SU prohibits the possession and use of marijuana /cannabis for any use on University campus. The**

policy can be found at University homepage

<http://www.seattleu.edu/wellness/aod/#d.en.296251>

- Students have a responsibility to communicate with faculty or staff if they would like to have an advocate join a meeting scheduled between the student and the faculty/staff.
  - Students have a responsibility to engage in discussions with faculty if the learning environment they find themselves in is not conducive to their learning or if there are areas where the learning environment could be strengthened.
  - Students should put forth good faith efforts into their learning and scholarship.
- 

## SECTION 2

### Academic Degree and Progression

#### Rights:

- Students have a right to clear and accessible descriptions of programs and degree requirements, courses in the curriculum, and typical program progression, including courses and timeline.
- If there are changes to the curriculum, students should be notified in a timely manner with a clear description of the curriculum change and the reason for the change.
- Students also have a right to clear communication about what is expected of them in their respective programs and when important deliverables are due (e.g., vaccination records, BLS certification, PPD/QuantIFERON Gold results, etc.)
- Students have a right to information about financial aid and who to contact to inquire about obtaining financial aid.
- Students have a right to the grievance process if they feel they have been unfairly treated. If a student receives any disciplinary actions, they have a right to know how and why they are being disciplined, and the process by which they can grieve the action. The grievance and disciplinary process is discussed in detail in Seattle University's Student Handbook.
- All students have a right to privacy as outlined and delineated in the Family Educational Rights and Privacy Act (FERPA).
- **Students have a right to grieve a grade if they believe faculty awarded the grade capriciously and/or unfairly. Seattle University follows standard procedures across the campus to address student grade grievances. The policy, called Academic Grade Grievance Policy, clearly outlines the step by step and procedures that must take place in the event of official grade grievance. The policy can be found on The Office of the Registrar webpage or <http://www.seattleu.edu> Registrar Policy.**

#### Responsibilities:

- Students have a responsibility to review the curriculum and information specific to their program and be aware of expectations of the degree.
- Students are responsible for completing federal and institutional financial aid requirements in a timely manner if they are seeking financial aid.
- Students have a responsibility to provide feedback to faculty, staff, and CON leadership in an appropriate and timely manner.
- Students have a responsibility to maintain compliance status for the various requirements, such as vaccines, BSL certification etc.

- Students should be active participates in the grievance process as described in the student handbook.
- Students have responsibility to maintain academic integrity at all times as outlined in Seattle Academic Integrity Policy link to which may be found here:

[Academic Integrity | Seattle University](#)

- Students have a responsibility to be actively engage in respectful communication with CON faculty staff and leadership.
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### **SECTION 3      Communication**

#### **Rights:**

- Students have a right to truthful, timely, and accurate communication from peers, faculty, clinical preceptors, staff, and CON leadership.
- All communication in all forms should be respectful and free from derogatory or negative language.
- Communication with faculty and staff should be considered private and any potentially privileged information should not be shared unless consent is obtained first.
- Students have the right to determine what information from the communication is considered privileged and what is not. Information of a private or personal nature should not be communicated in any undesignated setting or venue, including social media.
- Communication should provide constructive criticism and feedback, free of personal or negative attacks.
- Students have a right to know what the preferred communication modality is of individual faculty and staff.

#### **Responsibilities:**

- Students are responsible to reciprocate the above rights with communications among peers, clinical staff, preceptors, faculty, and CON staff.
  - Students should respond to faculty communication in a timely manner, and in the preferred method identified by faculty or staff.
  - Communication among peers, clinical staff, preceptors, faculty, and staff should not be shared on social media unless consent is obtained first.
  - Everyone has a responsibility to embrace a culture of open communication without fear of retaliation or exposure and provide constructive criticism and feedback, free of personal or negative attacks.
- 

### **SECTION 4**

#### **Clinical Experiences**

#### **Rights:**

- Students have a right to clinical experiences that are safe, supportive, and enhance their learning and professional growth.
  - Clinical experiences should be appropriate for the specific program (BSN or DIUS) a student is enrolled in.
  - There should be clear communication about the duration of the clinical experience length, onboarding procedures, location, expected start and stop times, and who the point of contact is at the CON and at the clinical site, as appropriate.
  - Students have a right to have clear explanations of what to expect at the clinical site, as well as expected course outcomes related to the clinical experience.
  - Students should be notified as early as possible of their clinical site location and beginning and end dates of the clinical experience.
- 

## **SECTION 5**

### **Student Authorship & Inclusion on Scholarly Presentations and Publications**

#### **Rights:**

- Students have a right to authorship and dissemination of scholarly papers or projects at professional conferences or through publication
- All students should be informed of the policy and procedure for reporting safety concerns, challenges in the clinical setting, and conflicts or difficulties with clinical faculty or preceptors. Included in these policies and procedures should be the chain of command within the CoN to contact and how to escalate if necessary.

#### **Responsibilities:**

- Students have responsibility to be active participants in the clinical experience process.
- Students should reply to all requests from CoN faculty and staff in a timely manner and meet all deadlines for submission of documents.
- Clinical sites will have different onboarding requirements, including paperwork, certifications, and online or in-person training. Students have a responsibility to be actively engaged about the processes and work along side CoN to ensure all requirements are completed by the deadlines for a smooth start to the clinical experience.
- Additionally, students have a responsibility to report concerns and issues to the appropriate faculty as soon as the issues or concern arises in the clinical setting.
- Authorship should be discussed upon joining the faculty led team and must adhere to standards established by peer-reviewed journals or professional organizations. This usually means making a meaningful contribution to the project and manuscript.
- If students are working on a grant funded scholarly project, and the grant has funding for research or teaching assistants, students have a right to be hired into those positions.
- Students should have access to information on faculty expertise and ongoing scholarly projects.

#### **Responsibilities:**

- Students are responsible to be fully engaged if they are a paper author or team member on a scholarly project.
- Students should complete the work assigned to them to the best of their ability and complete the work by the agreed upon deadlines.



- Students should keep all scholarly and study data and information private and secure.
  - Students should actively engage faculty in clear and direct discussions when the workload is too much, or the student needs to adjust workload assignments due to course work
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## **SECTION 6**

### **Environment & Infrastructure**

#### **Rights:**

- Students have a right to a safe, supporting, respectful, and professional learning environment. This includes the CON buildings, SU campus, and our affiliate clinical sites.
- As described in the Student Handbook, all environments within and associated with the CON should be free from discrimination and accepting of individuals for who they are regardless of cultural/ethnic affiliation, spiritual affiliation, political affiliation, or any other personal characteristic, choice, or origin.
- Students have a right to space within the SU campus and the CON to engage in scholarly activities and meet with peers, colleagues, and faculty.

#### **Responsibilities:**

- Students assume responsibility for supporting a respectful and professional learning environment.
- Student actions and behaviors should be consistent with the above-mentioned rights and work with colleagues, peers, faculty, and staff when the above mentioned rights are not adhered to.

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## **ELECTRONIC COMMUNICATION**

***Students are responsible and accountable for electronic messages and information sent to Seattle University email address. Students are expected to check and respond to email daily.***

The primary means of communicating with students is through the Seattle University email system. It is the University's expectation that students check their Seattle University email account daily to keep current with College of Nursing and Seattle University information. Important emails will inform you of class notices, registration information, health record updates, and other important information pertinent to students (ex: scholarship announcements, student association activities, NCLEX review classes). Official correspondence may include academic-related deadlines, registration, advising and graduation information, virus alerts, student government notices, etc. Additionally, faculty will direct course information, assignments, discussions, and clarifications to students through email.

If you are new to Seattle University, you will need to establish your campus email address as soon as you matriculate. Each student is provided a Seattle University email address free of charge. This may be set up through the Information Technology Services (ITS) office at 206-296-5571. One major advantage of using your Seattle University email account is that, while your mailing address may change throughout the course of your enrollment, your email account may always be accessed from the SU homepage email link.

### **Faculty Access**

Faculty members are available daily by email and in their offices during office hours/by appointment. Please feel free to ask them questions and for additional resources when needed. Location of administrative and faculty offices can be found on the College of Nursing website as well as the office directory in the entrance foyer of the Garrard Building. To contact faculty members, students may use email, Canvas messaging, or telephone. Faculty members may supply you with additional contact information, such as cell phone number, as needed, for access from clinical sites.

### **Student Advisement**

Seattle University College of Nursing advisors serve as a guide and resource to promote a smooth entry and progression in the programs. There are two types of advisors in the BSN and DIUS programs: Professional Advisors and Faculty Advisors. At the beginning of the BSN nursing program, traditional freshmen, and sophomore students (first and second year in the four-year program of study) and transfer junior students will be assigned to a Professional Advisor who is skilled in navigating the nursing program of study, triaging questions, and connecting students with campus resources. At the beginning of the traditional junior year or transfer senior year, students will be re-assigned to Faculty Advisors who can help with the remaining curriculum planning, career discernment, and NCLEX preparation planning. DIUS students have Professional Advisors for their freshman year and Faculty Advisors for their sophomore through senior year of the program. Transfer DIUS students are assigned to a Professional Advisor for their junior year and then assigned to a Faculty Advisor for their senior year. The Professional Advisors and Faculty Advisors work closely with the Associate Dean and Program Director to promote student success.

In each quarter in the students' first year at Seattle University, students will not be allowed to register for classes without their advisors' class plan approval. This approval can be completed through mySeattleU and their required quarterly advising meeting. Once the meeting is complete, the advisor

completes an advising note and approves the student's class plan. It is expected that students will meet with their advisor on a quarterly basis; however, many students schedule more frequent visits for a variety of supportive services. Additionally, if students have specific issues or difficulties, appointments can and should be made with the advisor as early as possible to problem solve options and take action in a timely manner. Individual needs and concerns are best directed to the assigned advisor first. However, all faculty members are most willing to be consulted about career pathways related to their CON specialty.

Successful Student Strategies to Enhance Advising Appointments:

- Be prepared to discuss your current classes and program progress.
- Prepare a list of questions/concerns ahead of time.
- When making an appointment, request the appropriate amount of time for your needs.
- If you are unable to attend your advising appointment, alert your advisor as soon as possible.
- Communicate with your advisor about all schedule changes that could impact your CON program of study.
- Actively participate in the advising meeting.
- Notify the Associate Dean if an advisor has not been assigned, or if you are having difficulty contacting the advisor. Students who have difficulty with their assigned advisor should first discuss the problem with the advisor. If the difficulties cannot be resolved, the student may request a change of advisor through the Associate Dean of Undergraduate Education or DIUS Program Director.

## Online Registration

All undergraduate students should keep themselves informed of online registration procedures through email. Please note that variations of the registration process may be implemented in order to facilitate clinical placements. Questions regarding nursing registration should be addressed to the student's advisors or BSN program coordinator. Questions regarding DIUS registration should be addressed to the DIUS program director or the student's advisor.

## Social Media

Seattle University **discourages followers of Seattle University social media from sharing personal, identifying details or contact information and email addresses.** Posting another individual's personal information is also a violation of our guidelines.

University guidelines on the use of social media may be found through the link below. [Guidelines | Social Media | Marketing Communications](#)

## Written Assignments

Students must have the ability to write in an orderly and logical manner. Papers must reflect appropriate knowledge of grammar, punctuation, and syntax in the English language. Research and documentation skills are also essential.

Currently most nursing and diagnostic ultrasound journals require that articles be submitted using the American Psychological Association ([APA format, 7<sup>th</sup> edition](#)). Thus, formal papers submitted for CON courses must follow the writing and documentation guidelines referenced in the 2020 Publication Manual of the American Psychological Association (7th ed.). The manual is a required publication and is available for purchase in the Seattle University Bookstore.

## Time Management

Students should plan for approximately three (3) hours of study time each week for every theory credit hour, separate from reading and written assignments. The BSN time requirement for clinical practice, its preparation, and written work can be estimated by calculating thirty (30) clock hours per credit per week (typically 150 hours for a five [5] credit clinical course; 240 hours for an eight [8] credit clinical course).

## Taking Exams

Exams may be administered in class or online. In order to promote academic honesty, every effort will be made to provide a safe and secure testing environment. The following procedures may be implemented when tests are given in major nursing classes:

- There will be NO late admissions into the classroom for testing.
- Students are expected to take care of personal needs prior to the start of the exam.
- Students will be required to bring pens/pencils only to in-person exams.
- Typically, students are not permitted to use any personal electronic devices during exams unless directed by individual faculty. These should be turned off and stored securely.
- All student belongings will be stored in closed packs, and these will be placed on the floor around the perimeter of classrooms during the exam.
- Visors and hats with visors may not be worn during quizzes and exams.
- Head coverings worn for religious reasons are permitted.
- Students will sit themselves so that they are separated as much as possible.
- Missed exams may only be made up for an excused absence. Valid reasons for missing an exam include acute illness or family emergency. In these instances, the student must notify the faculty by phone or email prior to the exam in order for the absence to be excused.
- In the event that an exam is missed, it is the responsibility of the student to make arrangements with the course faculty for make-up. Faculty reserve the right to substitute an alternative form of the exam when it is taken at a different time. The form of the exam can be oral or written (any objective testing style, multiple choice, or essay).
- Additional or different policies may be implemented by faculty for exams taken online during the Covid-19 pandemic

## Written Assignments

Students must have the ability to write in an orderly and logical manner. Papers must reflect appropriate knowledge of grammar, punctuation, and syntax in the English language. Research and documentation skills are also essential.

- Currently most nursing and diagnostic ultrasound journals require that articles be submitted using the American Psychological Association ([APA format, 7<sup>th</sup> edition](#)). Thus, formal papers submitted for CON courses must follow the writing and documentation guidelines referenced in the 2020 Publication Manual of the American Psychological Association (7th ed.). The manual is a required publication.

## CLINICAL & POPULATION HEALTH (PHI) POLICIES AND RESOURCES

## Clinical Rotations and Facilities

Clinical experiences occur in a planned sequence which allows for integrating theory with clinical practice. **The College of Nursing contracts with numerous healthcare agencies in the greater Seattle area to provide clinical learning opportunities in inpatient acute care settings and community-based agencies across the specialty courses.** This allows students to interact with multi-disciplinary healthcare professionals and to care for a wide variety of patients and families. Different clinical sections may have varying hours depending on the goals for the experience, the clinical setting, and guidelines set by the facility. Clinical hours may include evening, night, and weekend hours. Some clinical sites that are regularly used are some distance from the university. While travel to some sites may present a challenge, SU is privileged to have many options for clinical placements of students.

All CON students are required to keep their health records, vaccinations, certifications, and background checks up to date at all times. These items are detailed in the section on health requirements. Students are required to update all requirements according to the important dates in the academic planning calendar. The dates are as follows:

Clinical Quarter	Vaccinations Due By
Fall	August 15 <sup>th</sup>
Winter	November 15 <sup>th</sup>
Spring	February 15 <sup>th</sup>
Summer	May 15 <sup>th</sup>

**Students who do not meet these deadlines may be withdrawn from the next quarter's clinical rotation by the program Associate Dean/ not be accepted to participate in clinical rotation by the clinical host (assigned clinical site).**

Seattle University College of Nursing is very fortunate to have the ability to place students in a variety of quality clinical sites. However, class sizes are large and clinical sites are limited. DIUS clinical sites are negotiated annually through the DIUS clinical coordinator, while BSN clinical sites are negotiated each year in coordination with all nursing programs in the area and with each clinical facility through the Northwest Clinical Placement Consortium. The clinical facilities then assign placements to each nursing school for a certain number of students in specific units on certain days and Seattle University must abide by these decisions. The clinical placement decisions are communicated to Seattle University College of Nursing at varying dates for the following quarter. There is no specific deadline by which they must communicate the placements. Seattle University College of Nursing expects undergraduate students to exercise patience and understanding with the process.

It is understood that there are many important reasons students prefer certain clinical sites. However, it is not realistic that every student will have their first choice or the most desired clinical placement.

Therefore, the College of Nursing retains the right to assign students to clinical sections. Following BSN clinical assignments, nursing students will be notified of a period of time in which they may negotiate a change/trade with a fellow student (except for senior practicum). Both students must agree in writing that the change in assignment is satisfactory to both parties before the change will be effective, and the clinical placement coordinator will approve of the change. After this period, the clinical placements become final. DIUS students request changes through the DIUS clinical coordinator. Students are

expected to make arrangements to attend clinical at the time scheduled and at the site assigned. Regardless of clinical placement assignment, **each student is expected to assume responsibility for transportation to the clinical sites, and to resolve conflicts with work schedules, childcare, etc.** Students may not participate in student clinical experiences on a unit at an agency in which the student is employed because of the possible conflict of interest with changing roles.

### **Transportation**

**Regardless of clinical placement assignment, students are responsible for their own transportation to/from clinical sites. Students are expected to meet their own transportation needs that may include travel to distant clinical sites such as Bremerton, Marysville, Tacoma, and Issaquah for nursing, and out-of-state sites for diagnostic ultrasound.** Theory and lab courses are held on campus or in the Clinical Performance Lab (CPL), which is within walking distance from campus. Although the Seattle bus system can offer convenient access to some agencies, students may need to use a personal vehicle. Students may arrange a carpool, but the College of Nursing does not make clinical assignments based on individual or carpool needs. If you choose to use a personal vehicle for transportation, Seattle University assumes no responsibility or liability. A student without a vehicle is not guaranteed a clinical placement within walking distance of campus. Students who carpool are not guaranteed clinical placements at the same clinical agency or on the same shift.

### **Clinical Dress Code**

In scrubs, students represent themselves, the Seattle University College of Nursing, and the healthcare profession. Students begin wearing the Seattle University College of Nursing uniform when participating in lab courses at the Clinical Performance Lab (CPL) or Ultrasound Lab, and later when at clinical agencies. The uniform consists of regulation navy blue scrubs and a lab coat, both with the SU logo on pocket. These items must be purchased at the Seattle University Bookstore. Additionally, professional shoes with non-perforated leather or rubber uppers are required (no canvas or crocs). Shoes should have closed toes (for safety with liquid spills, bodily fluids, and sharp instruments), offer good support, and should be reserved for clinical use only. At all times the uniform should be clean and pressed, and shoes clean and in good repair. Any questions about the appropriateness of attire will be resolved at the discretion of the clinical faculty.

**CON students are required to wear a name badge identifying them as Seattle University students at all times in all clinical settings.** A CON student photo ID badge is available in addition to your Seattle University ID card. Some internship sites may issue site-specific ID badges.

#### **Additional College of Nursing dress code considerations:**

- Students must be personally clean and well-groomed to minimize odor. Healthcare professionals are expected to maintain good personal hygiene.
- Perfume, cologne, aftershave, and lotions with fragrances should not be worn. Strong odors may cause nausea, and many patients are allergic to perfumes. The CPL is a scent-free zone.
- Hair should be gathered to the back and long hair pulled back for cleanliness and safety. Men should shave daily; any facial hair should be well trimmed. • Makeup should be worn with discretion and moderation.
- Nails should be kept short, clean, and in good repair. If nail polish is worn, it should be neutral and not chipped. Acrylic or artificial nails are not allowed, as they promote bacterial growth and put patients at risk for infection.



- Jewelry should be minimal (ex: a wedding band; small, plain, non-dangling earrings limited to one per ear). Some clinical agencies and units require students to remove all jewelry. If this is the case, clinical faculty will inform students of this restriction.
- Students must adhere to the agency's dress code in accordance with jewelry and tattoos.

The Seattle University lab coat with a Seattle University College of Nursing name badge over professional clothes (no denim jeans) should be worn when in the hospital to review charts, interview patients, in labs at the Clinical Performance Lab (CPL) or Ultrasound Lab, or to obtain a clinical assignment prior to the actual clinical day. This modified uniform may be required on other occasions such as office and clinic visits, as indicated by the instructor. Additionally, some clinical experiences such as the mental health nursing rotation and at some of the outpatient or community-based clinical sites may require the modified uniform. Guidelines for appropriate attire will be provided by the clinical instructor and questions on attire should be directed to them as well.

### **Clinical Preparation (Orientation) Attendance Policy**

Workshops, laboratories, and orientation to the clinical facility are essential to student success. Attendance is mandatory at all learning activities that prepare students for clinical experiences. A student may be required to produce documentation if an absence is due to extenuating circumstances such as illness or family death. If a student is absent from a mandatory learning activity, without prior written permission of the clinical faculty and course coordinator, the student may be denied progression to clinical experiences. A copy of the written denial will be forwarded to the Progression Committee.

### **Expectations for Patient Care**

Safety of both patients and students is a priority concern for the faculty in the clinical setting. Guidance will be provided by the faculty to assist the student in applying theory and in developing requisite skills and confidence for giving professional nursing care. However, students are expected to be self-directed and accountable for preparation prior to patient care and in seeking learning opportunities in the clinical setting. It is also expected that each student engages in self-evaluation and be open to feedback from faculty and nurses in the clinical setting to maximize the learning process.

Students are expected to care for all patients and families, respecting the dignity of each person in accord with the philosophy of the College of Nursing and Seattle University. Confidentiality is of paramount importance, and each student is responsible for knowing agency rules for HIPAA and confidentiality statements. All patient data as well as other agency specific proprietary data must be respected. Photocopying of any agency/patient record is not allowed for any reason. Student conduct judged unethical or unprofessional in the clinical setting, including but not limited to breaches of confidentiality, may result in **disciplinary sanctions as outlined in Progression Policy 75-3**.

### **Acute Illness**

Students should not attend clinical sites with any illness which may be transmitted to a patient, other students, and faculty, or if the student is unable to fully participate in care. The number of clinical days missed due to illness or other extenuating circumstances and arrangements for make-up time are at the discretion of the clinical faculty. In some cases, there may not be sufficient time within the quarter for the

student to meet clinical objectives, and as a result the student may not pass the clinical course. Students are encouraged to identify a primary care provider in the Seattle area who will be available for treatment of acute illnesses in a timely manner in order to limit absences for clinical practice.

If a student must be absent from clinical for any reason, the student must be responsible for advanced notification of the clinical instructor and the clinical or community agency according to the procedure described in course syllabi.

### **Emergency Care**

If injury or illness occurs while a student is at a hospital providing patient care, the hospital will provide emergency care. The student is responsible for payment of any charges accrued during any medical visit.

### **College of Nursing Policy on Abortion**

Seattle University is a Catholic University; therefore, it is university policy that faculty and students do not participate in abortion procedures during College of Nursing clinical activities and experiences. Caring for a patient before or after an abortion is not regarded as participating in abortion procedure.

## **DIUS Policies and Resources**

### **Clinical Rotations and Facilities**

Clinical experiences occur in a planned sequence with clinical practice following theory courses.

**Diagnostic Ultrasound contracts with numerous healthcare agencies in the greater Seattle area and across the country to provide clinical learning opportunities in inpatient acute care settings and outpatient imaging clinics in several areas of specialty.** This allows students to interact with multi-disciplinary healthcare professionals and to care for a wide variety of patients and families. To comply with ARDMS and JRC-DMS guidelines, clinical internship consists of a full calendar year (12 months) of full-time clinical experience (38 hours/week). While travel to some sites may present a challenge, SU is privileged to have many options for clinical placements of students.

Clinical experience may include training in cardiac, obstetric, pediatric, vascular, and/or general ultrasound. Students have the option to study one ultrasound specialty for the entire twelve-month period or two specialties for six months each. Arrangements for clinical internship are made through the Diagnostic Ultrasound Program (DIUS) by the Clinical Coordinator. Students are not permitted to arrange their own clinical rotations.

Seattle University DIUS is very fortunate to have the ability to place students in a variety of quality clinical sites; however, clinical sites are limited. DIUS clinical sites are negotiated annually through the DIUS Clinical Coordinator. The scheduling of clinical internship is a year-long process ending with provisional placement announced at least one month prior to the start of the rotation. Every effort is made to place all qualified students in a clinical rotation beginning in Fall Quarter of the senior year. Seattle University DIUS expects undergraduate students to exercise patience and understanding with the process. It is understood that there are many important reasons students prefer certain clinical sites; however, it is not realistic that every student will have their first choice or the most desired clinical placement. Therefore, the Diagnostic Ultrasound Program retains the right to assign students to clinical rotations. Students are expected to make arrangements to attend clinical at the time scheduled and at the site assigned. Regardless of clinical placement assignment, **each student is expected to assume responsibility for transportation to the clinical sites, and to resolve conflicts with work schedules, childcare, etc.** Students may not participate in student clinical experiences at an agency in which the student is employed because of the possible conflict of interest with changing roles.

## **Transportation**

**Regardless of clinical placement assignment, students are responsible for their own housing and transportation to/from clinical sites. DIUS students are expected to meet their own transportation needs that may include travel to distant clinical sites such as Bremerton, Tacoma, and Bellingham, as well as out-of-state sites.** Local student interns attend a weekly ultrasound seminar course on campus. Although the Seattle bus system can offer convenient access to some agencies, students may need to use a personal vehicle. Students may arrange a carpool, but DIUS does not make clinical assignments based on individual or carpool needs. If you choose to use a personal vehicle for transportation, Seattle University assumes no responsibility or liability. A student without a vehicle is not guaranteed a clinical placement within walking distance of campus. Students who carpool are not guaranteed clinical placements at the same clinical agency.

## **Clinical Dress Code**

In uniform, students represent themselves, the Seattle University College of Nursing, and the healthcare profession. Students begin wearing the Seattle University College of Nursing uniform when participating in lab courses at the DIUS Lab, and later when at clinical agencies. The uniform consists of regulation navy blue scrubs with the SU logo on pocket. These items must be purchased at the Seattle University Bookstore. Additionally, professional shoes with non-perforated leather or rubber uppers are required (no canvas or crocs). Shoes should have closed toes (for safety with liquid spills, bodily fluids, and sharp instruments), offer good support, and should be reserved for clinical use only. The uniform should be clean and pressed at all times, and shoes clean and in good repair. Any questions about the appropriateness of attire will be resolved at the discretion of the clinical faculty.

DIUS students are required to wear a name badge identifying them as Seattle University students in all clinical settings. A College of Nursing student photo ID badge is available in addition to your Seattle University ID card. Some internship sites may issue site-specific ID badges.

Additional College of Nursing dress code considerations:

- Students must be personally clean and well-groomed to minimize odor. Healthcare professionals are expected to maintain good personal hygiene.
- Perfume, cologne, aftershave, and lotions with fragrances should not be worn. Strong odors may cause nausea, and many patients are allergic to perfumes. The DIUS Lab is a fragrance-free zone.
- Hair should be gathered to the back and long hair pulled back for cleanliness and safety. Men should shave daily, and any facial hair should be well trimmed.
- Makeup should be worn with discretion and moderation.
- Nails should be kept short, clean, and in good repair. If nail polish is worn, it should be neutral and not chipped. Acrylic or artificial nails are not allowed, as they promote bacterial growth and put patients at risk for infection.
- Jewelry should be minimal (ex: a wedding band; small, plain, non-dangling earrings limited to one per ear). Some clinical agencies and units require students to remove all jewelry. If this is the case, clinical faculty will inform students of this restriction.
- Students must adhere to the agency's dress code in accordance with jewelry and tattoos.

## **Clinical Preparation Attendance Policy**

Workshops, laboratories, and orientation to the clinical facility are essential to student success. Attendance is mandatory at all learning activities that prepare students for clinical experiences. A student may be required to produce documentation if an absence is due to extenuating circumstances such as an illness or family death. If a student is absent from a mandatory learning activity, without prior written permission of the clinical faculty and Clinical Coordinator, the student may be denied

progression to clinical experiences. A copy of the written denial will be forwarded to the Progression Committee.

### **Interview Policy**

Prior to the start of each clinical internship rotation at an affiliate site, students are required to interview with the site's Clinical Instructor. It is the student intern's responsibility to arrange a mutually agreeable time for the interview. The interview is an opportunity for the student intern and Clinical Instructor to discuss topics specific to that clinical site such as work hours, dress code, professional behavior, departmental policies and procedures, and organizational orientation requirements. A phone interview may be scheduled if the clinical affiliate site is located out of the area and an in-person interview is not possible.

**Clinical placement is not confirmed until successful completion of the interview.** If the Clinical Instructor determines the interview to be unsuccessful, the clinical internship placement will be canceled. A student will have the opportunity to interview for placement at up to two (2) clinical internship affiliate sites. A student who has two unsuccessful interviews will be referred to the Progression Committee.

### **Expectations for Patient Care**

Safety of both patients and students is a priority concern for the faculty in the clinical setting. The faculty will provide guidance to assist the student in applying theory and in developing technical skills and confidence for providing professional care; however, students are expected to be self-directed and accountable for preparation prior to patient care and in seeking learning opportunities in the clinical setting. It is also expected that each student engages in self-evaluation and remain open to feedback in the clinical setting to maximize the learning process.

Students are expected to care for all patients and families, respecting the dignity of each person in accord with the philosophy of the College of Nursing and Seattle University. Confidentiality is of paramount importance, and each student is responsible for knowing agency rules for HIPAA and confidentiality statements. All patient data as well as other agency specific proprietary data must be respected. Photocopying of any agency/patient record is not allowed for any reason. Student conduct judged unethical or unprofessional in the clinical setting, including but not limited to breaches of confidentiality, may result in sanctions as outlined in Policy 75-3.

### **Acute Illness**

Students should not attend clinical sites with any illness which may be transmitted to a patient, other students, and faculty, or if the student is unable to fully participate in care. The number of clinical days missed due to illness, other extenuating circumstances, and personal time off may not exceed 24 hours per quarter. In some cases, there may not be sufficient time within the quarter for the student to meet clinical objectives, and as a result the student may not pass the clinical course. Students are encouraged to identify a primary care provider in the area who will be available for treatment of acute illnesses in a timely manner in order to limit absences for clinical practice.

If a student must be absent from clinical for any reason, the student must be responsible for advanced notification of the Clinical Coordinator and the clinical or community agency according to the procedure described in course syllabi.

### **Emergency Care**

If injury or illness occurs while a student is at a hospital providing patient care, the hospital will provide emergency care. The student is responsible for payment of any charges accrued during any medical visit.

## **College of Nursing Policy on Abortion**

Seattle University is a Catholic University; therefore, it is university policy that faculty and students do not participate in abortion procedures during College of Nursing clinical activities and experiences. Caring for a patient before or after an abortion is not regarded as participating in abortion procedures.

## **STUDENT GOVERNMENT AND OFFICERS**

### **BSN Cohort Officers**

Each cohort in the BSN program will elect class officers (President, Vice President, Secretary, Treasurer, and Mentorship Officer) during their second quarter in the CON. Nominations for these positions are sought through the student governance structure.

Cohort officers are the “voice” of the students they represent. All officers are expected to foster and protect professionalism, integrity, civility, and mutual respect by modeling and defending these values. As leaders and representatives, cohort officers must possess strong communication and interpersonal skills, collaborate with administrators, faculty, and peers, and have a duty to guide and direct their cohort in discourse with the College of Nursing.

### **Student Membership of the College of Nursing and University Committees**

College of Nursing faculty value student input in addressing issues that affect students and their educational process in the nursing program. For this reason, student representation on committees within the College of Nursing is invited on both the **Undergraduate Curriculum and Evaluation Committee (UCEC)** and the **Student and Community Affairs Committee (SCAC)**, and active participation is welcomed and supported.

The presidents of each cohort and the president of the **Seattle University Student Nurses Association (SUSNA)** currently serve as representatives to the above committees. Participation on a committee provides the opportunity to advocate for the perspective of students as well as share in the critical analysis of various aspects of the educational experience.

The SCAC is made up of all the cohort officers for the traditional and transfer cohorts as well as faculty members and is chaired by a faculty advisor. The SCAC meets to discuss student events within the CON and cohort concerns. The date for SCAC meetings is determined quarterly based on the availability of the majority of the cohort officers. Attendance is not mandatory; however, officers have an obligation as leaders to be present and each cohort should ensure that at least one officer is present at each meeting to represent their cohort.

Cohort presidents attend UCEC meetings to provide feedback and a student’s perspective, as solicited by committee members. The dates for UCEC meetings are determined quarterly based on the availability of the chairperson and committee members. Each cohort is expected to send a representative to each UCEC meeting.

### **Roles and Responsibilities of BSN Cohort Officers**

#### **President**

- Represents the cohort in meetings with the faculty.
- Represents the cohort on CON Committees (UCEC & SCAC).
- Serves as a spokesperson for the cohort and the board of cohort officers.
- Calls meetings of the cohort and presides over them.
- Appoints the chairpersons/spokespersons of all standing committees.
- Prepares the agenda for and leads cohort officer meetings.

- Holds transitional meetings with the incoming cohort officers (native to native, transfer to transfer).
- In the event of the Treasurer's provisional absence, serves as secondary account liaison with the Manager of Budget and Operations for all financial transactions including, but not limited to, reimbursements.

#### Vice President

- Maintains and promotes community outreach with the assistance of the Secretary.
- Oversees/receives reports from all committees and reports their status to the President.
- Organizes election of the next respective cohort officers.
- Represents the cohort in meetings with the faculty.
- Assumes the duties of the President in that officer's provisional absence.

#### Secretary

- Records minutes at cohort meetings and cohort officer meetings and ensures they are timely distributed for comment and approval.
- Maintains the records of the cohort.
- Mediates constructive communication and encourages cohort to foster positive communication.
- Is responsible for general communication and correspondence (ex: cohort emails, announcements).
- Represents the cohort in meetings with the faculty.
- Assumes the duties of the Vice President in that officer's provisional absence.

#### Treasurer

- Is responsible for the financial affairs of the cohort, including fundraising.
- Serves as the primary account liaison with the Manager for Budget and Operations for all financial transactions including, but not limited to, reimbursements.
- Serves as a timekeeper during cohort meetings.
- Provides financial reports to the board of cohort officers as needed.
- Creates and submits a budget to the board of cohort officers, soliciting budget items from the board of cohort officers and committee chairs.
- Represents the cohort in meetings with the faculty.
- Assumes the duties of the Secretary in that officer's provisional absence.

#### Mentorship Officer

- Develop program expectations, goals, and materials with the help of the Mentorship program team.
- Recruits upper-class students to serve as mentors (i.e. the Mentorship program team).
- Explains program expectations and goals to mentors with the help of the Mentorship program team.
- Promotes program to under-class students with the help of the Mentorship program team.

#### **Officer Succession**

- If the President decides to step down, falls out of sequence, becomes incapacitated, or is otherwise unable to serve that office, the Vice President shall succeed to the office of President. The position of Vice President shall then be filled by majority vote of the cohort. All cohort members, including current officers, are eligible to run for the vacant position.

- If any other officer decides to step down, falls out of sequence, becomes incapacitated, or is otherwise unable to serve their office, such position shall be filled by majority vote of the cohort. All cohort members, including current officers, are eligible to run for the vacant position.

### **Elections Process**

The elections process shall begin in the fall quarter of traditional sophomore year and fall quarter of transfer junior year of the BSN Programs with a presentation by the previous corresponding cohort officers explaining both the process and the roles. This presentation will occur between the fifth and eighth week of their respective fall quarters.

Rules and Regulations:

1. Faculty will be expected to reasonably accommodate requests for time limited, in-class presentations.
2. Elections will be determined by majority vote.
3. In the event of a tie, the Vice President will create a new ballot slide allowing the cohort to revote.

## **Student Committees, Organizations, and Awards**

### **Awards Nomination Committee**

The Awards Nomination Committee (ANC) is responsible for soliciting nominations of students and faculty for the Most Inspirational Faculty and Most Inspirational Student awards, to be presented at the Pinning Ceremony. Based on electronic student nominations by faculty, the ANC consisting of BSN Program support team (Associate Dean, Advisors, Program Coordinator, and Program Assistant) will tally the votes select the recipient of each award and present such awards at the Pinning Ceremony. The chairperson of the committee is appointed by the President. The chairperson will coordinate with the faculty chair of the Student and Community Affairs Committee (SCAC) and the Undergraduate Program Coordinator.

### **Pinning Ceremony Advisory Committee**

The Pinning Ceremony Advisory Committee (PCAC) is responsible for soliciting ideas, preferences, and suggestions from their cohort for the Pinning Ceremony. The PCAC committee will be composed of volunteers. Two committee spokespersons will be chosen by the Cohort Officer Board to communicate directly with the undergraduate program coordinator and nursing program assistant.

### **National Student Nurses Association**

All students are invited to join the Seattle University Student Nurses Association (SUSNA), an organization active in local community service activities and in student government. SUSNA is a constituent member of the state association, Nursing Students of Washington State (NSWS), and of the National Student Nurses Association (NSNA). NSNA is a pre-professional association for student nurses that offer students opportunities for involvement in self-governance and leadership. Attendance at the annual state and national convention each spring is organized by the chapter officers. Further information is available through the chapter officers, the club advisor and/or from the Associate Dean of Undergraduate Education.

### **Sigma Theta Tau International**

Sigma Theta Tau International (STTI) is the International Honor Society for nursing, with chapters in universities and colleges throughout the world. Acceptance for membership is based upon the individual's record of scholarship, excellence in clinical practice, and potential for leadership in nursing. Nursing majors in the top 35% of their class and having completed a minimum of three quarters of upper division nursing course work may be considered for membership in Alpha Sigma, the Seattle University

College of Nursing chapter of STTI. Students who have started the nursing sequence are eligible to apply for the Eileen Ridgway Scholarship awarded each year by the Alpha Sigma Chapter:

<https://www.seattleu.edu/nursing/support-nursing/ridgway-scholarship/>

## Graduation

### Graduation Activities

Fulfillment of program requirements culminates in a series of university activities in June, including a graduation breakfast, Baccalaureate Mass with reception, and a commencement ceremony. Attendance at these functions provides an opportunity for thanksgiving and sharing of accomplishments with loved ones and faculty. As there are currently no graduation ceremonies held in the summer, undergraduate students anticipating graduation in August may participate in the June ceremonies. **BSN Pinning Ceremony**

The Nursing Pinning Ceremony is a national tradition in nursing education where each college has a unique pin that identifies each nurse as a graduate of that university. Also traditional is a pinning ceremony symbolizing the welcoming of new nurses into the profession of nursing. It is a special time for celebration of the graduates, their families and faculty. In conjunction with the Student and Community Affairs Committee (SCAC), College of Nursing seniors plan for their pinning ceremony for graduates in June and in August.

All students will be pinned by the Dean (or designee) of the College of Nursing.

The Seattle University pin is gold with a red border that surrounds the University seal. The seal, like a family crest, is a mark of genuineness. The seal contains the traditional symbols of the house of Loyola, as well as other symbols which signify the relationship between the University and the Northwest. The American eagle and shield symbolize the relationship of the university to the nation. At the upper left of the shield proper, the two wolves over the pot are traditional symbols of the generosity of the house of Loyola, family of the founder of the Jesuits. The upper right quadrant of the shield holds the Greek abbreviation (IHS) of Jesus. The seven diagonal stripes in the lower right are awards for valor made to the family. In the lower left portion of the shield, the evergreen tree represents the State of Washington and is a traditional symbol of knowledge.



The planning process for the pinning ceremony is shared by the College of Nursing and the graduating cohort. The College of Nursing is responsible for the cost of the ceremony (within allotted budget) and the students are responsible for the cost of their own College of Nursing pin. The graduating cohort may opt to raise funds to purchase the pins for all students in their cohort at their discretion. The graduating cohort may opt to raise funds to pay for additional catering of refreshments that are over the college-budgeted amount, at their discretion. The graduating cohort will work with the Undergraduate Program Coordinator to help coordinate pinning.

The shared responsibilities for the pinning ceremony are outlined in Table 2 below.

Table 2

Graduating Cohort	College of Nursing
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Program Coordinator will choose date for Pinning Ceremony in consultation with cohort)	Responsible for refreshments, decorations, award plaques, printing, and supplies (\$1500 budget)
Reserve venue for Pinning Ceremony (i.e., Campion Ballroom)	Choose recipients for College of Nursing student awards (SCAC Faculty Chair)
Select student speakers	Order student and faculty award plaques (SCAC Faculty Chair)
Choose MC and faculty keynote speaker	
Choose "Most Inspirational Teacher Award" (and student who will present it)	
Students will be pinned by the dean (or designee)	
Develop the Pinning Ceremony program (in consultation with SCAC faculty members)	
Design Pinning Ceremony invitations	
Each student purchases his/her own pin and ribbons	
Communicate with catering services (i.e., Chartwells or other)	

## **Honors**

### **Honors at Graduation**

Refer to the **Undergraduate Catalog** for honors at graduation

### **BSN Student Awards**

#### **Outstanding Senior Award**

Every year Alpha Sigma, the Seattle University College of Nursing chapter of Sigma Theta Tau, honors a graduating senior with the Outstanding Senior Award, joining other university seniors also selected as outstanding in their respective Colleges.

#### **The Sister Mary Ruth Niehoff Award**

This award is given to an outstanding senior nominated and elected by the faculty of the College of Nursing. Criteria for choosing the recipient include academic excellence, personal qualities, and community involvement. The award is announced prior to commencement.

#### **Spirit of the College of Nursing Award**

To acknowledge a senior who has promoted student service activities. Criteria or characteristics to consider include Leader, Catalyst, Motivator, and Initiator.

#### **Nursing Service Award**

This award acknowledges a senior who has contributed to his or her peers and patients in the following manner: Mentor, Motivator, Role Model, Collaborator, Listener, One who unifies and promotes community, and Volunteer/participant in College of Nursing activities.

#### **Most Inspirational Faculty Award**

This award is presented at each pinning ceremony in honor of Terri (Theresa) Perkins, a beloved College of Nursing faculty member. Following Terri's death, the June 2009 cohort instituted the award to recognize a faculty member who embodies Terri's spirit by igniting, motivating, and helping students discover their passion for nursing. The award is intended to acknowledge a faculty member that was pivotal to the success of a given cohort. The recipient is voted by the students based on the following criteria. The Most Inspirational Faculty Member:

- Goes above and beyond the "duty" of a nursing faculty.
- Is dedicated to the Seattle University mission statement to aid students to become leaders through professional formation gained by mutual respect and positive constructive feedback.
- Sets the standards of success high and provides the tools for students to achieve these goals.
- Is able to bridge communication between students and faculty in a manner that is effective and respectful.
- Has motivated this class to achieve better visions of them through encouragement and by being an available, reliable resource.
- Exemplifies teamwork through active participation on CON committees and engagement in the community.

## **HEALTH REQUIREMENTS FOR THE COLLEGE OF NURSING**

ALL CON students must have current and up-to-date documentation of meeting ALL health and safety requirements for their Clinical Passport on file within their online CastleBranch.com MyCB Tracker. All

requirements must be met prior to participation in patient care/clinical experience and in order to maintain a status of good standing. Students will place their background check order on CastleBranch.com using the package code provided in their CON Health Packet and then set up their MyCB Tracker. Students will be able to view the requirements listed by the College of Nursing in their online MyCB tracker. Upon completion of each requirement, students can upload their documentation to their MyCB Tracker. Once completed the requirements will be reviewed and verified online. If rejected, students will receive details on what is needed in order to clear.

Students are to keep all health records current and up to date in their online MyCB Tracker for CON Compliance and in order to complete their Clinical Passport. These documents must be kept current and available at all times in order to provide immediate verification to clinical agencies, employers and other parties as required. Students have 24/7 access to their online MyCB Tracker for convenient management.

The requirements of the College of Nursing take precedence over any travel arrangements (including study abroad), job requirements, etc. In order to be eligible to participate in CON courses, students must have a complete MyCB Tracker and Clinical Passport, be in good standing and meet all other CON requirements and clinical agency requirements and deadlines. Out of sequence students who may have completed a health packet previously, will need to complete a new packet to align with their new cohort. Prior to their return to the program of study, they should contact the Manager of Compliance to see which documents and immunizations are transferable, and which must be renewed.

### **Early Renewals**

Students must meet all CPNW consortium and agency-set onboarding qualifications which include strict early renewal and onboarding due dates. Due dates and required documents are set by the consortium and clinical agencies. The clinical agencies require students to be onboarded several weeks prior to the start of each quarter. The clinical agencies also will not accept any document that expires during the quarter. As a result, any such documents must be renewed early so they can be submitted in time for onboarding and cover the student for the entirety of their placement. The clinical dates and requirements are non-negotiable (meaning neither students nor the College can seek alternatives). Each student must meet all onboarding requirement dates to participate in clinical experiences. The online CastleBranch tracker provides courtesy notifications, however students are solely responsible for tracking all documents and planning renewals in order to meet the strict onboarding dates.

### **Compliance**

Students must meet all CPNW consortium and agency-set onboarding qualifications which include strict early renewal and onboarding due dates to participate in clinical experiences. Students must sign a Statement of Responsibility form acknowledging their responsibility for compliance with all clinical onboarding requirements and dates. The clinical agencies conduct zero tolerance blind compliance audits throughout the program and will not accept records that expire during a quarter. As a result, students are required to renew documents months in advance of any mid-quarter expiration dates. Failure to meet the onboarding requirements and specified due dates will impact the clinical grade and prevent a student from entering or continuing in any nursing courses, thereby altering progression in the program.

### **Background Check**

Students will be expected to undergo a background check through CastleBranch.com and Washington State Patrol and provide the report results before they are accepted for assignment to a clinical training site. In addition, the clinical site will require students to provide it with a satisfactory criminal background check before

students begin their clinical assignment or may require students to undergo a criminal background check of the agency's choice prior to beginning a clinical experience in that agency. It is the student's responsibility to meet all deadline requirements **specified by the College of Nursing** and clinical agencies in order to participate in any nursing courses and remain in good standing.

### CPR Certification

Students must hold current certification in: **American Heart Association - Healthcare Professional BLS Course. Other CPR courses are not accepted. Equivalency courses are not accepted.**

The AHA Healthcare Professional BLS Course is designed to teach the skills of CPR for victims of all ages (including ventilation with a barrier device, a bag-mask device, and oxygen); use of an automated external defibrillator (AED); and relief of foreign-body airway obstruction (FBAO). It is intended for participants who provide health care to patients in a wide variety of settings, including in-hospital and out-of-hospital.

Students must show evidence of proper certification prior to starting clinical practice via e-card certificate or providing both sides of signed hardcopy card. Any lapse in coverage will render the student ineligible for participation in classes and in clinical courses. It is the student's responsibility to meet all deadline requirements **specified by the College of Nursing** and clinical agencies in order to participate in any nursing courses and remain in good standing.

### Health Assessment/Physical Examination

Each student is required to obtain a physical examination from a licensed health care provider who, in turn, is requested to verify the student's health status based on professional judgment as to the student's eligibility to fully participate in the educational program of study with clients of all ages, stages of development, and who present many varied conditions/diagnoses. The clinical assignments require color recognition by testing as well as corrected vision and hearing to normal range. The extent of the physical examination is the responsibility of the health care provider. The history and physical examination report may be submitted on a form utilized by the provider and attached to the completed health assessment / physical examination form required by the College of Nursing. Any condition which may interfere with the provision of care in the clinical setting should be discussed with the student's clinical instructor(s) and the Associate Dean. In most instances, this physical examination will fulfill requirements through graduation or for two calendar years. Under no circumstances will a student be allowed to progress into clinical nursing courses without meeting this requirement.

### Health and Accident Insurance

Students are required to carry comprehensive health and accident insurance for coverage in the event of illness, accident, needlestick, exposure or other need. Students must show evidence of current health insurance coverage by providing a copy of their current health insurance card. **Students are expected to maintain continuous insurance coverage data and all fees are the responsibility of the student.** Evidence of current coverage can be required at any time during the program of study. Lapse of insurance coverage will restrict clinical participation, the consequences of which are the sole responsibility of the student.

### Immunization / Testing Requirements

This information outlines the immunizations and testing requirements while in the CON program of study. All records must have student name, full date of birth and agency name or agency signature. Students will place their background check order on CastleBranch.com and then set up their online MyCB Tracker. Students will be able to view all the requirements listed by the College of Nursing. Upon completion of each requirement,

students are able to upload their documentation to their online CastleBranch.com MyCB Tracker. Once completed the requirements will be reviewed and verified online.

**Students are to keep all health records current and up to date in their online CastleBranch MyCB Tracker for CON Compliance and their Clinical Passport. These documents must be available at all times in order to provide immediate verification to clinical agencies, employers and other parties as required. Students have 24/7 access to their online CastleBranch MyCB Tracker for convenient management. Agencies conduct zero tolerance blind compliance audits throughout the program. Failure to meet the Clinical Passport requirements, specified College of Nursing deadlines or agency audits will prevent a student from participating in patient care/clinical experience and thereby alter their good standing and progression in the nursing program.**

### 1. TUBERCULOSIS SCREENING

**REQUIRED RECORDS: DATES OF ADMINISTRATION AND INTERPRETATION, RESULT OF TESTING WITH SPECIFIC INDURATION FINDINGS; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

Must be completed and renewed by the specified College of Nursing deadline. QuantiFERON TB Gold blood test required OR 2 step TB Skin test: **Two** TB skin tests 1-3 weeks apart (each test involves two visits for a total of four office visits – one for the placement of each test and one to have the results read 48-72 hours later) within the current year. Measurement of induration, if present, must be reported in millimeters along with the lapsed time between test and reading, usually 48-72 hours. The reading must be done by the same Health Care Provider (HCP). If the student's history or physical condition indicates the need to retest, despite negative results, a second test should be done within three weeks. If a student tests positive, a follow-up examination, chest x-ray and treatment are indicated. Reports of treatment plan and use of prophylactic drug therapy, if prescribed, must be documented. Absence of clinical disease must be verified by HCP with Annual Review and Education on symptoms of active TB form updated and kept on file.

### 2. HEPATITIS B VACCINE

**REQUIRED RECORDS: DATES OF EACH INJECTION AND POSITIVE ANTIBODY TITER RESULTS; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

All of the following are required: three vaccinations AND a positive surface antibody titer (lab results required). The series of three injections spaced as follows: Dose one and two, one month apart; dose three, six months after dose one. A positive titer is required after all three doses. If the titer is negative or equivocal, students must obtain a booster vaccination and provide a second titer. If the second titer is negative, students must obtain the final two repeat vaccinations and titer a final time. If after six vaccinations the titer is still negative, the student can be coded as a non-responder. If students cannot provide vaccination documentation and can demonstrate a positive antibody titer, a negative surface Antigen Titer is required IN LIEU of vaccination documentation.

### 3. TETANUS-DIPHTHERIA-PERTUSSIS (TDAP)

**REQUIRED RECORDS: DATE OF IMMUNIZATION; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

Tdap Immunization or booster within the last 10 years. (Td is not accepted.)

4. **MEASLES / MUMPS / RUBELLA (MMR)**

**REQUIRED RECORDS: DATE OF TWO IMMUNIZATIONS OR POSITIVE ANTIBODY TITER FOR ALL THREE COMPONENTS; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

One of the following is required: Two vaccinations OR positive antibody titer for all three components (lab results required). If any titer is negative or equivocal, you must receive a booster shot and provide a second titer.

5. **CHICKENPOX / VARICELLA**

**REQUIRED RECORDS: DATE OF TWO IMMUNIZATIONS OR POSITIVE ANTIBODY TITER; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

One of the following is required: Two vaccinations OR positive antibody titer (lab results required). If the titer is negative or equivocal, you must receive a booster shot and provide a second titer. (History of disease is not accepted.)

6. **INFLUENZA**

**REQUIRED RECORDS: DATE OF IMMUNIZATIONS OR APPROVED DECLINATION WAIVER; AGENCY NAME OR HEALTH CARE PROVIDER SIGNATURE IS REQUIRED AS WELL AS STUDENT NAME AND BIRTH DATE.**

One of the following is required: documentation of a flu shot administered during the current flu season OR a declination waiver. Declination waiver must be completed on school form. **Flu Declination Forms are available by permission only and can significantly limit agency placement.**

7. **COVID-19**

College of Nursing students are required to provide documentation of an initial Covid vaccination series and one booster as part of their primary clinical agency onboarding. Some clinical agencies may require additional vaccination documentation. In those cases, students are notified during the clinical placement onboarding process on a site-by-site basis.

8. **ADDITIONAL IMMUNIZATIONS**

**Additional immunizations may be required based on the agency or program of study. It is the student's responsibility to meet all requirements specified by the clinical agency as well as the College of Nursing in order to participate in any clinical courses and remain in good standing.** If students participate in international field experiences, additional immunizations may be required. The Center for Disease Control and Prevention Travel Advisory Guidelines for the specific region or country will be used to determine requirements.

# EVALUATION AND PROGRESSION IN THE COLLEGE OF NURSING

## Calculation of Course Grades

A final course grade will be calculated based upon established evaluation criteria documented in the related course syllabus each quarter. Final grade distribution is as follows:

4.0	A	94-100%	Superior
3.7	A-	90-93%	
3.3	B+	87-89%	
3.0	B	83-86%	Good
2.7	B-	80-82%	
2.3	C+	76-79%	
2.0	C*	73-75%	Adequate
1.7	C-	70-72%	
1.3	D+	66-69%	
1.0	D	63-65%	Poor
0.7	D-	60-62%	
0.6	F	0-59%	Failing

\*Note: A grade of C (2.0 or 73%) is the minimum passing grade in all CON major classes. Rounding of any grades is at the discretion of the faculty member teaching the course.

## Grading by CR-Credit

Courses approved for Credit/Fail grading alternative will be evaluated so that minimum acceptable performance for credit equates to "C" performance. Failure to meet the minimum acceptable performance will result in a grade of F, which is reflected in the grade point average.

## Student Clinical Evaluations

Students enrolled in clinical courses are expected to engage in an evaluation of progress periodically as directed by the course instructor. Mid-quarter conferences may be initiated by either the student or instructor to discuss progress or problems. Throughout the quarter the student will be informed of progress either in written or verbal form, and a final written evaluation will be provided by the instructor at the end of the rotation, to be reviewed and signed by the student. These final evaluations are filed in the student's record in the College of Nursing. Student-faculty final clinical evaluation (BSN conferences) must be completed prior to the last day of classes each quarter. Failure to complete a final clinical evaluation conference prior to the above deadline will result in a grade of 'I' (incomplete) for the student, who then may be unable to progress in the program of study until the 'I' grade is replaced with a letter grade.

## Admission, Progression, Probation, Dismissal, Readmission

See **Appendix H (page79) for Policy 75-3** addressing student performance criteria, outlining requirements for admission and progression, as well as the policy regarding probation, dismissal, readmission.

## Professional Behavior

Students are expected to maintain professional behavior at all times and at all sites (campus, clinical, etc.) while participating in the College of Nursing programs. Consistent with the College of Nursing's mission, respect for patients, faculty, staff, and student colleagues is expected. Agreement with expressed opinions and facts may not always be possible or even desirable; however, respect for individuals' right to express those thoughts is the basis for professionalism. As we strive to work in

cooperative teams, communication and evaluation of our behaviors and practice by others is imperative for growth. Therefore, willingness to listen to critique and modify behaviors accordingly is the expectation of the College of Nursing community. The goals of the College of Nursing are to nurture an atmosphere of collegiality among students and faculty in order to foster a positive learning environment.

All courses include student professional behavior as an evaluation criterion. If a student does not meet the objective for professional behavior, it is possible the student will earn an unsatisfactory grade in the course even though they have a passing numerical average of other graded items such as exams, quizzes, and papers. When a student earns an unsatisfactory grade in a course for a professional behavior criterion, they will not pass the course based on academic criteria and the course must be repeated for a satisfactory grade.

## **Standards of Conduct**

As a Catholic and Jesuit university, Seattle University is a learning community that values the dignity and worth of all people. Consistent with its values, the University fosters the respect needed for students to live, work, study, and socialize together as a community. All members of the University community are expected to observe standards that reflect personal accountability and responsibility for the common good; demonstrate regard for the safety, security, and health of others; maintain the atmosphere needed for study and reflection; show respect for individuals; and value truthfulness and personal integrity. This policy is referred to as the “Code of Student Conduct”.

Standards of conduct assist each student in the development of a responsible lifestyle rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. It is neither possible nor necessary to specify every instance of behavior of misconduct that could result in disciplinary action against a student. Conduct that evidences good intentions, measure consideration of the foreseeable consequences, and respect for the rights of others generally will not conflict with University standards.

## **Ethical Conduct**

College of Nursing faculty are committed to the principle that ethical conduct and professional integrity are of paramount importance for all CON students. At all times and in all contexts, professional and respectful behavior is expected from CON students.

The College of Nursing views violations of the Academic Honesty Code as ethical violations. Please refer to *ANA Code of Ethics for Nurses: With Interpretive Statements* (2021); ANA: Author ISBN: 9781558105997).

Cheating and plagiarism are direct violations of the [Seattle University Academic Integrity Policy](#). Plagiarism is defined as the taking of an idea or expression from another person and using it as one's own; an example of this would be copying a phrase or sentence from a reference source without properly referencing.

Other examples of academic dishonesty include but are not limited to working with another student on an assignment or exam meant to represent individual effort; adding items to a reference list that were not used in writing a paper; obtaining exam questions from a student who previously took the exam; having someone else complete assignments or exams; and copying or photographing test items.

In the clinical setting, students are at all times expected to comply with ethical standards for the professional as defined by the [National Student Nurses Association Code of Conduct](#) or the [Society of Diagnostic Medical Sonography Code of Ethics](#). Students are expected to comply with state and federal



standards that relate to confidentiality of patient records and information; care and treatment of patients; documentation and reporting patient information; and administration and handling of medications.

Violations of these or other nursing standards by a student in a clinical setting may result in a decision that the student has engaged in unethical, unprofessional, or unsafe conduct, and may further result in academic penalty, ranging from reprimand to expulsion.

## **College of Nursing Social Media Policy**

This policy is for the use of social media by faculty, staff, and students.

### Background

Seattle University and the College of Nursing recognize that social media sites like Facebook, Twitter, YouTube, Instagram, Tik Tok, Snapchat, Discord, etc., have become important and influential communication channels for our community (Seattle University, n.d.). Organizations, including healthcare and educational institutions, are integrating use of social media into their education, outreach, and marketing strategies, as well as using these sites to investigate potential employees. Individuals use them to keep abreast of the lives of friends, family members, and public personalities, as well as to research organizations for job opportunities.

Although there are many benefits to using social media, there are risks associated with this practice in the context of healthcare practice and employment. The purpose of this policy is to provide direction for the use of social media by faculty, staff, and students in the College of Nursing.

### What is Considered Social Media?

Social media includes text, images, audio, and video communicated via such tools as:

- Blogs and micro-blogs such as Twitter
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as YouTube and vlogs (video weblogs)
- Audio sharing, such as podcasts
- Photo sharing, such as Instagram, Snapchat, Flickr and Photobucket
- Social bookmarking, such as Reddit and Pinterest
- Public comment sections on webpages (such as those for online news sites)
- User created web pages such as Wikis and Wikipedia
- Any other internet-based social media application similar in purpose or function to those applications described above.

Social networks are “web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system” (ANA, 2017a).

### General Considerations

- When engaging in the use of social media, it is important to consider the Seattle University

Social Media Policy & Guidelines to ensure that you are appropriately representing the University. These can be found here: <https://www.seattleu.edu/marcom/social-media/guidelines/>. Remember, unless you are an official spokesperson for the University and/or the College of Nursing, you must have permission from your supervisor as appointed by your department head and notify Marketing Communications prior to engaging in any form

## **Student Plan for Success**

The College of Nursing promotes the early identification of students encountering issues that may impede their successful performance in a course. Student Plan for Success forms are used to document that faculty have noticed an issue (class absences, low course scores), talked with the student about that issue, and proposed a course of corrective action. A copy of this form will be placed in the student's academic file and a copy forwarded to the Associate Dean and/or Program Director, the Progression Committee, and the student's advisor. See Appendix H for the At-Risk Policy and Procedure and the Plan for Success Form.

## **Medication Safety (BSN)**

Medication calculation and administration are competencies with a higher potential for harm to patients. Therefore, in an effort to ensure safety for patients and students, the College of Nursing has adopted a policy that promotes the progressive skills acquisition necessary for safe medication administration in a safe environment. Students will take multiple medication safety exams throughout their nursing education. See Appendix F for the Medication Safety Policy.

## **Licensure and Certification**

### **Registering for NCLEX Exam**

Application packets containing directions and forms are available via the links below. Updated information about NCLEX is available from the College of Nursing and will be provided to senior nursing students during the NURS 4790 or NURS 4520 course.

1. Application for Licensure:  
<http://www.doh.wa.gov/LicensesPermitsandCertificates/NursingCommission/NurseLicensing/RegisteredNurse>
2. Application for Testing:  
<http://www.pearsonvue.com/nclex/> .

The NCLEX application includes many questions about personal data regarding medical (physiological and psychological) conditions, use of chemical substances, illegal use-controlled substances, convictions, and sexoffenses. Students should answer these questions thoroughly and truthfully. Answering yes to these questions does not preclude licensure or ability to practice. However, it may require further documentation and questioning.

### **Diagnostic Ultrasound**

#### **ARDMS (American Registry of Diagnostic Medical Sonography) (DIUS)**

All DIUS candidates for ARDMS certification take a national certification board exam using a computerized test.

#### **CCI (Cardiovascular Credentialing International) (DIUS)**

All DIUS candidates for CCI certification take a national certification board exam using a computerized test

## Curriculum Evaluation (BSN and DIUS)

Curriculum evaluation and periodic revisions are necessary to ensure continuing accreditation and to maintain a high-quality program that is responsive to the challenging healthcare environment. Curriculum evaluation consists of a planned sequence of assessments and evaluation strategies at various points in the program of study. It is a professional expectation that all students participate in the curriculum evaluation process. Two examples of opportunities for students to participate in the curriculum and program evaluation process are course and course faculty evaluations at the end of each quarter, and the senior satisfaction survey at the end of the program.

Student evaluation of course content and instructors at the end of each quarter is expected to be responsible, honest, and useful feedback, identifying both strengths and areas for potential change. Student feedback is useful to faculty in assessing course content and teaching/learning strategies for possible future revisions. Student evaluations also provide valuable information for the annual performance evaluation of each faculty member.

The course evaluation process is completed online to increase the security of the evaluation process. The evaluations are managed by a third-party company experienced in the evaluation process for numerous colleges and universities across the United States. Faculty do not have access to the student evaluations until after grade submission, and then have access to only aggregate data, not individual student responses. Students can therefore be confident in the anonymity of the course evaluation process.

- **Confidentiality and Privacy:** Students, faculty, and staff must always uphold confidentiality and privacy standards and adhere to HIPAA and FERPA regulations during all interactions, including online communication, whether via email or social media platforms. Remember that HIPAA violations are serious and may have serious consequences, including dismissal from the University, as well as civil and criminal penalties; these can include fines and jail time. HIPAA information can be accessed [Here](#). FERPA protects student information and information can be accessed [Here](#).

Patient privacy and confidentiality can be breached inadvertently on social media in a variety of ways. Examples include comments in which patients are described with sufficient detail to be identified by someone reading the post, referring to patients in a degrading or demeaning manner, or posting videos or photos of patients (NCSBN, 2011). Any breach of privacy could undermine the College's relationship with the clinical site, damage the College and University's reputations, and damage patients' trust in nurses and sonographers.

Student privacy and confidentiality can be breached inadvertently on social media as well. Examples would include referring to students in a degrading or demeaning manner, or comments in which student information is shared regarding class performance. FERPA violations may result in loss of federal funding to the University, as well as termination of employment.

- **The information you post online is NOT confidential.** Even if you later delete it, the information stays in cyberspace and may be retrieved. Assume anything you post is visible to the public, and

that it may affect your professional reputation forever. Today, many employers and academic institutions search potential candidates' online presence (University of Pennsylvania, n.d.).

Be aware that all postings can potentially be viewed by your colleagues, patients, University and College administration, other institutions, employers, professional contacts, and the public. Even "private" conversations or postings can be forwarded, copied, or disseminated without the sender's knowledge. Screenshots of private conversations often appear on public internet sites. Policy

1. Confidential or proprietary information about Seattle University College of Nursing or its affiliates, students, employees, or alumni may not be posted on any social media site. As stated in the Seattle University Social Media Policy & Guidelines, "Seattle University logos and/or visual identity cannot be used for personal social media without university permission" (<https://www.seattleu.edu/marcom/social-media/guidelines/>). If you need assistance or guidance with respect to this restriction, please do not hesitate to contact the **Director of Marketing in the College of Nursing at (206) 296-2168**.
2. Patient privacy must be maintained in all communications, whether by faculty or students. Do not share any information that may be used to identify patients or their health conditions and remember that, even de-identified information may be recognized by patients, their families, or their employers.
3. Students, faculty, and staff must uphold Seattle University and the College of Nursing standards for professional and ethical conduct while using social media sites.
4. Affiliates may not harass, libel, slander, or embarrass anyone. Do not post any material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.
5. Unless you are serving as an approved, official spokesperson for Seattle University College of Nursing, online communications are your personal opinions and do not reflect the opinion of Seattle University College of Nursing or its affiliated entities. Each individual is personally responsible for their posts (written, audio, video or otherwise).
6. Faculty and students may not communicate over social media with patients, patients' family members or patients' legally appointed decision-makers.
7. When posting on a social media site, affiliates are advised to use disclaimer language. If you acknowledge your SU College of Nursing affiliation or you may be otherwise known or presumed to be affiliated with SU College of Nursing, include disclaimers in your online communications that indicate you are not speaking officially on behalf of the organization. The following disclaimers would be appropriate: "The postings on this site are my own and do not represent the positions, strategies or opinions of my employer/school," or "This is a personal web site, produced in my own time and solely reflecting my personal opinions. Statements on this site do not represent the views or policies of my employer/school, past or present, or any other organization with which I may be affiliated. All content is copyrighted."

## References

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## **APPENDIX A**

### **Traditional and Transfer BSN Program of Study**



Nursing	Bachelor of Sciences in Nursing (BSN)	TYPICAL 4-YEAR PROGRAM OF STUDY	2021-2022
<b>DEGREE REQUIREMENTS</b> Credits: minimum of 180 credits Credits in major: 137 GPA cumulative minimum: 2.75 GPA major minimum: 3.0		<b>CURRICULUM NOTES</b> <ul style="list-style-type: none"> <li>• Major prerequisite courses for all BSN nursing students must be completed before the nursing course sequence begins (Winter quarter of sophomore year).</li> <li>• Students must earn a C (2.0) or better in all nursing and prerequisite courses.</li> <li>• Students are expected to be available the first day of the quarter through the last day of finals week.</li> <li>• Clinical placements will be made by the undergraduate clinical placement team.</li> <li>• * Indicates prerequisite courses used in calculating your nursing major pre-requisite GPA.</li> <li>• Your program of study may vary due to prior educational experience or individual goals. The example below assumes you have completed no degree requirements.</li> <li>• For complete information on courses, use this information in conjunction with the online Catalog (<a href="http://catalog.seattleu.edu">http://catalog.seattleu.edu</a>) for the current academic year.</li> </ul>	

	FALL		WINTER		SPRING	
	COURSE	CREDITS	COURSE	CREDITS	COURSE	CREDITS
FRESHMAN	UCOR 1XXX	5	UCOR 1XXX	5	* PSYC 1200 Introduction to Psychology	5
	* BIOL 1100 Principles of Cell Biology	5	* BIOL 1200 Principles of Anatomy & Physiology I + Lab	5	* BIOL 1210 Principles of Anatomy & Physiology II	5
	* CHEM 1200 Chemistry of Life	5	* MATH 1010 or higher	5	* BIOL 2220 Principles of Microbiology + Lab	5
	UCOR 1XXX	5	UCOR 1XXX	5	UCOR 2XXX	5
	* NURS 2520 Health Care in the 21 <sup>st</sup> Century	3	NURS 3405 Health Assessment & Interventions	5	NURS 3305 Introduction to Pharmacology	5
SOPHOMORE	* NURS 3705 Nutrition for Health Promotion	2			NURS 3190 Promoting Health of Older Adults - Theory	2
	* PSYC 3220 Growth & Development	5	NURS 3205 Pathophysiology	5	NURS 3191 Promoting Health of Older Adults - Clinical	3
JUNIOR	UCOR 2XXX	5	NURS 3520 Statistics & Research for Evidence-Based Practice	5	UCOR 3XXX	5
	NURS 4401 Population Health Internship I	1	NURS 4402 Population Health Internship II	1	UCOR 3XXX	5
	NURS 3390 Promoting Mental Health - Theory <b>or</b>	5	NURS 3390 Promoting Mental Health - Theory <b>or</b>	5	NURS 4403 Population Health Internship III	1
	NURS 3590 Promoting Reproductive Health - Theory	5	NURS 3590 Promoting Reproductive Health - Theory	5	NURS 4590 Promoting Health of Populations & Communities - Theory	4
	NURS 3391 Promoting Mental Health - Clinical <b>or</b>	5	NURS 3391 Promoting Mental Health - Clinical <b>or</b>	5	NURS 4590 Promoting Health of Populations & Communities - Theory	4
SENIOR	NURS 3591 Promoting Reproductive Health - Clinical	5	NURS 3591 Promoting Reproductive Health - Clinical	5	NURS 4520 Senior Synthesis: Leadership for Health Equity	5
	UCOR 2XXX	5	UCOR 3XXX	5	NURS 4790 Transition to Professional Practice	2
	NURS 4190 Promoting Health of Children & Families - Theory <b>or</b>	5	NURS 4190 Promoting Health of Children & Families - Theory <b>or</b>	5	NURS 4791 Senior Practicum	6
	NURS 4390 Promoting Health of Adults - Theory	5	NURS 4390 Promoting Health of Adults - Theory	5		
	NURS 4191 Promoting Health of Children & Families - Clinical <b>or</b>	5	NURS 4191 Promoting Health of Children & Families - Clinical <b>or</b>	5		
NURS 4391 Promoting Health of Adults - Clinical	5	NURS 4391 Promoting Health of Adults - Clinical	5			
<b>CORE MODULE I REQUIREMENTS</b> <input type="checkbox"/> UCOR 1100 Academic Writing Seminar <input type="checkbox"/> UCOR 1300 Creative Expression and Interpretation <input type="checkbox"/> UCOR 1400 Inquiry Seminar in the Humanities <input type="checkbox"/> UCOR 1600 Inquiry Seminar in the Social Sciences		<b>CORE MODULE II REQUIREMENTS</b> <input type="checkbox"/> UCOR 2100 Theological Explorations (pre-req to UCOR 3100) <input type="checkbox"/> UCOR 2500 Philosophy of the Human Person (pre-req to UCOR 2920) <input type="checkbox"/> UCOR 2920 Ethical Reasoning (Health Care Ethics)		<b>CORE MODULE III REQUIREMENTS</b> <input type="checkbox"/> UCOR 3100 Religion in a Global Context <input type="checkbox"/> UCOR 3400 Humanities & Global Challenges <input type="checkbox"/> UCOR 3600 Social Sciences & Global Challenges <b>or</b> <input type="checkbox"/> UCOR 3800 Natural Sciences & Global Challenges		



College of Nursing Advising Contact Information  
 CONAdvising@seattleu.edu

Work closely with your academic advisor to plan your program of study and the other co-curricular components of your educational plan.

Updated 04/14/2021

Nursing	Bachelor of Sciences in Nursing (BSN)	TYPICAL JUNIOR TRANSFER PROGRAM OF STUDY	2021-2022																																																																																													
<b>DEGREE REQUIREMENTS</b> Credits: minimum of 106 Credits in major: 86 GPA cumulative minimum: 2.75 GPA major minimum: 3.0		<b>CURRICULUM NOTES</b> <ul style="list-style-type: none"> <li>• Math, Psychology, and Nutrition coursework must be completed within 10 years of anticipated program start date.</li> <li>• Science and Statistics coursework must be completed within 5 years of anticipated program start date.</li> <li>• Seven of the 10 prerequisite courses, including at least one of the following three, must be completed by the application deadline: A&amp;P I, A&amp;P II, or Microbiology.</li> <li>• Either Statistics or College Algebra for Business (Pre-Calculus) course must be completed by the application deadline.</li> <li>• Students must earn a C (2.0) or better in all nursing and prerequisite courses.</li> <li>• Post-Baccalaureate students are waived from UCOR 2500 and UCOR 3400/3600/3800.</li> <li>• Students are expected to be available the first day of the quarter through the last day of finals week.</li> <li>• Clinical placements will be made by the undergraduate clinical placement team.</li> </ul> <p>The example below assumes that you enter Seattle University with junior standing (90 credits) or transferable associate degree, and have successfully completed the following courses (or their approved equivalents):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> PSYC 1200 Introductory Psychology</li> <li><input type="checkbox"/> PSYC 3220 Growth &amp; Development</li> <li><input type="checkbox"/> NURS 3705 Nutrition</li> <li><input type="checkbox"/> MATH 1010 or higher</li> <li><input type="checkbox"/> MATH 1210 Statistics</li> <li><input type="checkbox"/> CHEM 1200 Chemistry of Life</li> <li><input type="checkbox"/> BIOL 1100 Introductory Biology</li> <li><input type="checkbox"/> BIOL 1200 Anatomy &amp; Physiology I</li> <li><input type="checkbox"/> BIOL 1210 Anatomy &amp; Physiology II</li> <li><input type="checkbox"/> BIOL 2220 Microbiology</li> </ul>																																																																																														
		<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">FALL</th> <th colspan="2">WINTER</th> <th colspan="2">SPRING</th> </tr> <tr> <th>COURSE</th> <th>CREDITS</th> <th>COURSE</th> <th>CREDITS</th> <th>COURSE</th> <th>CREDITS</th> </tr> </thead> <tbody> <tr> <td rowspan="3">JUNIOR</td> <td>UCOR 2XXX</td> <td>5</td> <td>NURS 3305 Introduction to Pharmacology</td> <td>5</td> <td>UCOR 2XXX</td> <td>5</td> </tr> <tr> <td>NURS 3405 Health Assessment &amp; Interventions</td> <td>5</td> <td>NURS 2520 Health Care in the 21<sup>st</sup> Century</td> <td>3</td> <td>NURS 3390 Promoting Mental Health - Theory <b>or</b></td> <td>5</td> </tr> <tr> <td>NURS 3205 Pathophysiology</td> <td>5</td> <td>NURS 3190 Promoting Health of Older Adults - Theory</td> <td>2</td> <td>NURS 3590 Promoting Reproductive Health - Theory</td> <td>5</td> </tr> <tr> <td rowspan="5">SENIOR</td> <td></td> <td></td> <td>NURS 3191 Promoting Health of Older Adults - Clinical</td> <td>3</td> <td>NURS 3391 Promoting Mental Health - Clinical <b>or</b></td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>NURS 3591 Promoting Reproductive Health - Clinical</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>NURS 2360 Nursing Research Methods</td> <td>3</td> </tr> <tr> <td></td> <td></td> <td>UCOR 2XXX/3XXX</td> <td>5</td> <td>UCOR 2XXX/3XXX</td> <td>5</td> </tr> <tr> <td></td> <td></td> <td>NURS 4401 Population Health Internship I</td> <td>1</td> <td>NURS 4403 Population Health Internship III</td> <td>1</td> </tr> <tr> <td></td> <td></td> <td>NURS 3390 Promoting Mental Health - Theory <b>or</b></td> <td>5</td> <td>NURS 4190 Promoting Health of Children &amp; 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College of Nursing Advising Contact Information  
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Work closely with your academic advisor to plan your program of study and the other co-curricular components of your educational plan.

Updated 04/14/2021

**APPENDIX B**  
**REQUEST FOR**  
**REFERENCE FORM**

<https://www.seattleu.edu/media/redhawk-service-center/registrar/registrar-forms/Reference-Letter-Request.pdf>

REFERENCE LETTER REQUEST



**SEATTLE  
UNIVERSITY**

For Use by Departments and Offices

LETTER OF RECOMMENDATION REQUEST and AUTHORIZATION to RELEASE INFORMATION from EDUCATION RECORDS to a THIRD PARTY

~ Please Print in Ink or Type ~

Student ID Number: \_\_\_\_\_

Phone Number: (\_\_\_\_\_) \_\_\_\_\_

Student Legal Name:

Last: \_\_\_\_\_ First: \_\_\_\_\_ Middle: \_\_\_\_\_

SU Email: \_\_\_\_\_@seattleu.edu

I have asked \_\_\_\_\_ to prepare a letter of recommendation on my behalf and he/she has agreed to provide a recommendation (as demonstrated by his/her signature below). I am completing this release form to enable the faculty or staff member to provide the recommendation.

Faculty/Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Check all information that applies to this authorization to release:

- |   |  |
|---|--|
| <input type="checkbox"/> Academic standing or achievement   | <input type="checkbox"/> Performance in internships or clinical programs |
| <input type="checkbox"/> Involvement in extracurricular activities  | <input type="checkbox"/> Participation in/contribution to SU community   |
| <input type="checkbox"/> Student conduct records  | <input type="checkbox"/> Scholarships and financial aid records          |
| <input type="checkbox"/> The faculty member's honest judgment about character, work ethic, abilities, skills, and goals |  |
| <input type="checkbox"/> Other: _____   |  |

To: \_\_\_\_\_

(Specify complete name of person(s) or organization(s) to receive information)

Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Identify the purpose(s) for which the information may be disclosed:

Check all that apply:

- Application for employment                       Admission to an educational institution  
 Receipt of an honor or honorary recognition       Application for a scholarship or award  
 Other: \_\_\_\_\_

(Specify)

*I understand that (1) I have the right not to consent to the release of information in my education records; (2) I have the right to receive a copy of such records on request; and (3) this consent will remain in effect until I revoke it in a writing delivered to Seattle University (but I acknowledge that my revocation will not affect disclosures the University made before receiving my written revocation).*

*I understand further that I may waive my right to inspect and review letters of recommendation.*

- I waive my right of access to this letter of recommendation.  
 I do not waive my right of access to this letter of recommendation.

Having acknowledged my privacy rights, I hereby authorize Seattle University and the faculty/staff person named above to release the information about me that I have indicated, some of which may be contained in my education records:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**APPENDIX C**  
**REQUEST FOR CHANGE OF ADVISOR FORM**

**BSN AND DIUS** Student Request for Change of Undergraduate Advisor Form

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Current Advisor: \_\_\_\_\_

Requested Advisor: \_\_\_\_\_

Student must discuss and have agreement to the change from the requested advisor, as well as a signature below verifying this agreement.

Student signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Requested New Advisor Signature: \_\_\_\_\_

Forward this form to the Associate Dean of Undergraduate Education

Associate Dean of Undergraduate Education: \_\_\_\_\_

Date: \_\_\_\_\_

Comments:

Forward this form to the BSN program coordinator when completed.

## APPENDIX D

### CLINICAL PERFORMANCE LAB POLICIES

1. Student Information and Expectations
2. Equipment Check-Out Policy and Proposal Form
3. CPL Emergency Procedure



SEATTLE UNIVERSITY COLLEGE OF NURSING  
Clinical Performance Lab, James Tower, Suite 410

#### **CPL Student Expectations and Information**

- |               |  |
|---------------|--|
| Appearance    | <p>Students are to look professional during Lab &amp; Simulation sections scheduled in the <i>Simulation Rooms, Ellipse, Outpatient Clinic Rooms, &amp; Practice Lab</i>:</p> <ul style="list-style-type: none"><li>• Attire<ul style="list-style-type: none"><li>○ Wear clinical-setting appropriate clothing</li><li>○ Undergraduate/APNI 1<sup>st</sup> year – a Seattle University College of Nursing uniform or lab coat with name tag during lab and simulation activities. If wearing a lab coat, professional dress is required. No jeans, no yoga pants.<ul style="list-style-type: none"><li>○ Graduate – professional clothing specific to the clinical environment of the individual advanced practice track (e.g. midwifery, nurse practitioner, public health)</li><li>○ Wear closed toe and closed heel shoes</li></ul></li></ul></li><li>• Hair is to be off the collar and secured during any lab or simulation activities.</li><li>• Students who do not meet the appearance expectations may be restricted from participating in the lab class or simulation session.</li></ul> |
| Computer Lab  | <ul style="list-style-type: none"><li>• Students are to log-off the computer when finished.</li><li>• The CPL is equipped with a “print release” printing station, similar to that at the Lemieux Library. Students must log-in to the computer accompanying the print release station to release their print job. Students’ must use their campus card to print and will be subject to fees paid by campus card and also subject to monitoring for a total maximum number of pages per job or per school year. See CPL front desk with questions.</li></ul>   |
| Food & drinks | <ul style="list-style-type: none"><li>• The CPL has many specialized areas for student learning...and as such, require specific eating and drinking rules to be in alignment with health care facility policies for healthcare workers.</li><li>• Please note the following below, and review signs posted outside each CPL area.</li><li>•</li></ul>  |

- Classrooms [Redhawk, Mountain], Student lounge, Conference room, bistro area- food and drink freely allowed
- Practice Lab and Outpatient Clinic- food and drink only on the conference room table. No food or drink items around any clinical equipment.
- Simulation Suites and Computer lab- No food or drink of any kind.
- Ellipse- only drinks in screwtop/secure lids. No disposable cups of any kind...including Starbucks disposable cups and lids.
- Students are expected to exercise care to prevent spills or stains on the furniture and carpet and to dispose of garbage appropriately.
- The Swedish Medical Center cafeteria is on the first floor of the hospital and is open to all Seattle University Students. Microwaves are available for use. There is also a Starbucks in the James Tower lobby and Jefferson Tower Lobby.
- If food is desired for a special event at the lab (e.g. class party), please email CPL@seattleu.edu or call (206) 296-2394 and the CPL team can help you plan your event.

#### Maintaining the Environment

Students are expected to:

- Clean up after themselves when finished working in the lab
  - Dispose of garbage and remove all personal items
  - Return supplies and equipment to the table or designated location
  - Straighten up lab section area including lower beds, straighten out bed linens, assure one overbed table and stool are at each bedside station, and replace paper on exam tables. (A reminder card listing these tasks is posted at the head of each bed.)
- Return furniture that is rearranged or moved to the original set up and location.
- Exercise care to avoid bumping into the walls with furniture, backpacks.
- Report broken or non-functioning equipment and furniture to a CPL staff member so the items can be pulled out of service for repair.
- Treat the furniture, equipment, and environment respectfully. We are all on the same team!
- Use bulletin boards to post materials that have been approved by the CPL Operations Coordinator. Nothing is to be posted or attached to the walls in the CPL or James Tower.

**Restrooms & Restrooms** are located by the elevators outside of the Lab. There is a private bathroom Lactation Room within the CPL for use.

Lactation Room- directly next to the CPL bathroom is a dedicated lactation space for pumping human milk. There is a sink, refrigerator, and cabinet space.

#### Safety

- No invasive procedures (except injections) are to be performed on students and faculty. This includes no peripheral IV catheters, nasogastric tubes, or any invasive devices or procedures. The only exception are injections under the supervision of a faculty member.
- Students may practice using sharps only under the direct supervision of a faculty member, teaching assistance or qualified CPL team member.

- Sharps are to be disposed of immediately after use in the approved sharps container.
  - Infectious waste (Blood, body fluids and materials contaminated with blood or body fluids) is to be disposed of according to OSHA and WISHA standards.
  - All volunteer “patients” (including standardized patients and models for special graduate labs) are to complete the appropriate consent forms.
  - Students will comply with all Emergency (Fire, Disaster, Evacuation, etc.) policies and procedures.
- Shuttle Service
- Students can use the Swedish Shuttle (on a space-available basis) to travel between the First Hill Swedish Medical Center and Swedish Cherry Hill Campus. Patients are given first priority for shuttle use.
  - The Shuttle schedule including departure/arrival locations is available at <https://www.seattleu.edu/nursing/clinical-performance-lab/information-for-students-and-faculty/> under “Shuttle Service.”
- Simulation
- Simulation is an integral part of the curriculum.
  - Preparation for simulation should be equal to the student’s preparation for clinical.
  - Students should expect to have prep work to optimize educational opportunities in the simulated learning environment. Students are expected to complete prep work.
  - Backpacks and pens are not allowed in the simulation rooms due to space constraints and to maintain the expensive equipment. Please store your belongings in the Student Lounge or simulation observation rooms during simulation experiences.
- Student Accessible Space
- Students have unlimited access to the following Lab areas if not in use by a class or other event. Students are required to call 206-296-2394 or email the CPL Administrative Assistant [CPL@seattleu.edu](mailto:CPL@seattleu.edu) and/or check in at the front desk to make an appointment to use spaces outside of their regularly scheduled class time.
- Student Lounge
  - Ellipse
  - Practice Lab
  - Computer Lab
  - Reflection Area
  - Conference Room
  - Classrooms
  - Outpatient Clinic
  - Community Apartment
- Students have restricted access to the following areas (description of restriction):
- Simulation rooms – Pediatric/Newborn, Adult (Faculty or Simulation technician supervision required)

No student access to the following areas:

- Faculty and Administrative Area
- Supply and Equipment Storage Rooms

Procedural Memo — **Equipment Check-Out from the CPL**

Background:

The College of Nursing Clinical Performance Lab (CON CPL) maintains various types of nursing skills equipment, some of which is available for students to check out in order to practice their skills away from the lab. Students are always welcome to practice using the equipment that is permanently housed here at the CPL (for example, the head-of-bed-mounted BP cuffs).

To do so, students are asked to check in at the front desk if they are practicing outside of class time so that they may be directed to a room that is not in use by a class. The CPL also accepts practice time reservations at the front desk or by calling 206-296-2394 or by emailing [CPL@seattleu.edu](mailto:CPL@seattleu.edu)). The following policies and procedures apply to student equipment check-out.

Procedure:

General Information

- BP cuffs and other physical assessment equipment may be checked out for one week\*. If the equipment is not returned within one week, a reminder is sent to the student by the CPL staff, asking for the item to be returned so that others may have their chance with the equipment. Due to our current demand, back-to-back check-outs are not permitted.
- For students wishing to check out equipment longer than one week, this is determined on a case-by-case basis and anticipated need for the equipment.
- Special requests for equipment/supplies needed for health fairs or other community activities must be received in writing (email is fine) at least one week prior to the event. In almost all cases, the equipment/supplies checked out for community purposes is to be picked up the day before the special event and returned the next business day after the event.
- The CPL expects equipment to be returned in the same condition it was checked out in, minus expected wear and tear. Broken or missing equipment will be charged to the student.
- Reference books, videos/DVDs, and other multi-media do not leave the Lab, much like the items in the reference section of the library. Books are in various locations throughout the lab. Other media can be obtained from the front desk and viewed here in the CPL.

*\*Equipment is checked out for one week during the Fall through Spring regular school year. In the summer (when accelerated-pace APNI and graduate courses are taking place in the Lab), the check-out period is three days.*

Check-Out Procedure

- Students stop at the CPL front desk or lab tech desk to request equipment and complete the check-out form.
- The check-out form requires the student's full name, student ID number, description of item being borrowed, equipment number of item being borrowed (as applicable), and the date the item was checked out.
- The CPL staff member completing the check-out should assure that all information is completed and legible before the student leaves with the item.

- Upon return of the item, the CPL staff member should briefly inspect the item to determine that it is functional and no pieces are missing. The CPL staff member then marks the date of return on the equipment check-out form and initials the return. The receiving staff member is also responsible for returning the equipment to its proper location within the Lab.
- Special requests for supplies should be requested in advance, preferably in writing. For special requests that are reported to the CPL front desk, the following information should be obtained and a CPL staff member will contact the student regarding the feasibility of the request:
  - Student's name and ID number
  - Student's email address
  - Student's phone number
  - Class number and section associated with the request
  - Item(s) needed
  - Dates and times (duration) the borrowed items will be needed

#### Late and Lost Items

- If borrowed items are not returned by the end of the quarter in which they were borrowed, or are lost during the borrowing period, the student will be charged for replacement of the item. Replacement costs are clearly documented on the equipment check-out sheet and should be communicated to the borrowing student at the time of check-out. Checks for late and lost items should be made out to *Seattle University College of Nursing*.
- Replacement Costs may be incurred if late, lost or not returned

Initiation Date: 7/11/08  
Effective Date: Immediately  
Initiator: JF/Operations Manager  
Review Cycle: Annually, Rev. 9/13/2011 TJ, Updated 9/2011

**CPL Obtaining Equipment or Supplies Form**

Student(s) Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Course Number: \_\_\_\_\_

Name of Project: \_\_\_\_\_

Date Supplies and Equipment are Needed: \_\_\_\_\_

\*\*\*\*\*

Instructions: This proposal should be no longer than one page and should follow the format below. Please email your proposal to [CPL@seattleu.edu](mailto:CPL@seattleu.edu) at least two weeks prior to the event date. Receipt of equipment and/or supplies is not guaranteed so be sure to allow enough time for a response and create a back-up plan should the CPL be unable to meet all or any of your needs. You will be notified by email of approval or denial of request.

- Description and purpose of the event. Include a brief statement of benefit to the community/target population from use of equipment and/or supplies.
  
- Detailed description of equipment and/or supplies desired, including quantities needed.
  
- Estimated cost to the CPL for donating supplies to event. (You need to do some basic research about how much the supplies you're asking for would cost to replace.)
  
- Length of time equipment will need to be checked out (pick-up and return dates/times).
  
- Other efforts you have made or explored to secure the equipment and/or supplies.
  
- Consequence to your project if equipment and/or supplies cannot be obtained from the CPL (including "back-up plan," if any).

Approved: \_\_\_\_\_ Date: \_\_\_\_\_

Supplies/Equipment Checked Out (Date): \_\_\_\_\_

Returned (Date): \_\_\_\_\_

### **CPL Emergency Procedures**

Background: The College of Nursing Clinical Performance Lab (CON CPL) is a part of the Seattle University (SU) campus, although it is located six blocks east of the main campus in the James Tower at Swedish—Cherry Hill. In an emergency, the tenants in James Tower follow the emergency procedures of Sabey (the building property manager) which coordinates with the City of Seattle public emergency services. For any emergency, Seattle University Public Safety should also be notified (206-296-5911). The following sections outline emergency procedures that should be followed by all staff, faculty, students, and visitors to the CON CPL. These emergency procedures have also been submitted for inclusion in the CON Handbooks: the BSN Handbook, the DNP Handbook, and the Faculty Handbook. The emergency point of contact for the CON CPL is the Operations Coordinator or CPL Director. The emergency point of contact for the CON (Garrand and in general) is the Director of Budget and Operations.

### **Emergency Phone Numbers**

From landlines inside the CPL, **DIAL 9-911** from any phone to summon emergency services (fire, rescue, police, etc.).

If you call 911, please also call the front desk or the Operations Coordinator to inform the lab. This will facilitate other notifications and allow us to send someone to wait downstairs to direct emergency personnel.

### **Emergency Exits**

The CPL is equipped with three exits, all suitable for use in an emergency:

- **The front (glass) doors.** (Note there is an emergency exit button on the wall (a) to the right of the front door while facing them from the inside, and (b) on the wall behind the reception desk. The door is equipped with a motion sensor which releases it when locked once a person activates the motion detector. If this mechanism fails, press one of the emergency exit buttons to release the door.)
- **The Computer Lab emergency exit.** Located at the back of the room.
- **The Bathroom/Lactation Room hallway emergency exit.** Located at the end of the short hall between the Outpatient Clinic and the Computer Lab.
- The only exit used on a regular, non-emergency basis is the front door.

### **Evacuation Routes**

**From the front (glass) doors:** Proceed straight ahead to the elevator banks, turn right before the elevators and go down the stairwell to the first floor. Exit the building through the exit doors at the back of the building. Gather on 18<sup>th</sup> and Cherry Street.

### **From the Computer Lab emergency exit:**

(1) Proceed straight ahead, past the Neurology clinic entrance, turn left and pass the elevator bank, turn left immediately after passing the elevators and go down the stairwell to the first floor. Continue down the stairs, exit doors at the back of the building. Gather on 18<sup>th</sup> and Cherry Street.



OR

- Turn 180-degrees and proceed down the long corridor, past the Swedish Center for Nursing Excellence and enter through the double doors into Swedish Medical Center. Continue walking straight ahead, through the nursing unit, until it dead ends at a corridor. Turn right or left at this corridor; there are emergency exits at either end.

**From the Bathroom/Lactation Room hallway emergency exit:** Turn right and proceed down the long corridor, past the Swedish Center for Nursing Excellence and enter through the double doors into Swedish Medical Center. Continue walking straight ahead, through the nursing unit, until it dead ends at a corridor. Turn right or left at this corridor; there are emergency exits at either end.

**For non-ambulatory** employees, students, or visitors: Exit as from the Bathroom/Lactation Room to Swedish Medical Center to await assistance from emergency personnel.

**Additional Emergency Exit:** If the main stairwell is blocked or otherwise compromised, there is an additional exit stairwell inside the Neurology office in Suite 400. Their Safety Officer will assist in accessing this stairwell in an emergency.

#### **Earthquakes and other shelter in place emergencies:**

- In the event of an earthquake, immediately take cover under a sturdy table, desk, or other available shelter and hold on. Stay away from windows and glass. Protect your head and upper torso as much as possible.
- Danger from an earthquake in a modern building is from breaking glass or falling debris from ceilings or cupboards. Do your best to take shelter away from these hazards.
- When the shaking has stopped, slowly count to 10 to give time to assess your safety and the safety of the area around you. Aftershocks are to be expected.
- Stay as quiet as possible to facilitate communication of further directions.
- Do not exit the building until the all clear has sounded.

#### **Safe Room**

- In a shelter-in-place or violent intruder situation, the Computer Lab or other designated spaces should be utilized as a “safe room”. Please follow CPL team members instructions carefully.
- If a situation arises that requires the faculty, staff, and students to shelter in place, a CPL team member will walk through the lab and announce, “Shelter in Place”. This will not be repeated, please immediately move to the safe room as directed. Faculty should make sure that all students have heard the announcement. If you hear a disturbance that warrants safety measures to commence, do not wait for the announcement and begin moving yourself and your group to the safe room as quietly and quickly as possible.
- The Computer Lab door locks from the inside and there is an emergency exit at the rear of the room (see Emergency Exits and Evacuation Routes above).
- This room is also equipped with basic emergency supplies to minimally include a fire extinguisher, and flashlight(s)

#### **Emergency Equipment**

- The SU Campus Emergency Kit (issued by Public Safety) is a large red backpack stored in the Operations Coordinator's office. The kit contains basic emergency response supplies and will be brought by the Operations Coordinator or designee to the "Safe Room" or evacuation site in an emergency.
- Fire extinguishers are located:
  - Outside the Student Lounge
  - Outside the Classrooms, across from the "Bistro" area
  - Immediately outside the entrance to the Faculty/Administrative Office Area - In the Practice Lab, at the hand sink
  - In the hallway alcove between the Computer Lab and the Supply Closet entrances
  - At the Lab Tech Desk
- A Public Safety two-way radio (and charging station) is located at the first faculty touchdown space in the Faculty/Administrative Office Area (first desk on your left upon entering). This radio is to be used during an emergency only and connects only with the SU Public Safety Office.
- First aid kits are located:
  - At the first faculty touchdown space in the Faculty/Administrative Office Area (first desk on your left upon entering) - Student lounge
  - Faculty touchdown area

#### **Resources**

**If you have any questions or concerns about CPL emergency procedures, please contact the Operations Coordinator at 296-2384.**

For general information about Seattle University's Campus Public Safety please see <http://www.seattleu.edu/safety/>

Last updated: 09/05/2017

## APPENDIX E MEDICATION SAFETY POLICY

### Medication Administration Policy & Procedure for Undergraduate Students

Course	Policy and Responsibilities	Rationale
<b>NURS 3405</b>	<ol style="list-style-type: none"> <li>1. Students will orient to the policy and responsibilities of safe medication administration with the guidance of their faculty members.</li> <li>2. Students will purchase SafeMedicate through the Seattle University bookstore. They will receive a user name and registration code at the time of purchase. Students will have access for two years with purchase.</li> <li>3. Students will: a) register for SafeMedicate as a new user and b) complete assigned modules from SafeMedicate (see grid below for required modules). Additional assistance in preparation can be found in the math center. Students will be provided with a handout of the types of math questions contained within the Foundation Numeracy Assessment to help guide math review. The handout will be posted on the Canvas site for N2520.</li> <li>4. Students will complete the Foundation Numeracy Assessment (FNA) on SafeMedicate during <b>Week 4</b> of the quarter. The focus of the FNA is for students to demonstrate competency with addition, subtraction, division, multiplication, fractions, decimal placement, and unit conversion. Calculators will not be used during the FNA exam. Passing score on the FNA is 73% or greater.</li> <li>5. Students who do not achieve 73% or greater on the FNA will be allowed to repeat the exam one time. Students will need to wait 48 hours before retesting and will be required to retest by the end of week seven of the quarter. All FNA exams will be held at the CPL computer lab and proctored by CPL personnel.</li> <li>6. Students who do not achieve 73% or greater on the FNA on the second attempt will receive an Academic Early Alert Referral and need to set up an appointment with their advisor and faculty to discuss progression. The faculty and student will develop an action plan for student success.</li> </ol>	<ol style="list-style-type: none"> <li>1. The expectation is students will enter the undergraduate nursing program with basic math skills necessary for medication dosage calculation.</li> <li>2. The Foundation Numeracy Assessment math exam and results give students diagnostic information that will help them in preparation for the medication administration skills students will need to master in NURS 3405</li> </ol>
<b>NURS 3405</b>	<ol style="list-style-type: none"> <li>1. Faculty will review the Foundation Numeracy Assessments scores from</li> <li>2. SafeMedicate. Score will be provided by the designated Administrator of SafeMedicate. Any students with an Academic Early Alert Referral will meet with faculty to discuss action plan. Students are required to complete assigned modules from SafeMedicate (see grid below for required modules) and demonstrate competency by passing the Essential Skills Authentic Diagnostic Assessment (ADA) with a grade of 90% or greater. The ADA will be taken during <b>Weeks 8-10</b> of the quarter as assigned by clinical faculty. A calculator is embedded in the exam for student use. The ADA comprises 5% of the course grade.</li> </ol>	<ol style="list-style-type: none"> <li>1. Safe medication administration is a high-risk nursing intervention that is a learned skill.</li> <li>2. Students need time to develop this skill.</li> <li>3. The focus in <b>NURS 3405</b> is on learning the skills necessary for safe medication administration, including dosage calculation and the psychomotor skills related to medication administration.</li> </ol>

<b>NURS 3391</b> <b>NURS 4191</b> <b>NURS 4391</b>	<ol style="list-style-type: none"> <li>At the beginning of each indicated quarter, students will be required to take a medication administration safety exam prior to entering into the clinical setting. (Please see grid).</li> <li>Students will be scheduled for an Authentic Diagnostic Assessment (ADA) or an Authentic Assessment (AA) during the first two weeks of the quarter on Safe</li> </ol>	<ol style="list-style-type: none"> <li>Removing the consequences of course failure removes the fear and changes the culture from a punitive one to a culture with</li> </ol>
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	<p>Medicate. The ADA or AA exam will take place in a proctored environment within the classroom or CPL setting. Students will have 75-90 minutes to complete the exam. The exam will cover content consistent with completed modules on SafeMedicate. Students are required to complete SafeMedicate modules (see grid below) to study and prepare for ADA &amp; AA exams. A calculator is embedded in the exam for student use. In the event that SafeMedicate fails to launch the calculator, one will be provided for student use. Calculators can be checked out through the CPL.</p> <ol style="list-style-type: none"> <li>The score on the ADA/AA contributes 10% toward the clinical grade. For those students who are required to retake the exam, the first attempt score will be used in the final clinical grade.</li> <li>Students are expected to achieve a 90% or greater on the ADA/AA exam before passing medications in the clinical setting.</li> <li>Clinical Coordination faculty will verify if students achieved 90% or greater via SafeMedicate using the provided username and password. A remediation plan, using a combination of learning modules and practice exams in SafeMedicate, will be provided by clinical coordination faculty and used for remediation to promote student success. The math center can always be used as an additional resource by the student. See below remediation plans for each clinical section.</li> <li>Students who do not achieve 90% or greater on the ADA/AA exam will be expected to remediate content areas of growth and retake the exam. Students must wait 48 hours before repeating the exam. Students may repeat the exam up to two times, each 48 hours apart. Students needing to remediate and retest, must complete ADA/AA exams by the end of Week 3 in order to administer medications in the clinical setting.</li> <li>Demonstration of safety in medication administration is a critical competency in the clinical setting. Students who do not achieve a passing score after all attempts have been completed will not be able to participate in medication administration in the clinical setting, and therefore cannot pass the safety criteria of the clinical evaluation.</li> <li>For those students unable to demonstrate safety in medication, an Academic Early Alert Referral will be initiated by the assigned clinical coordination faculty. The student will need to make an appointment with their advisor and faculty to discuss progression options.</li> </ol>	<ol style="list-style-type: none"> <li>emphasis on successful learning.</li> <li>Allowing 48 hours between attempts encourages a student to return to areas of growth, review, reflect prior to repeating the assessment.</li> <li>Attaching a percentage of the course grade to the ADA/AA assessment reinforces the seriousness of medication administration safety.</li> </ol>
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<b>NURS 4791</b>	<p>Optional Activity:  Students are encouraged to take the medication exam given to newly hired nursing staff in the facility where they have their preceptorship. This test would not count toward their grade but would give students practice taking an exam similar to what they will take upon employment following graduation.</p>	<p>This is suggested to familiarize students with the reality of clinical practice and assist them in identifying remaining areas of deficiency in medication administration but is not mandatory.</p>
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**Grid for Required Medication Calculation Exams**

Nursing Course	Grade %	Week Given	Time Allowed for this Exam (in minutes )	Number of Items	Category
NURS 3405: Health Assessment & Interventions	P/F	3-4	75	40	<b>Foundation Numeracy Assessment (FNA)</b> Students will complete the following SafeMedicate modules prior to the NFA. <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Prescription Orders and SI Units</li> </ol>
NURS 3405: Health Assessment & Interventions	5%	8-9	75	40	<b>Essential Skills-Authentic Diagnostic Assessment (ADA)</b> Students will complete the following SafeMedicate modules prior to the ADA. <ol style="list-style-type: none"> <li>3. Tablets and Capsules</li> <li>4. Liquid Medications</li> <li>5. Injections</li> <li>6. IV Infusion (Basic)</li> </ol>
NURS 3391: Promoting Mental Health	10%	1-2	75	40	<b>Essential Skills-Authentic Assessment (AA)</b> Review Safe-Medicare Modules as needed. All prior modules will be used for testing purposes. (Modules 1-6)
NURS 4191: Promoting the Health of Children & Families	10%	1-2	75	10	<b>Essential Skills Pediatrics-Authentic Diagnostic Assessment (ADA)</b> Review SafeMedicate modules as listed. <ol style="list-style-type: none"> <li>1. Essential skills-Pediatrics</li> </ol>
NURS 4391: Promoting the Health of Adults	10%	1-2	90	20	<b>Advanced Essential Skills-Authentic Diagnostic Assessment (ADA)</b> Review SafeMedicate Modules as listed. <ol style="list-style-type: none"> <li>1. Advanced Essential Skills <ul style="list-style-type: none"> <li>• Students will be tested on both continuous and intermittent infusions.</li> </ul> </li> </ol>

**APPENDIX F**  
**BSN PROGRAM STATEMENT ON PREPARATION PLAN FOR NCLEX**



**The College of Nursing is committed to fostering a supportive environment for NCLEX preparation.**

- The UWorld NCLEX preparation resources (case studies and NCLEX exam practice questions) are the key resources used by the CON to assist individual students in preparation for NCLEX licensing exam, developing clinical reasoning skills and critical thinking
- Access to UWorld resources is made available to each student in their final year of study on January 1<sup>st</sup> and is available to students for a period of 1 year or approximately 6 months after program completion. A UWorld representative will provide orientation on the use of the UWorld program to CON constituents.
- Faculty are encouraged to use UWorld resources (NCLEX style questions and case studies) in class to assist students with long term preparation for NCLEX exam.
- NCLEX prep elective course (graded CR/non-credit) will be made available to students in their final year of study. Participation is strongly encouraged but not mandatory.
- Faculty Advisors will assist upper division nursing students with the development of individual NCLEX study plan during advising appointments and offer suggestions regarding

various NCLEX preparation resources available for purchase (eg. books, case studies, alternative NCLEX type questions) (see appendix F-A, next page)

- Students in the Traditional cohort (June graduates) and Transfer BSN cohort (August graduates) will receive advising support for their NCLEX Preparation Plan from their respective Senior Synthesis faculty. The support will involve a meeting with senior practicum faculty to discuss and receive advice regarding the NCLEX Preparation Plan prepared by the students prior to the meeting.
- UWorld Representative will provide NCLEX prep workshop to each undergraduate cohort in their final quarter of study.

**AFTER Graduation:**

- NCLEX exam passes and failures will monitored by the respective BSN program coordinators. Students who fail NCLEX exam on first attempt, will be contacted by the BSN Program Coordinator and connected with designated faculty for additional support and mentoring for NCLEX retake.



**Sub Appendix F-A**

**NCLEX Preparation Plan-Advising Appointment**

Student Name: June or August graduation (circle one)

Faculty Advisor Name: \_\_\_\_\_ Date of Advising Apt: \_\_\_\_\_

1) How are you studying for the NCLEX exam ( eg. case studies, practices exams, NCLEX preparation books, NCLEX apps. etc. be specific).

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2) Which NCLEX prep books are you using? Describe how are you integrating alternative format questions into your preparation:

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3) Review your Practice Exam scores (for students currently enrolled in NURS 4790). What areas have you identified that you would like to focus on in preparation for the NCLEX?

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4) Review your program and prerequisite course grades (A&P, for example). What are you actively doing to enhance your knowledge in areas that are challenging? How many practice questions a day?

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5) How often are you refreshing your knowledge in areas of strong performance?

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6) Have you and your classmates formed NCLEX study prep groups? Yes/No (circle one)

How often do you meet? \_\_\_\_\_

What strategies do you have in place to make time in your schedule to attend these important sessions?

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7) How will you know that you are “ready” to take the NCLEX Examination (what are the indicators)? Be specific:

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8) What life events could present a challenge to your success on the NCLEX:



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Additional Comments:

Student's Signature: \_\_\_\_\_ Date:

Faculty Advisor's Signature: \_\_\_\_\_ Date:

**Faculty Advisors:** Please return this form to Rebecca Severson's mailbox following the advising period. Documents will be placed in the student's academic file.

## **APPENDIX G**

### **"AT RISK" POLICY AND PLAN FOR SUCCESS PROCEDURE & FORM**

#### **Progression Committee "At Risk" Policy & Plan for Success Procedure & Form**

##### I. Purpose

The purpose of the "At Risk" Policy is to identify student patterns of academic difficulties, unethical, unprofessional, or unsafe conduct and, when appropriate, recommend or require a student plan that addresses the difficulties and/or conduct.

##### II. Procedure

- A. The *Plan for Success* Form are completed by College of Nursing faculty when a student's course-related academic performance or unethical, unprofessional, or unsafe conduct puts the student at risk of course failure.
  1. Copies of the at-risk form go to:
    - a. Faculty who originated the form
    - b. Student advisor
    - c. Associate Dean of Undergraduate Education/Program Director
    - d. Student file (original form)
    - e. Student
    - f. Army ROTC, if student is ROTC Cadet (as appropriate)
    - g. Chair, Progression Committee

2. Student meets with advisor and adds advisor comments on the original Plan for Success form in student file
  3. Student advisor communicates pertinent information to course faculty and Associate Dean of Undergraduate Programs/Program Director (as appropriate)
- B. The Progression Committee of the College of Nursing may review a student's course-related academic performance or conduct as necessary. The Progression Committee Chair will notify a student in writing that they will be reviewed, the reason for the review, and the date and time of the review. The student may address, in writing, the Committee concerning their situation. The student may be accompanied by their advisor or other faculty support person. The plan for Success form may be issued for one or more of the following reasons:
1. Failure (C- or lower) in two or more courses in the same quarter
  2. Failure (C- or lower) in two consecutive quarters
  3. Total of three failures (C- or lower) in any three courses or three quarters, and thereafter as the Progression Committee deems appropriate
  4. If requested in writing by two College of Nursing faculty members
  5. In the case of one or more episodes of unethical, unprofessional, or unsafe conduct
- C. As a result of the review, the Progression Committee may decide to:
- a. Continue to monitor the student's performance or conduct while meeting the requirements set forth by the Progression Committee
  - b. Require the student to seek assistance from specific SU support services
  - c. Require the student to meet with their faculty advisor at a specific frequency for a specified period of time
  - d. Require the student to develop and submit a written plan to improve their academic performance and conduct for Progression Committee approval and for monitoring by the student's faculty advisor
    - 1) The student's faculty advisor and student sign the plan when completed
    - 2) The student's written plan is maintained in the student's file
- D. The Chair of the Progression Committee communicates with the Associate Dean of Undergraduate Education/Program Director [APNI, DIUS], and they will notify the student of the decision, in writing, within seven working days. The student's faculty advisor and any other appropriate parties will receive a copy of the communication. A copy of the communication will also be placed in the student's academic file. Failure to fulfill the Progression Committee's plan will also be documented in the file, and further actions may be enacted.

**COLLEGE OF NURSING STUDENT PLAN FOR SUCCESS FORM**

Student: \_\_\_\_\_ Quarter: \_\_\_\_\_

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Course Number and Title: \_\_\_\_\_

Student Advisor: \_\_\_\_\_

Student Plan for success form are completed by College of Nursing faculty when a student's course-related academic performance or unethical, unprofessional, or unsafe conduct puts the student at risk of course failure.

1. Students are required to meet with faculty to discuss behavior and changes needed to meet course objectives. Students need to complete and sign the form.
2. The original of the signed Student Plan for Success form will be placed in the student's file. A copy of the form will be provided to the student.
3. A copy of the completed and signed Student Plan for Success form will be submitted to:
  - a) Faculty who originated the form: \_\_\_\_\_
  - b) Course Coordinator (as appropriate): \_\_\_\_\_
  - c) Student's advisor: \_\_\_\_
  - d) Associate Dean of Undergraduate Education/Program Director:  
\_\_\_\_\_
  - e) ROTC (as appropriate): \_\_\_\_\_
  - f) Athletic Department: \_\_\_\_\_

**To be completed by the College of Nursing faculty:**

Describe the performance related to course objectives, syllabus requirements, and/or expectations of professional conduct:

Outline changes student has initiated and changes still needed to meet the course objective, syllabus requirements, and/or expectations for professional conduct :

**To be completed by the student:**

Check all the items below that challenge your academic performance:

<input type="checkbox"/> Time management	<input type="checkbox"/> Study habits and organization
<input type="checkbox"/> Frequent absences	<input type="checkbox"/> Homesickness
<input type="checkbox"/> Roommate difficulties	<input type="checkbox"/> Course rigour
<input type="checkbox"/> Balancing work and school	<input type="checkbox"/> Testing skills
<input type="checkbox"/> Health issues	<input type="checkbox"/> Family and/or relationship difficulties
<input type="checkbox"/> Communication with my instructor	<input type="checkbox"/> Underutilization of campus resources
<input type="checkbox"/> Other (please describe):    	

**To be completed by faculty and student during meeting:**

Provide a detailed plan for successful course completion:

Signatures

Course Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

By signing this document, I state that I have met with the faculty and read the above form.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Revised 11/2021

**APPENDIX H**  
**Admission, Progression, Dismissal, Readmission Policy**  
**PERFORMANCE CRITERIA**  
**ADMISSION, PROGRESSION, PROBATION AND**  
**DISMISSAL UNDERGRADUATE COLLEGE OF NURSING**

Undergraduate students are subject to all of the academic policies set forth in the *Seattle University Catalog* including Policy #2004-2, Admission to the University and Policy #2005-2, Academic Probation, Dismissal and Reinstatement for Undergraduate Students. This College of Nursing policy describes additional conditions for admission, progression, probation, and dismissal for students in the Bachelor of Science in Nursing (BSN) and Diagnostic Ultrasound (DIUS) programs.

**I. Admission (BSN)**

**A. Freshman Admission:** In addition to the university admission standards, all applicants to the College of Nursing traditional 4-year program must have a cumulative grade point average (GPA) of at least 2.75 (on a 4.0 scale), and two units of laboratory science, one each in laboratory biology and laboratory chemistry, and 3 units of college preparatory mathematics. One of which must be pre-calculus

**B. Transfer and Post-Baccalaureate Admission:** For transfer students applying to the BSN program from other regionally accredited colleges or universities, admission requirements include receipt by the Seattle University Office of Admissions of an official transcript verifying completion of prerequisite courses. Additionally, transfer applicants must meet the following criteria for entry into the nursing course sequence:

1. Transfer of 90 credits, per University Policy #2004-2, *Admission to the University*,
2. A grade of at least C (2.0 on the decimal system) in each nursing major prerequisite course, and
3. A cumulative GPA of at least 2.75 and a 3.0 GPA in all nursing major prerequisite courses.

**C. Internal Transfers:** Current SU student requests for internal transfer to the nursing major will be considered on a space - available basis. Qualified applicants who wish to change their major to nursing must meet the freshman admission criteria outlined above.

**II. Admission (DIUS)**

**A. Freshman Admission:** In addition to the university admission standards, all applicants to the College of Nursing traditional 4-year program must have a cumulative grade point average (GPA) of at least 2.75 (on a 4.0 scale), and two units of laboratory science, one each in laboratory chemistry and laboratory physics.

**B. Transfer and Post-Baccalaureate Admission:** For transfer students applying to the DIUS program from other regionally accredited colleges or universities, admission requirements include receipt by the Seattle University Office of Admissions of an official transcript verifying completion of prerequisite courses. Additionally, transfer applicants must meet the following criteria for entry into the diagnostic ultrasound course sequence:

1. Transfer of 90 credits, per University Policy #2004-2, *Admission to the University*,
2. A grade of at least C (2.0 on the decimal system) in each diagnostic ultrasound major prerequisite course, and
3. A cumulative GPA of at least 2.75 and a 3.0 GPA in all diagnostic ultrasound major prerequisite courses.

**Internal Transfers:** Current SU student requests for internal transfer to the diagnostic ultrasound major will be considered on a space available basis. Qualified applicants who wish to change their major to diagnostic ultrasound must meet the freshman admission criteria outlined above. And 3 units of college preparatory mathematics. One of which must be pre-calculus

### III. Progression (BSN)

**A.** In order for SU traditional 4-year students and internal transfer students to begin the nursing sequence courses (NURS) in the winter of the sophomore year, a student must complete all UCOR and nursing major prerequisite courses and maintain a cumulative GPA of 2.75 and a GPA of 3.0 in the nursing prerequisite courses.

**B.** In order for transfer students to be released for second quarter course registration and to continue in the nursing course (NURS) sequence, official transcripts showing prerequisite course completion must be received by the end of the first quarter in the academic program.

**C.** Progression through the nursing program of study for all students is assured only when a student:

1. Achieves a grade of at least C (2.0) in all nursing major (NURS) courses, and
2. Maintains a cumulative GPA of at least 2.75 and a 3.0 GPA in all the nursing major (NURS) courses required for degree completion.

**D.** Progression is based on the sequential arrangement of the curriculum. Students may not take a succeeding level course without completion of the previous level course(s) or prerequisite courses, without recommendation of the progression committee and/or the approval of the Associate Dean.

- E. A student who takes fewer than the required nursing credits for the specified program of study will be considered 'out of sequence.' Courses are not offered every quarter, which will affect the timing of re-entry and program completion. Out of sequence students will be allowed to register for nursing courses on a space-available basis.
- F. When a curriculum change occurs, the student must complete their enrolled program of study within one (1) year of the last regularly scheduled course in the former curriculum, OR apply for reinstatement to the new curriculum.

**IV. Progression (DIUS)**

- A. In order for SU traditional 4-year students and internal transfer students to begin the diagnostic ultrasound sequence courses (DIUS) in the fall of junior year, a student must complete diagnostic ultrasound major prerequisite courses and maintain a cumulative GPA of 2.75 and a GPA of 3.0 in the diagnostic ultrasound prerequisite courses.
- B. In order for transfer students to be released for second quarter course registration and to continue in the diagnostic ultrasound course (DIUS) sequence, official transcripts showing pre-requisite course completion must be received by the end of the first quarter in the academic program.
- C. Progression through the diagnostic ultrasound program of study for all students is assured only when a student:
  - 1. Achieves a grade of at least C (2.0) in all diagnostic ultrasound major (DIUS) courses, and
  - 2. Maintains a cumulative GPA of at least 2.75 and a 3.0 GPA in all the diagnostic ultrasound major (DIUS) courses required for degree completion.
- D. Progression is based on the sequential arrangement of the curriculum. Students may not take a succeeding level course without completion of the previous level course(s) or prerequisite courses, without recommendation of the progression committee, or the approval of the Program Director and/or Associate Dean.
- E. A student who takes fewer than the required diagnostic ultrasound credits for the specified program of study will be considered 'out of sequence'. Courses are not offered every quarter, which will affect the timing of re-entry and program completion. Out of sequence students will be allowed to register for diagnostic ultrasound courses on a space-available basis.
- F. When a curriculum change occurs, the student must complete their enrolled program of study within one (1) year of the last regularly scheduled course in the former curriculum, OR apply for reinstatement to the new curriculum.

**V. Repeating a Course (BSN)**

- A. A student who receives a grade lower than C (2.0) or a W (withdrawal) in any nursing course must repeat that course. A student may repeat any nursing course only once.
- B. A student who fails or withdraws from a stand-alone clinical course must repeat the clinical course for a grade and must audit the related theory course concurrently. Awarding of a passing grade in the clinical course being repeated is contingent upon meeting the attendance requirement of the theory class. Students must earn a C (2.0) or better in the repeated stand-alone clinical course in order to progress. The student will be permitted to register for a course being repeated only on a space-available basis.
- C. Because repeating a course puts the student out of sequence, a new plan of study must be developed by the student in consultation with their nursing advisor for progression through the sequence of nursing courses. A copy of the plan will be placed in the student's academic file.

**VI. Repeating a Course (DIUS)**

- A. A student who receives a grade lower than C (2.0) or a W (withdrawal) in any diagnostic ultrasound course must repeat that course. A student may repeat any diagnostic ultrasound course only once.
- B. Because repeating a course puts the student out of sequence, a new plan of study must be developed by the student in consultation with their diagnostic ultrasound advisor and the Program Director for progression through the sequence of diagnostic ultrasound courses. A copy of the plan will be placed in the student's academic file.

**VII. Withdrawing from Courses (BSN and DIUS)**

- A. A student may withdraw only once from any major course.
- B. A student may not withdraw from a course that is being repeated.

**VIII. Graduation (BSN)**

A minimum of a 2.75 cumulative GPA and a 3.0 GPA in all the nursing major (NURS) courses is required for graduation with a Bachelor of Science in Nursing degree.

**IX. Graduation (DIUS)**

A minimum of a 2.75 cumulative GPA and a 3.0 GPA in all the diagnostic ultrasound major (DIUS) courses is required for graduation with either a Bachelor of Science in Diagnostic Ultrasound degree (BSDIUS) or a Post Baccalaureate Certificate in Diagnostic Ultrasound.

**X. Academic Probation (BSN)**

- A. Determination of probation and the probation process at Seattle University are outlined in Policy #2005-2, *Academic Probation, Dismissal and Reinstatement for Undergraduate Students*, and this policy applies to all students of the College of Nursing. Additionally, students of the College of Nursing **shall** be placed on probation when:

1. A student's GPA falls below 3.0 in the nursing major (NURS) courses or below 2.75 cumulative GPA,



2. A student achieves a grade lower than C (2.00) in any nursing (NURS) course,  
or

3. A student is found to have engaged in unsafe, unethical, illegal, or unprofessional misconduct. (In certain circumstances, misconduct may warrant disciplinary dismissal rather than probation as per section XII. B.).

**B.** When a student is placed on probation, the Associate Dean, with recommendations as needed from the Progression Committee, establishes the terms and conditions for the student's continuing progression in the BSN program. The student must comply with the conditions of probation in order to progress in the nursing program.

**XI. Academic Probation (DIUS)**

**A.** Determination of probation and the probation process at Seattle University are outlined in Policy #2005-2, *Academic Probation, Dismissal and Reinstatement for Undergraduate Students*, and this policy applies to all students of the College of Nursing. Additionally, students of the College of Nursing **shall** be placed on probation when:

1. A student's GPA falls below 3.0 in the diagnostic ultrasound major (DIUS) courses or below 2.75 cumulative GPA,

2. A student achieves a grade lower than C (2.00) in any diagnostic ultrasound (DIUS) course, or

3. A student is found to have engaged in unsafe, unethical, illegal, or unprofessional misconduct. (In certain circumstances, misconduct may warrant disciplinary dismissal rather than probation as per section XII. B.).

**B.** When a student is placed on probation, the Program Director, with recommendations as needed from the Associate Dean and Progression Committee, establishes the terms and conditions for the student's continuing progression in the DIUS program. The student must comply with the conditions of probation in order to progress in the program.

**XII. Dismissal from the College of Nursing (BSN and DIUS) A. Academic Dismissal** may result from any of the following:

1. Achievement of a grade lower than C (2.00) in major course being repeated

2. Achievement of a grade lower than C (2.00) in two different major courses, even though one course may have been repeated satisfactorily

3. Course failures and/or withdrawals in the same or in different major courses as follows:

a. Two (2) course failures, or

b. One (1) course failure and two (2) course withdrawals, or

c. Three (3) course withdrawals

d. Violation of University Policy #2011-3, *Academic Integrity*

**B. Disciplinary Dismissal** may result from any of the following:

1. Violation of the Seattle University Code of Student Conduct
2. Violation of other university policies and procedures,
3. Unsafe, unethical, or illegal conduct or behavior, and/or
4. Manifesting a pattern of unprofessional conduct that reflects poorly on Seattle University, the College of Nursing, or affiliated agencies. Professional conduct for undergraduate students is guided by the standards delineated by professional organizations in:
  - a. American Nurses Association, *Code of Ethics for Nurses*,
  - b. American Nurses Association, *Scope and Standards of Practice*, 2<sup>nd</sup> Edition,
  - c. American Association of Colleges of Nursing, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, Section VIII, and
  - d. Washington State Administrative Code (WAC) 246-840-700
  - e. Commission on Accreditation of Allied Health Programs (CAAHEP)
  - f. Society of Diagnostic Medical Sonography, (SDMS) *Code of Ethics*
  - g. Society of Diagnostic Medical Sonography, (SDMS) *Scope of Practice*
  - h. Society Diagnostic Medical Sonography, (SDMS) *Clinical Standards for the Diagnostic Medical Sonographer*
  - i. American Registry for Diagnostic Medical Sonography, Inc. (ARDMS)
  - j. American Institute of Ultrasound in Medicine (AIUM)
  - k. Cardiovascular Credentialing International (CCI)
  - l. Society for Vascular Ultrasound (SVU)
  - m. American Society of Echocardiography (ASE)

5. **(BSN)** If a student is under investigation for alleged unprofessional, unethical, or illegal activities, and/or alleged behavior that is in conflict with the regulations of the Washington State Quality Assurance Commission for Nursing, the student will be removed from the clinical setting, pending the outcome of the investigation.

6. **Re-Admission after Dismissal (BSN and DIUS):** A student must wait one full academic year prior to applying for re-admission to the BSN and BSDIUS programs following an academic dismissal. A student who received a disciplinary dismissal is not eligible for re-admission to the BSN and DIUS programs.

### XIII. Appeals (BSN and DIUS) and Readmissions to the Program

- A. The decision to dismiss a student or to place a student on academic probation due to a failing grade will be reviewed under University Policy #2005-2, *Academic Probation, Dismissal and Reinstatement for Undergraduate Students*.
- B. The decision to dismiss a student or to place a student on disciplinary probation because the student has engaged in unsafe, unethical, illegal, or unprofessional conduct or because the student has not demonstrated the requisite knowledge, skills, or judgment needed to be a competent practitioner will be reviewed under University Policy #2011-2, *Professional Conduct: Appeals Procedures*.
- C. An academic penalty that results from a violation of Section 3.5 of the Seattle University Code of Student Conduct, such as cheating or plagiarism, will be reviewed under University Policy #2011-3, *Academic Integrity*.

Originally Issued 9/75 and reviewed every 3 years or more often as needed  
 REVISED 01/07, 11/10, 08/11, 02/12, 10/14, 09/17, 06/18, 11/21 , 10/22

## **APPENDIX I HEALTH POLICIES**

### **Policy and Procedure for Follow-Up to Occupational Exposure to Blood Borne Pathogens**

Centers for Disease Control and Prevention. (2001). *Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis*. Morbidity and Mortality Weekly: 50(RR11):1-42. Retrieved online May 11, 2010 from **Synopsis (selected, from the MMWR Recommendation)**:

“Recommendations for HBV post-exposure management include initiation of the hepatitis B vaccine series to any susceptible, **unvaccinated** person who sustains an occupational blood or body fluid exposure. Post-exposure prophylaxis (PEP) with hepatitis B immune globulin (HBIG) and/or hepatitis B vaccine series should be considered for occupational exposures after evaluation of the hepatitis B surface antigen status of the source and the vaccination and vaccine-response status of the exposed person.

Immune globulin and antiviral agents are not recommended for PEP of hepatitis C. For HCV post-exposure management, the HCV status of the source and the exposed person should be determined, and for HCP exposed to an HCV positive source, follow-up HCV testing should be performed to determine if infection develops.

Recommendations for HIV PEP include a basic 4-week regimen of two drugs (zidovudine [ZDV] and lamivudine [3TC]; 3TC and stavudine [d4T]; or didanosine [ddI] and d4T) for most HIV exposures and an expanded regimen that includes the addition of a third drug for HIV exposures that pose an increased risk for transmission.

In addition, this report outlines several special circumstances (e.g., delayed exposure report, unknown source person, pregnancy in the exposed person, resistance of the source virus to antiretroviral agents, or toxicity of the PEP regimen) when consultation with local experts and/or the National Clinicians' Post-Exposure Prophylaxis Hotline is advised.

Occupational exposures should be considered urgent medical concerns to ensure timely postexposure management and administration of HBIG, hepatitis B vaccine, and/or HIV PEP” (CDC, 2001).

### **Summary of Actions:**

According to the CDC, “avoiding occupational blood exposures is the primary way to prevent transmission of hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV) in health-care settings. However, hepatitis B immunization and postexposure management are integral components of a complete program to prevent infection following bloodborne pathogen exposure and are important elements of workplace safety” (CDC, 2001).

**Occupational exposure is an urgent medical condition and should be dealt with *immediately* after each occurrence. For some types of prophylaxis, treatment must begin within four (4) hours of the exposure. As a part of facility/course orientation, faculty members must talk with students about the need to report bloodborne pathogen exposures (and other incidents) *immediately* when they happen. The same urgency applies for faculty (and staff) exposures – ALL exposures should be dealt with *immediately*.**

For all exposures, the exposed person should IMMEDIATELY remove soiled clothing and wash the affected area with soap and water.

When made aware of an exposure incident, the faculty member should *immediately* initiate the procedures outlined below and complete the attached form, whether for a student or their own exposure incident.

Complete attached form entitled

1. *Report Form for Occupational Exposure to Bloodborne Pathogens*. Every question is important, as the answers will help determine the best course of postexposure follow-up for the exposed individual. Please make every effort to be thorough.
2. Link to institution/agency system for immediate management of exposure by one of the following agency designates: unit manager, infection control coordinator, or other designated manager of OSHA Standards compliance. The procedures and regulations of the hospital, clinic, or healthcare agency will prevail.
3. Immediately provide copies of report form to the exposed person, the facility contact (as above), and the SUCON Associate Dean for the relevant program level (undergraduate or graduate).
4. Give informed consent to have your own blood drawn as soon as possible after the exposure for baseline information. (Note – you may postpone consent to HIV serologic testing, but it is vitally important that you consent to the immediate blood draw so that the option for later serologic testing is preserved.)
5. Link to your primary healthcare provider as soon as possible. If you do not have immediate access to your private healthcare provider, you may identify yourself as SUCON faculty/student with a possible HIV/HBV exposure and access:
  - a. the emergency services at the site of incident.
  - b. SU Student Health Center (SHC). Notification of the exposure needs to be as soon as possible if the student has SU health insurance or if it is decided to seek care at the SHC. If the SHC is not the primary care provider, there will be an out-of-pocket expense.

**Resources:**

- Seattle/King County Public Health HIV/AIDS Control Program – Postexposure Prophylaxis
  - Primary Contact *during business hours*: 206-296-4649 ○ After-hours: Call 206-726-2619 to be directed to the after-hours provider
  - Website: <http://www.kingcounty.gov/healthservices/health/communicable/hiv/links/pep.aspx>
- National HIV/AIDS Clinicians' Consultant Center (run by UCSF)
  - Post-Exposure Prophylaxis Hotline: 888-448-4911 ○ Website: <http://www.nccc.ucsf.edu/>
- Clinicians evaluating healthcare workers with occupational exposures will use the detailed guidelines outlined in the full MMWR document to determine appropriate the course(s) of postexposure prophylaxis for the situation, and in consultation with the healthcare worker's history, medical status, and preferences. See above for full citation.

**Report Form for Occupational Exposure to Bloodborne Pathogens**

This form accompanies the SUCON Policy on *Follow-Up for Occupational Exposure to Bloodborne Pathogens*. **Occupational exposure is an urgent medical condition and should be dealt with immediately after each occurrence.** For some types of prophylaxis, treatment must begin within four (4) hours of the exposure.

The purpose of this form is to document as many details about the exposure incident as possible so that the exposed person and their healthcare provider may make an informed decision about the nature and extent of postexposure prophylaxis. The form is then signed by the required parties and immediately sent to the Associate Dean of the related program for processing.

1. **Date of exposure:** \_\_\_\_ 2. **Time of exposure:** \_\_\_\_\_

3. **Name of exposed person:** \_\_\_\_

4. **Name of faculty member (if student is exposed):** \_\_\_\_

5. **Location (facility name, unit, etc.) of exposure:** \_\_\_\_\_

6. **Name and phone number of facility contact person:** \_\_\_\_\_

**Details of procedure being performed at time of exposure:**

**Type of exposure (select all that apply)**

- \_\_\_ Percutaneous injury (**amount:**\_\_\_\_\_)
- \_\_\_ Mucous membrane exposure (**amount:**\_\_\_\_\_)
- \_\_\_ Non-intact skin exposure (**amount:**\_\_\_\_\_)
- \_\_\_ Bites resulting in blood exposure to either person involved

**Where and how exposure occurred:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If related to sharps device, type and brand of device: \_\_\_\_ How and when in course of handling device did the exposure occur: \_

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**Details of exposure material and severity:**

**Type and amount of fluid or material (select all that apply)**

- Blood
- Fluids containing blood
- Potentially infectious fluid or tissue (e.g. semen; vaginal secretions; cerebrospinal, synovial, pleural, peritoneal, pericardial, or amniotic fluids)
- Direct contact with concentrated virus

**Severity of exposure** (e.g., for percutaneous exposure, depth of injury and whether fluid was injected; for skin or mucous membrane exposure, estimated volume of material and condition of skin [e.g. chapped, abraded, intact]): \_\_\_\_\_

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**Details about exposure SOURCE (and immediate actions):**

**KNOWN SOURCES:**

*Initiate steps to test source per facility procedures.*

**Test for HBsAg, anti-HCV, and HIV antibody** (Notes: direct virus assays for routine screening of source patients are NOT recommended; consider using rapid HIV-antibody test; do not test discarded needles for bloodborne pathogens; *if the source person is NOT infected with a bloodborne pathogen, baseline testing or further follow-up of the exposed person is NOT necessary*)

**Note here results OR whether steps were initiated and who the contact person is and when results are expected:**

HBsAg – \_\_\_\_\_  
Anti-HCV – \_\_\_\_\_  
HIV antibody – \_\_\_\_\_

**If source refuses testing, please document as much as is relevant and known about the source's medical diagnosis, clinical symptoms, history of risk behaviors, immunization status:**

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**UNKNOWN SOURCES:**

**Describe/estimate likelihood of bloodborne pathogen infection among patients in the exposure setting (e.g. HIV treatment clinic vs. pediatric oncology unit):**

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**IF SOURCE IS HIV-INFECTED:**

**Stage of disease, history of antiretroviral therapy, viral load, and antiretroviral resistance, if known**

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**Details about EXPOSED PERSON:**

Hepatitis B vaccination status (dates): \_\_\_\_\_

Hepatitis B vaccine-response status (if known): \_\_\_\_\_

**Referral and Outcome:**

Where referred for counseling and post-exposure management: \_\_\_\_\_

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Notifications performed (Note: Minimal notifications are agency representative for occupational exposure follow-up –see attached policy – and SUCON Associate Dean for the relevant program level.):

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Other steps taken: \_\_\_\_\_

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**SIGNATURES:**

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Signature of Student Completing Form	Date
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Signature of Faculty Completing Form	Date
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Agency Representative Signature (Individual to Whom Incident was Reported)	Date
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**FOLLOW-UP ACTION REQUIRED:**

(This section is completed by the Associate Dean/Program Director or Designee)

- Student Interviewed       Reported to Agency's Risk Management
- Faculty Interviewed       Reported to Vice President/University Counsel (SU)
- Education/Training Provided     Reported to Dean, College of Nursing
- Other:





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Signature of Associate Dean, College of Nursing, Seattle University

Date

**Policy and Procedure If a Student is Injured or Becomes Ill**

Students who are injured or become ill in the clinical area should notify the clinical instructor immediately. In the case of a clinical site-related injury, the student should follow the procedure (if one exists) prescribed by the institution or agency for students who are injured. In the case of an unusual occurrence concerning a patient, student does the following:

When a student is involved in an unusual occurrence concerning a patient, during his/her clinical experience in a hospital or public health agency, the following steps must be followed once the immediate needs of the situation have been met:

1. The policy of the agency for reporting an incident will be followed. Send one copy of the agency's incident report to Seattle University, Risk Management Office.
2. The student and instructor/preceptor will complete a CON Student Clinical Incident/Injury Form.
  - a. One copy goes to Academic Services
  - b. Original goes to the identified primary care provider; such as SU Health Center
  - c. Student may retain a copy for personal records
3. The Assistant Dean should be notified by phone (206-296-5672) within 24 hours of the incident.

The agency may also request its own incident form be completed. Notify the CON Student Health Center of the incident by calling 206-296-6300. Do this after you have contacted the clinical site's employee health office or nearest emergency room for immediate triage.

Students who become ill at the clinical site should, along with their clinical instructor, determine if their illness is communicable and a risk for their patients, or determine if the illness will impair the student's judgment to safely carry out their responsibilities. Treatment of any illness would be done at the student's expense.

**Health Insurance**

All Health Sciences students are required to have personal health insurance, or to join a healthcare plan, to cover the expenses of their healthcare, treatments in case of an injury, and/or care for a catastrophic illness or serious chronic condition within or outside the clinical setting.

**COVID-19**

Seattle University continues to base our decisions and policies on the latest public health guidance. We ask that you comply with the following requirements as directed.

<https://www.seattleu.edu/coronavirus/>

## Student / Faculty Incident Report Form

(Not related to Occupational Exposure to Bloodborne Pathogens)

A student/faculty incident report is completed when any unusual event (such as falls, being struck by a patient, medication error) occurs which may cause harm to a student, faculty member, or patient in the clinical setting or during any other course-related activity. The form should be completed as soon as the faculty member has knowledge of the event. The form is then signed by the required parties and immediately sent to the Associate Dean of the related program for processing.

NAME OF STUDENT/FACULTY \_\_\_\_\_

DATE OF INCIDENT \_\_\_\_\_ TIME OF INCIDENT \_\_\_\_\_

NAME OF THE AGENCY \_\_\_\_\_ AGENCY PHONE # \_\_\_\_\_

NAME OF AGENCY CONTACT: \_\_\_\_\_

EXACT LOCATION OF INCIDENT \_\_\_\_\_

DESCRIPTION OF INCIDENT BY FACULTY/STUDENT (who, what, where, when and how):

NAMES AND TITLES OF ALL INDIVIDUALS INVOLVED IN INCIDENT (i.e. Nurse Manager, Patient, Physician):

DESCRIBE TREATMENT RECEIVED:

\_\_\_\_\_  
\_\_\_\_\_

DATE OF TREATMENT: \_\_\_\_\_ TREATED AT: \_\_\_\_\_

BY WHOM: \_\_\_\_\_

IF NOT TREATED, WHY NOT? \_\_\_\_\_

SIGNATURES:

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Signature of Student Completing Form	Date
Signature of Faculty Completing Form	Date
Agency Representative Signature (Individual to Whom Incident was Reported)	Date

**FOLLOW-UP ACTION REQUIRED:**

(This section is to be completed by the appropriate Program Associate Dean or Designee)

- Student Interviewed
- Faculty Interviewed
- Education/Training Provided
- Other:
- Reported to Agency's Risk Management
- Reported to Vice President/University Counsel (SU)
- Reported to Dean, College of Nursing

**FOLLOW-UP INVESTIGATION AND SUGGESTIONS FOR IMPROVEMENT:**

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**ADDITIONAL COMMENTS:**

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Signature of Associate Dean  
College of Nursing, Seattle University

Date