

Nursing Student Handbook

with program supplements

2026-2027

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Preface

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

The Nursing Student Handbook has been written solely to provide the student with information specific to the curriculum, Nursing policies and procedures, campus facilities, and resources. Every effort has been made to ensure its accuracy. Its contents do not constitute an agreement between the Lydia Green Nursing Program and its students.

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

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

Core Values of Lydia Green Nursing Program

Excellence: to promote an outstanding educational and learning environment that supports the full potential of all and incorporates critical thinking and communication skills.

Respect: to accord worth and dignity to all human beings. It includes respect of others' voices and opinions, irrespective of personal attributes or life situations. Recognition of a person's worth, or of a personal quality, trait, or ability. This includes respect for self as well as others. Evidence includes lifting the well-being of the other, collegiality, pausing to fully listen to the other, the art of respectful disagreement in dialogue, civility, fulfilling commitment.

Caring Presence: is the intentional being with or offering of one's whole self, body, mind, and spirit to another. It involves the capacity to really listen; to put aside one's own concerns; to feel or imagine oneself in the world of another, and then to communicate empathetic understanding in such a way that the other feels heard and understood. The experience is potentially healing and transformation all for the other person, the caring person, or both.

Diversity: a commitment to multicultural education that makes evident the mosaic of racial, ethnic, cultural, gender, and class perspectives, while affirming the identity of each person. We promote the inclusion of diverse students, staff and faculty, and focus on enhancing opportunities for all, including those who traditionally have been underrepresented or underserved.

Inquiry: to have a deep desire to know and to understand fully. Evidence includes life-long learning, self-study, contribution to the knowledge and understanding of the whole (school, university and profession), and reflective practice.

The following terms are used throughout the Handbook:

- **Admission, Progression, and Retention Committee (APRC):** A Lydia Green Nursing Program committee that meets regularly to determine student outcomes
- **ATI:** Assessment Technologies Institute; comprehensive study and testing program
- **At Risk:** Students are designated as "At Risk" by the Program when they exhibit

unprofessional behavior which puts them at risk of dismissal from the Program.

- **BSN:** Bachelor of Science in Nursing
- **CANS:** College of Applied and Natural Sciences
- **Chief Nurse Administrator or Designee:** LGNP Chief Nurse Administrator (CNA) or person appointed by CNA to fulfill role of CAN.
- **Clinical:** Practicum experience in Nursing pre-approved agency
- **Clinical Learning Lab (CLL):** On campus facility for development of clinical skills
- **Course Instructor:** the faculty member or group of faculty who are listed as the faculty of record for a course
- **Dean:** College of Applied and Natural Sciences Dean to fulfill the role as Dean
- **Dismissed:** Students are designated as “Dismissed” by the Program and University if they have been dismissed from the Program or from the University for administrative or academic reasons.
- **Failure to Progress:** Students are designated as “non-progression” who do not successfully complete a course, making them ineligible to progress
- **Leave of Absence (LOA):** Students are designated as “LOA” by the Program and University if they are not enrolled for a specific quarter (up to four consecutive quarters before reapplication is required) but have a planned date of return according to the LOA policy stated in this Handbook.

- **LGNP:** Lydia Green Nursing Program
- **Nursing Program:** Lydia Green Nursing Program (LGNP)
- **Practicum:** (also called Clinical) Lydia Green Nursing Program-Nursing Lab and clinical experience in a pre-approved agency or hospital setting
- **Program:** Lydia Green Nursing Program (LGNP)
- **Re-Application:** Students who are Dismissed or Withdraw from the program may petition to re-apply to the program.
- **Re-Enrollment:** Students who Fail to Progress in the program or are granted a LOA
- **SAS:** Student Academic Services
- **SFS:** Student Financial Services
- **School:** College of Applied and Natural Sciences (CANS)
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- **SPU:** Seattle Pacific University
- **Standards:** All standards of safety, practice, and behavior as cited in course syllabus, handouts, textbooks, and course evaluation forms the American Nurses Association or other professional nursing organizations of specialty practice.
- **University:** Seattle Pacific University
- **Withdrawn:** Students are designated as “Withdrawn” by the Nursing Program and Seattle Pacific University if they choose to withdraw from a course, the Program, or the University.

1.0 The Lydia Green Nursing Program

1.1 Accreditation

Seattle Pacific's BSN is approved and regulated by the Washington State Board of Nursing. The baccalaureate degree program in nursing at Seattle Pacific University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

1.2 Foundational Statements

1.2.1 Nursing Program Mission Statement

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

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

1.2.2 Nursing Program Vision

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

1.2.3 Nursing Program Philosophy Statement

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

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

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

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The College of Applied and Natural Sciences' learning climate supports students in developing character, accountability, responsibility, and honesty.

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

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

Philosophy of Nursing Education

The best environment for learning is one in which learners can feel challenged, accepted, respected, and supported, and in which they can relate new learning to prior knowledge and life experiences. The learning environment embodies a commitment to collaboration, creativity, and leadership. The faculty and students share responsibility for the development of each individual's potential. A variety of teaching and learning strategies are used. Professors, as role models, demonstrate ethical decision-making, love and concern for students, and their faith and commitment to the institution's Christian goals.

1.2.4 Purpose of the Nursing Program

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

1.2.4.1 Purpose of the Undergraduate Nursing Program

The purposes of the Undergraduate Nursing Program are to:

1. Provide a liberal and professional education that integrates the humanities, sciences,

nursing theory, and nursing research with personal faith and values.

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

1.3 Expectations for Nursing Students

1.3.1 Civility in Nursing Education

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

Therefore, the following expectations are in addition to the requirements listed in the [SPU Undergraduate Catalog](#):

Students are expected to be on time for each class and clinical experience. Students are being prepared to transition to the professional world with new skills and knowledge. Tardiness is unacceptable in academic and health care settings, where colleagues and patients depend on the student's care.

Students are expected to remain in class, labs, and clinical experiences for the entire designated period and leave when the professor indicates the session is finished. Leaving class, lab, or a clinical site

before faculty dismissal demonstrates disrespect, is extremely distracting to others in the class, and may be unsafe for patients. All students deserve to have the best environment in which to learn. Packing up books before the professor has finished is also a distraction and communicates a lack of respect. The professor may ask the student who demonstrates such behaviors to leave the classroom.

Electronic devices should be muted to prevent noise disruption and distraction in the learning environment. Cellphones are expected to be put away during class and clinical unless approved by the professor. Students should follow instructor and syllabus guidelines regarding the use of electronic devices in class, lab, and clinical settings.

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

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

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

1.3.2 Nondiscrimination Policy

If a student believes they have experienced unlawful discrimination, they should refer to and follow the Seattle Pacific University nondiscrimination policies outlined in the [Undergraduate Catalogs](#).

1.3.3 Professional Behavior

Students are expected to maintain high standards of professional performance and behavior. Students must become familiar with the American Nurses Association (ANA) Professional Standards, the Code of Ethics for Nurses, and their own specialty national organization's standards. Regular feedback is provided to the faculty regarding a student's behavior. If the behavior of the student is

not in keeping with the standards of the profession and the Nursing Program, a student may be dismissed from the program. Nursing Program faculty may consider factors beyond academic performance when determining whether a student may continue in the program, such as professional behavior, academic integrity, and safe clinical competence.

1.3.4 Mandatory Program Orientation

Students are required to attend a mandatory program orientation run by the Chief Nurse Administrator and Nursing Administration Staff. Failure to attend may impact a student's admittance into the nursing program.

1.3.5 Technology Resources

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

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

1.3.6 Changes in Current Address, Phone, or Name

It is essential that the LGNP office have current contact information to maintain accurate records and contact students quickly. Therefore, it is the student's responsibility to inform the University and the Nursing Program of any changes in name, address, or phone number.

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

Students are responsible for checking their records in Banner for accuracy.

1.3.7 References and Letters of Recommendation

During academic study or upon graduation, the student may request a reference or letter of

recommendation from faculty. All requests must be submitted by email.

Evaluations conducted during clinicals/preceptorships are not sent to prospective employers because they are educational documents intended to identify learning needs and are not an appropriate reference tool.

1.4 Resources for Students

University Catalogs and Time Schedule:

<https://spu.edu/catalog>

Student Life Policies and Procedures:

<http://spu.edu/administration/office-of-student-life/policies-and-procedures>

1.4.1 Disability Support Services

The University provides a variety of services for eligible students with disabilities through [Disability Support Services](#) (DSS). Any student with a documented physical, medical, psychological, or learning disability can schedule an intake interview with a DSS staff person for further assistance.

1.4.2 Laws related to Nursing Professions

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

1.5 Celebrations and Awards

1.5.1 Undergraduate Consecration

Nursing students admitted into the Lydia Green Nursing Program begin their first term with a celebration and blessing of hands at a Consecration ceremony. It is a time set apart for prayer and praise, shared by family, friends, nursing faculty, staff, and nursing students, for God's blessing on their nursing study. Students may be asked to participate in speaking roles. Nursing uniforms are worn for the ceremony. A cohort picture and individual portraits are taken for display and clinical use.

1.5.2 Undergraduate Pinning

This graduation celebration service is a final quarter ceremony for graduating nursing students. It marks the passage from student to professional nurse. Family and friends are invited to share this occasion with the students. The focus of the celebration is the receiving of the SPU nursing pin, which represents completion of the Seattle Pacific University Lydia Green Nursing Program.

Pinning is planned by the Administrative Team and requires student recruitment and participation. Students may volunteer for a speaking role and/or compiled cohort video. Special awards are given to graduating students and are announced at pinning. The award policies are as follows:

- Outstanding Academic Achievement in Nursing. The student(s) with the highest GPA in the nursing major (80-credit) coursework.
- Outstanding Clinical Practitioner. The student demonstrating the highest level of performance in clinical settings is chosen by the faculty and clinical instructors.
- Outstanding Student of Competence and Character. This award is given to the student who has demonstrated excellence in scholarship, as well as exhibiting honesty and

integrity, and who values serving others. Student peers choose the recipient.

1.5.3 Sigma

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

2.0 Academics

2.1 Academic Policies

2.1.1 Academic Integrity

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

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

Nursing instructors are committed to the learner achieving the highest level of scholarly performance and will assist the student in this endeavor. The student is reminded that any language, ideas, images, or thoughts published or presented by another person or through use of artificial intelligence (AI) must be appropriately cited and referenced according to the APA Publication Manual. Academic and professional integrity are considered seriously within the College of Applied and Natural Sciences.

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

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

2.1.2 Class Attendance

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

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

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

2.1.3 Communication

Timely communication between instructors and students is critical for efficient and effective planning of classroom and clinical/preceptorship activities, as well as for communication of matters of importance to students. Email, voicemail, and Canvas notifications are the primary forms of communication used in the Lydia Green Nursing Program.

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

breaks is important, particularly related to clinical placements.

2.1.3.1 Email

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

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

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

2.1.3.2 Canvas

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

2.1.3.3 ATI Policies

ATI is a comprehensive program used by the Lydia Green Nursing Program to help students learn and master nursing concepts for practice as a RN as well as prepare them for the NCLEX exam. For assigned ATI modules in all nursing program courses the students will:

- Complete assigned module/s and take end of module test/s.

2.1.4 Policy for Writing Papers

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

Publication Manual of the American Psychological Association, for specifics.

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

The [SPU Library](#) and [Research, Reading, & Writing Studio](#) is a helpful resource to support students in their writing skills.

The use of another's work in writing—or of work you have completed for another class—without citing their contribution, whether intentional or accidental, is a serious offense. **This applies equally to work produced by other writers or by AI writing software (such as ChatGPT).** If you are concerned about whether your presentation of information is plagiarism or not, it is your responsibility to vet your writing with an instructor or writing tutor before you present it as your own work. Plagiarism or academic dishonesty of any sort is not tolerated.

2.1.5 Undergraduate Test Taking

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

To limit distractions during exams:

- Students must store belongings in their backpack prior to beginning any exam to reduce distractions. No water bottles or food are allowed at the testing site.
- Other than those required for the exam, electronic devices (e.g. phones, tablets, smart watches, smart glasses etc.) may not be used at any time while testing is in progress. These must be placed where designated by faculty.
- Instructors may release students who have completed the exam in 15-minute intervals, with the first dismissal occurring at the halfway point

of the exam. Students who complete the exam must close their computer, sit quietly, and wait for the next release time.

- Students are not to access or remove materials from their stowed belongings.
- Restroom breaks may be taken after the exam is completed.
- Students should remain quiet in the hallway outside the classroom, as they depart and leave the area outside of any classroom where instruction or testing is occurring.
- Testing accommodations must be approved by Disability Student Services (DSS). Exam and other course accommodations must be agreed upon at the beginning of the quarter with the course faculty. Requests for exam accommodations must be requested by the student via email at least 1 week before each exam.
 - We are committed to providing reasonable arrangements for students with accommodations for tests/quizzing/exams. Nursing exams must be proctored, therefore staffing and space availability may require students with reduced-distraction and/or extra time accommodations to be cohorted together in one room, apart from the larger class. Students may request LGNP-provided foam earplugs **prior to the start of testing**, if desired.

2.1.6 Academic Nursing Performance

The College of Applied and Natural Sciences is committed to providing opportunities for the success of all its students. Faculty concerns regarding student academic performance or behavior (professionalism) will be addressed in a timely manner and a Student Improvement Plan (SIP) will be developed collaboratively with the student. Written documentation of any concern becomes a part of the student's file.

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

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

2.1.6.1 Student Improvement Plan

Faculty will initiate improvement plans to identify specific behavioral, professional, or academic concerns and will facilitate direct discussion to outline a plan for success, including the needs of the student. For issues with clinical attendance/absences, faculty will inform the faculty course coordinator of the need for an improvement plan. The faculty directly assigned to the student is the primary individual responsible for generating the improvement plan but may request the help of the faculty course coordinator for drafting and/or delivering the Improvement Plan as needed.

The steps for the creation of a Student Improvement Plan are the following:

1. Faculty notify student via email of need to meet.
2. Faculty will initiate SIP form.
3. Faculty and student meet to complete the Improvement Plan, including review of concerns and setting of goals. Completion of the form includes a student signature to acknowledge the discussed concern. If the student declines to meet, the student may be dismissed from the program.
4. Regardless of student signature, the SIP remains valid and is placed in the student's file until successful completion of the program.
5. Student and faculty check in as needed regarding progress toward mutually agreed upon goals.

2.1.7 Academic Probation

See the [SPU Undergraduate Catalog](#) for details regarding the University academic probation policy.

2.1.8 Arranging an Independent Study

The Lydia Green Nursing Program offers the following course for independent study (IS):

- NUR 4900 Independent Study (1-5 credits)

Guidelines are provided for the amount of work per credit and variability of requirements for each type of independent study. See the [Undergraduate Catalog](#) for more information.

Definition:

Independent study is a student-directed learning project. The student determines the particular area

of study, and assumes responsibility for initiating the project, its progression and completion. The independent study must be approved by the Lydia Green Nursing Program instructor prior to the student engaging in the independent study.

Purpose:

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

Credits:

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

Procedure:

The student is responsible for asking their instructor to serve in this capacity. The instructor and reviewers will make the decision regarding acceptability of the proposal and appropriate number of credits. When the study has received final approval by the instructor and reviewers, the instructor will work with the nursing administration scheduler to create the course. Once the course is approved by the Dean, the student will receive notification to register for the course on Banner.

2.1.9 Transcultural Experiences

Nursing study abroad experiences may be available through the College of Applied and Natural Sciences. Consult the [SPU Study Abroad](#) website for offerings.

2.2 Grading

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

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

2.2.1 Required Grades for Progression

Undergraduate Grades Required for Progression

Undergraduate Nursing students who earn a final score less than a C (75%) will not progress in the Nursing Program. **Numeric scores or grades in a course are not rounded up.**

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

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

Any student receiving a final course grade of C- or below will be required to satisfactorily repeat that nursing course before progressing further in the Nursing Program. Progression is dependent on space availability. Because certain courses must be taken in sequence, failure to meet the 75% standard in any course may delay the student by one or more years. See [Section 5.1 Non-Progression: Course Failure](#) for details.

2.2.2 Incomplete (“I”) Grade

SPU policies regarding Incomplete or “I” grades are outlined in the [Undergraduate Catalog](#). In addition, for nursing students, requests for an incomplete grade will be considered if the following criteria are met:

- Request is due to unusual circumstances such as severe injury, illness or another emergency situation.
- Student is in academic good standing;
- At least 50% of the course requirements (as calculated by the instructor) have been completed at the time of the request.

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

The instructor may deny the request, grant the request, or refer the matter to the Chief Nurse Administrator or CNA designee. Instructors have the right to ask the student for verification of the

rationale for the request (e.g. medical documentation). A copy of the written plan is to be kept by the student, the instructor, and in the student's permanent file.

Although the University grants up to one year to complete the requirements for the approved incomplete (I) grade, to facilitate program progression, nursing students are encouraged to complete requirements by the end of the subsequent quarter. Per University policy, if the student does not complete the coursework according to the approved written plan, the grade will be submitted based on coursework completed and may result in a failing grade.

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

2.3 Graduation

2.3.1 Degree Requirements

Students must carefully review, understand, and meet all degree requirements listed in the [SPU Undergraduate Catalog](#). The Lydia Green Nursing Program faculty advisor and Student Academic Services staff endeavor to assist the student; however, the student remains responsible to follow through and complete all graduation requirements.

2.3.2 Graduation Terms

Per the Undergraduate Catalog, to be eligible to participate in Commencement ceremonies, a student must be able to complete all degree requirements during the calendar year in which Commencement ceremonies take place. See the [SPU Undergraduate Catalog](#) for more details.

2.3.3 Transcripts for Licensure or Certification

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

2.4 Student Academic Appeals Process

The purpose of the academic appeals process is to provide guidelines for a timely and equitable resolution of problems or complaints of an

academic nature when reasonable direct discussions between the parties have failed to do so. Academic appeals may be made only on the grounds of unfair treatment against stated standards, and not against the professional judgment or personality of the instructor.

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

See the [SPU Undergraduate Catalog](#), Academic Policies section for details regarding policies and procedures related to unlawful discrimination and the University's Academic Appeals Policy.

2.4.1 Filing an Appeal

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

1. An effort should be made to resolve the situation between the parties involved. If the situation cannot be resolved between the two parties, the student may file an Appeal.
 - a) Any Appeal filed by the student must be in writing using the Academic Appeal Form. This form is available by emailing shsstaff@spu.edu.
2. Submitted Appeals must be:
 - a) filed within five (5) calendar days after the student was informed of the decision verbally or in writing by the instructor or committee to be valid.
 - b) completed entirely, including:
 - i. current and accurate contact information
 - ii. student signature and the date signed
 - c) submitted as a PDF to shsstaff@spu.edu
3. The date an Appeal is received by the Lydia Green Nursing Program Staff is the date of filing ("Filing Date").
4. The student may submit, as part of the Appeal, the names of persons who have information relevant to the Appeal. **Students are not permitted to contact clinical site staff under any circumstances.**
 - The Chair of the Appeals Committee may request written statements from provided persons at least 48 hours prior to the Appeals Committee meeting.

- The Chair of the Appeals Committee shall determine the relevance and appropriateness to the Appeal of the persons and their statements. The Chair will decide whether to make such statements available to the rest of the Appeals Committee.
5. If the student believes clinical site staff may have information relevant to the student Appeal, the student will provide the Appeals Committee with the names of the clinical site staff. The Chair of the Appeals Committee (**not the student**) will then contact the clinical agency to determine whether the agency will provide the student and University access to the clinical site staff member(s). The Chair of the Appeals Committee will contact the student and inform the student how to proceed.
- a. Staff members at clinical agencies are not obligated to participate in student Appeals. Some clinical agencies may not allow their staff to participate in such matters.

2.4.2 During an Appeal

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

While an Appeal is under review, if the Appeal is related to a clinical course, the student will not continue in their clinical/preceptorship classes. Decisions regarding continuation in didactic/theory courses will be made by the course instructor and this professional decision is not subject to review or appeal.

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

2.4.3 Appeal Review Procedures

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

Upon receipt of an Appeal the following steps will occur:

1. The Chief Nurse Administrator will appoint an Appeals Committee. The Appeals Committee will:
 - a) consist of at least three members.
 - b) be selected from the membership of the College of Applied and Natural Sciences faculty.

- c) not include Lydia Green Nursing Program faculty directly involved in the Appeal issue.
- d) be Chaired by a faculty member designated by the Chief Nurse Administrator.

2. The Chair of the Appeals Committee will notify committee members of the:
 - a) Receipt of the Appeal,
 - b) Nature and content of the Appeal,
 - c) Date, time, and place of the Appeals Committee meeting, and
 - d) Names of other Appeals Committee members.
3. The Appeals Committee will meet and render a decision within ten (10) business days of the filing date. The Committee may schedule a meeting beyond that date if necessary or deemed appropriate.
4. The Chair of the Appeals Committee will have broad discretion in setting the procedures for the conduct of the meeting, including but not limited to deciding:
 - whether the student will have the opportunity to appear before the Committee
 - the number of persons to be heard (if any)
 - reasonable time limits for statements
 - the inclusion of additional information
 - the exclusion of persons who are not witnesses to the student event

Participants who are disrespectful or disruptive may be asked to leave.
5. The Chair of the Appeals Committee will forward their written final decision to the Chief Nurse Administrator within two (2) business days of the decision.

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

6. If a resolution is not obtained at this level, the student may Appeal to the next level in the

College of Applied and Natural Sciences or University administrative structure. See the

[SPU Undergraduate Catalog](#) regarding Appeals Process and Levels of Appeal.

3.0 Clinical and Preceptorship

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

3.1 Clinical/Preceptorship Preparations

Requirements for Clinical/Preceptorship preparation include:

3.1.1 Subscription to Typhon Group

Every nursing student is required to subscribe to the Typhon Group system and complete all required training. It is the student's responsibility to input clinical hours into Typhon and to follow up with clinical instructors for validation.

3.1.2 Clinical Onboarding Requirements

It is the student's responsibility to submit all required immunization records, documentation of TB testing/status, AHA Basic Life Support (BLS) card, and health insurance cards to the Clinical Coordinator according to the guidelines distributed in the Program Orientation process, in addition to keeping a copy for their personal records.

All nursing students are required to complete all clinical site requirements by the stated deadline. Students failing to complete requirements by the deadline will not be permitted to attend clinical and must withdraw from all nursing courses.

1. Background Checks: The following background checks are required upon entry into the LGNP as directed by CPNW and upon request to other clinical sites:

- a) Criminal History Disclosure Statement (WAC Chapter 446-20): All students must complete, sign, and return the Criminal History Questionnaire At the beginning of the nursing program and upon request by some clinical sites. Students must return and include date of signing. If answering "yes" to any criminal history question, the student must provide a written explanation, along with a copy of the signed and completed questionnaire. Answering "yes" to any question on the questionnaire will not necessarily disqualify the student from participation in Clinical/Preceptorship rotations. However, SPU and/or clinical

agencies reserve the right to deny students from participating in a clinical experience based on the Criminal History Disclosure Statement.

- b) National and State Background Checks: Students must submit a request for a national background check through the process indicated in Program Orientation materials and are responsible for any fees incurred. Once reviewed and cleared by the LGNP, clinical agencies will be notified that the student has a clear record. The clinical site has the right to refuse entry of students into the clinical setting based on criminal history.
- c) Additional Background Checks: In addition, if a clinical agency requires additional background check information the student must comply. The clinical site has the right to refuse entry of students into the clinical setting based on criminal history.

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

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

3. Current Basic Life Support (BLS) for Health Care Providers: All students must acquire and maintain current certification for BLS for Healthcare Providers prior to and throughout their Clinicals/Preceptorship. The cost of the certification course is the responsibility of the student. Certification must be received from American Heart Association (AHA), in person

training. (Note: ACLS certification does not supersede or fulfill the BLS requirement.

4. Proof of Personal Health Insurance: Students must maintain current health insurance throughout the program. The student is financially responsible for all costs of diagnosis and treatment of any illness or injury incurred during Clinical/Preceptorship experiences.
5. Immunizations and TB Testing: According to guidelines distributed in Program Orientation process, required immunizations and TB testing results must be submitted. A clinical site/agency may have other additional requirements which students must meet. Compliance with all requirements must be maintained throughout all Clinical/Preceptorship rotations. Assignment to alternate facilities is not an available option.

3.1.3 Other Required Preparations

1. Mandatory Clinical Site Orientation: Prior to attending Clinical/Preceptorship, students must complete all required specific clinical site requirements and training as instructed by the site, the Clinical Placement Coordinator, and/or specific clinical course faculty. Clinical sites are under no obligation to facilitate missed mandatory orientations. If clinical orientation is missed, the student may not attend Clinical/Preceptorship and may not be permitted to progress in the program.
2. Signed and completed SPU Clinical Agreement and Risk and Release of Liability Form
3. Release of Information: Required to allow SPU to release information regarding the student's health history, immunization record, and/or TB test results to clinical sites for the express purpose of ensuring the student is eligible to enter the site.
4. Drug Screening: Students may be required to undergo drug screening at selected agencies as a pre-requisite to Clinical/Preceptorship. Positive test results may result in a student's exclusion from Clinical/Preceptorship and dismissal from the program. Assignment of alternate facilities to avoid requirements is not an available option.

3.1.4 Clinical Placement

Clinical and Preceptorship placement assignments are not negotiable.

Nursing Students agree that they:

- commit to continually keep their contact information (including their cellphone number) up to date in the Personal Menu of the Banner Information System.
- commit to use exclusively their SPU email address for written communications related to their Clinical/Preceptorship and to respond promptly to all emails.
- commit to keep their clinical hours recorded in Typhon up to date, including the preceptor & site.
- understand all placements for Clinical/Preceptorship are at the discretion of the Lydia Green Nursing Program.
- understand that they must be prepared to travel distances of up to 50 miles from Seattle Pacific University for their Clinical/Preceptorship.
- understand that the Lydia Green Nursing Program cannot guarantee particular days of the week, shifts or shift lengths, location, or confirmation of placements before a specific date.
- understand that there can be last minute changes at clinical sites that change the day or the week and/or the length of the clinical shift based on site needs. These changes are not within the control of SPU or the LGNP.

3.2 Preceptorship Placement

Preceptorship placement decisions are the exclusive responsibility of the Practicum Placement Committee at the Lydia Green Nursing Program and are made with concern for the best learning experience for the student according to the student's past performance.

Assignments are based on placements available through clinical sites and/or CPNW. The Practicum Placement Team also considers feedback from current and previous clinical instructors when making assignment decisions. In addition, students will have the opportunity to complete a preference survey during Level 5, which will be taken into consideration.

3.2.1 Changing Placements

Once a student has started at a clinical site, there will be no student-initiated change of placement due to the complexity of meeting specific clinical site and student requirements.

If issues arise with a placement, the student should first contact their clinical instructor to discuss the concerns. The student may also be asked by the clinical instructor to submit a written statement describing the issues. Students should not discuss requests to change placements or preceptors with any clinical preceptor, site, or agency. All placement change requests must be coordinated by the Lydia Green Nursing Program directly with the site or agency, not by the student.

If a preceptor requests the student to change preceptors, the student must immediately phone and email the clinical faculty and the faculty will assume primary communication about changing the preceptor and/or unit.

3.3 Dress Standards

Professional dress and appearance are the expectation for clinical practice.

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

- Clothing is to be freshly laundered and pressed. No jeans. No athletic wear.
- Shoes are to be kept clean. Open-toed and open-heeled shoes are prohibited. For the safety of patients and students, heels should be stable and should not be excessively tall.
- Hair is to be clean, neat, and fastened away from the face with discrete clips rather than bows. Hair should be off the front of shoulders so that it does not interfere with patient care.
- Facial hair should be neatly trimmed and conservative in appearance.
- Bare midribs are not acceptable.
- Every attempt should be made to cover visible tattoos.
- Fingernails must be clean, cut to no longer than the fingertip. Nail polish of any kind and artificial nails are prohibited.
- Excessive makeup is prohibited such as extremely long false eyelashes, brightly colored makeup, etc.

- Jewelry that dangles or hangs loosely should not be worn. This may interfere with patient care or may be a safety hazard.
- Due to allergies and odor sensitivity, the use of perfume or scented products is prohibited.
- Chewing gum is highly discouraged.
- Students must wear their LGNP Nursing Student identification badge when in the clinical setting unless otherwise required by the clinical agency.
- Whether in uniform or street clothes, professional attire is required at all times.
- No logos or insignias of institutions other than SPU may be worn.

3.3.1 LGNP Nursing Student Identification Badges

Program Staff will distribute Nursing Badge Buddies prior to the students' first clinical experience that will be used with the SPU Student ID card (Falcon Card).

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

Nursing student badges will display the student's photo, name, and Nursing Student designation. Site-specific badges, if issued, must be worn at all times while in the clinical setting, with or without the LGNP Nursing Student badge as directed by the agency. Clinical site-specific badges must not be worn outside the clinical setting.

3.3.2 Undergraduate Uniform

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

The dress code, unless otherwise notified, is as described below. Failure to follow the Undergraduate Nursing Student dress code could be grounds for being sent home from Clinical/Preceptorship and could result in not meeting required Clinical/Preceptorship hours of the course, which could result in failure of the course, delay of program completion or dismissal from the program.

The complete nursing student uniform is as follows:

- Program assigned uniform. Approved matching scrub jacket or a plain long-sleeved, white or black t-shirt or turtleneck may be worn under the scrub shirt.
- Skin-toned, white, or black socks
- White or black clinic style shoes or plain white or black athletic-type shoes with no color or brand name insignia; no open-toed or open-heeled shoes.
- Nursing Clinical/Preceptorship identification badge.
- Stethoscope
- Watch with sweep second hand.
- Penlight

Lydia Green Nursing Program has adopted the following procedures for Undergraduate Nursing Students:

- The complete student uniform will be worn when caring for patients in a health care agency setting as directed by the course instructor.
- Students may only wear the SPU uniform when they are assigned to be in a Clinical/Preceptorship site that requires the uniform, or for specified on-campus internship/practicum sessions.
- Patches on SPU scrub tops must be visible at all times in clinical settings so that students are easily identifiable with their role.
- Students should never wear jeans or other casual clothing to Clinical/Preceptorship sites at any time, unless permission is granted by the instructor.
- Scrubs should not be worn more than one clinical day without laundering.

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

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

3.4 Site Specific Rules, Protocols, and Procedures

Each clinical site has unique rules, protocols, and procedures relating to conduct, procedures, and documentation. The student is responsible for reviewing and fully complying with the specific

site/agency rules, policy, and procedures in addition to those listed in the course syllabus for specific expectations or requirements for the Clinical/Preceptorship.

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

Nursing students and/or relatives are never to contact clinical placement coordinators at healthcare sites with questions, complaints, or challenges of policy at any time. Engaging in these behaviors may lead to dismissal from the program. Any communication regarding clinical placement needs to be directed to Lydia Green Nursing Program faculty course coordinators.

3.4.1 Guest Status

Students in clinical experiences are guests (not visitors) at the clinical site. Therefore:

- Students are not to criticize, challenge, or question the practices, policies, care delivery, observations, or feedback of preceptors, agency personnel, or hospital staff, or offer unsolicited advice or criticism. Any concerns must be discussed first with the SPU clinical instructor. Any feedback on the above is on the discretion of the instructor.
- Students must inform the clinical instructor (by phone or email) if the student has any changes in personal circumstances or any conditions that may adversely affect the student's performance during Clinical/Preceptorship.

3.4.2 Procedures and Documentation

Each student must follow the policies, procedures, and documentation requirements of each clinical agency. Students may not assume that a procedure approved at one agency will be available to perform at another, as policies vary among clinical sites. Additionally, clinical instructors reserve the right to reassess a student's readiness to perform any procedure at any time during the program. See [3.7.6.1 for further details](#).

3.4.3 Personal Device Usage

No personal laptops or tablets are allowed in clinical sites unless specifically directed by course faculty or if a student has a documented medical exception.

Personal cell phones and smart watches are allowed for communication with clinical instructors with the following guidelines:

- Site-specific guidelines will be prioritized when more restrictive than SPU guidelines.
- No use of cell phones/smart watches in patient care areas.
- All sounds/notifications must be muted during all clinical shifts.
- Phones/smart watches may be accessed outside of patient care areas (break rooms, cafeteria)
- No photos may be taken once inside of the clinical facility.
- No photos may be taken of patients, body parts, or any personnel in a facility.
- No photos may be taken with badge information showing at any time.
- No photos, stories, comments may be posted to any social media sites.

Inappropriate use of social and electronic media is reportable to the Lydia Green Nursing Program, the clinical site, and/or to the Washington State Board of Nursing. Students may be investigated and/or disciplined for inappropriate disclosures for any of the following:

- Unprofessional or unethical conduct
- Misuse of patient information including mishandling patient records, privileged conversations, and/or breach of confidentiality.
- Failing to maintain professional boundaries and confidential communications within the Lydia Green Nursing Program.

Social media (e.g., LinkedIn) should be limited between students and faculty/staff to professional development opportunities. Any further social media contact between students and faculty/staff should be delayed until completion of the nursing program. Students should maintain professional boundaries with patients, families, and clinical site staff by refraining from following or friending on social media while a student.

3.5 Protocol for Attendance

Attendance at all Clinical/Preceptorship experiences, including clinical site orientation to each clinical agency, presentations, scheduled

supervised practice groups, clinical sessions, and scheduled conferences with the instructor is required. It is the responsibility of the student to know the specific agency and preceptor requirements related to attendance/absence and to follow those requirements.

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

Clinical course absences cannot be made up.

3.5.1 Leaving the Unit or Clinical Site

Students are expected to report to the appropriate agency personnel (preceptor, etc.) and their instructor before leaving the unit for any reason. This includes all breaks and any other need to leave the unit. At no time may a student leave the clinical premises during the scheduled shift without discussion with the clinical instructor and the preceptor. Failure to do so is a form of patient abandonment, causing possible jeopardy of patient safety and is grounds for dismissal.

3.5.2 Illness or Injury Protocol

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

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

Leaving clinical site due to illness:

- The student must not leave the clinical agency without notifying the instructor as to their destination, contact information, and a general plan for safe transportation, if possible.
- Under the direction of the instructor, notify the unit/agency personnel (e.g., preceptor, charge nurse, supervisor, nurse manager).
- The instructor will identify agency forms to complete.

On-unit make-up for missed clinical due to illness is not available.

3.5.3 Return to Clinical/Preceptorship

Students are responsible for knowing the specific agency requirements related to absence and for following those requirements.

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

Faculty course coordinators and clinical instructors, in conjunction with the Chief Nurse Administrator, reserve the right to decide whether a student may return to their Clinical/Preceptorship based on the nature of their injury or illness, the restrictions required by a care provider, or the condition of patients, regardless of whether a release authorization has been provided by the student's health care provider.

If documentation of a student's readiness for Clinical/Preceptorship from a healthcare professional is required, a list of any restrictions must be included in the provider's note. While all efforts will be made to accommodate students with restrictions, some restrictions may limit the student's ability to meet the course objectives and may require the student to take a medical leave of absence and return to complete the course at a later date.

3.5.4 Required Clinical Hours

The LGNP recognizes clinical experiences as an important element of the education and preparation of student nurses. Performance in the clinical setting allows clinical faculty to evaluate a student's ability to apply theory to practice, perform nursing skills, maintain a professional demeanor, demonstrate safe care delivery, and interact effectively with patients and members of the healthcare team. For that reason, nursing students are expected to be on time and prepared for all clinical experiences (orientation, on-boarding, skills lab, simulation and clinical).

The Washington State Board of Nursing (WABON) requires schools of nursing to report clinical hours completed by students upon program completion. Students must complete the required number of clinical hours (minimum 600 hours) to be eligible to sit for the National Council Licensure Examination

(NCLEX) after graduation. For this reason, students are scheduled for a specific number of clinical hours each quarter so that they achieve the total required hours. While this number allows for some unintentional absences, students are expected to attend all scheduled clinical hours to ensure that they meet this requirement upon graduation.

3.5.5 Clinical Absences

The LGNP does not distinguish between excused and unexcused absences. Students should not expect to be excused from clinical due to personal or work commitments. Regardless of the reason for the absence, missed clinical hours may affect the student's ability to progress in the program.

Unintentional absence may occur due to student illness or medical/ family emergencies. If students must miss clinical due to illness or an emergency, they must notify their clinical instructor at least 30 minutes prior to the clinical start time. The preferred notification method will be determined by the individual instructor at the start of that clinical experience and students must ensure that they receive a response from the instructor that the message was received.

3.5.5.1 Two or More Clinical Absences:

When a student has had a second clinical absence in a single quarter a SIP will be initiated, and the faculty course coordinator will also look at the cumulative clinical hours completed. If the faculty course coordinator believes that the student's cumulative hours may be below the 85% mark, they will alert the Chief Nurse Administrator or CNA Designee. A student may receive a no credit grade for an individual practicum course if their total cumulative hours are below the 85% mark at the end of that quarter.

3.5.5.2 Minimum Required Hours Per Quarter:

If a student misses more than 15% of clinical hours in a single quarter, they may receive a no credit score for the practicum course.

Exceptions for Level 1 (NUR 3111) and Level 6 (NUR 4897):

- In Level 1, if a student misses more than 1 day of clinical, they will receive a no credit score for NUR 3111.
- In Level 6, a student must achieve a minimum of 150 hours to pass the

practicum course. Since students are working independently with an RN, they may have opportunities to reschedule a shift if they miss hours due to illness or emergency, but this cannot be guaranteed.

3.5.5.3 Additional Clinical Requirements:

In addition to meeting the clinical hour requirement, students must also demonstrate completion of clinical course objectives. A clinical absence may jeopardize an instructor's ability to fully evaluate student achievement of those objectives. If an instructor cannot adequately evaluate a student's achievement of course objectives due to clinical absence(s), the student will not pass the clinical course.

3.5.5.4 Documentation of Clinical Hours

It is the student's responsibility to enter their completed hours using the Time Logs feature on Typhon. Clinical instructors and/or preceptors will approve time logs. Clinical hours must be entered on Typhon by the due date stated the course syllabus. Failure to do so will result in not passing the clinical course.

Clinical Instructors and faculty course coordinators will provide guidance in Canvas for how hours should be entered into Typhon. It is the student's responsibility to seek out clarification for any unapproved clinical hours to ensure accuracy of documentation throughout the program

3.6 Documentation Signature

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

3.6.1 Undergraduate Nursing Students

"First Initial. Last Name, NS, SPU", e.g., J. Smith, NS, SPU

3.7 Safety Protocols

3.7.1 Infection and Injury Prevention

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

Standard Precautions

Students must practice Standard Precautions during every patient contact. Health agencies

provide personal protective equipment such as gloves and gowns.

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

Exposures are defined as:

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

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

The following protocol is to be followed:

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

3.7.2 Protocol for Near Miss or Accident at Clinical Site

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

- report the occurrence to the staff nurse or preceptor.
- inform the clinical instructor as soon as emergency measures have been taken.
- consult with health care providers at the site to take measures to reduce or reverse any injury or potential injury.
- follow all specific clinical site protocols for incident reporting. This may be the responsibility of the nurse preceptor, the clinical instructor, and/or student. If possible, the clinical instructor and/or student should request a copy of the report to submit to the Chief Nurse Administrator and to retain a copy for their own records.

At the clinical site the student and clinical instructor will each complete an SPU [Incident Report](#) using

the same information that the clinical agency requires. Do NOT include patient identifiers. The clinical instructor will:

- immediately notify the faculty course coordinator and the Chief Nurse Administrator about the injury or incident.
- in addition to the above incident report, prepare a written summary of all the relevant data about the injury or potential injury, actions taken, resulting outcomes, the current health status and stability of the patient and student, and discussions with the nursing student. Include a statement of contributing factors, analysis of the situation, and corrective action taken.
- submit any additional information not included in the previous report.

Percutaneous Injuries

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

Non-contaminated needle sticks need to be written up by the student for the instructor, even if the agency does not require it. The clinical instructor should submit an email to the faculty course coordinator and Chief Nurse Administrator or CNA designee containing name, date, agency, unit, a description of how the needle-stick happened, precautions that had been taken to prevent the needle-stick, and the protocol followed in doing the procedure.

If exposure occurs:

- Perform usual wound care, following agency/site protocol.
- Follow the clinical site reporting requirements for needle stick injuries.
- With preceptor/agency staff, evaluate patient's risk status for HIV, hepatitis B, and hepatitis C. Following agency procedures, obtain as much information as possible about the patient, e.g., diagnosis and pertinent lab data (HIV status, HBsAG status). Confidentiality of the patient's identity and information should be maintained at all times. (For further information, consult the

CDC guidelines at [CDC: Hepatitis B Vaccine \(Interim\) VIS](#) [CDC: Clinical Care in Hepatitis B](#)

- Inquire if HIV and Hepatitis B and C screens are available for the student through the clinical agency.
- The student must take all available information to their health care provider. All care and/or treatment is the financial responsibility of the student.

3.7.3 Safe Conduct

Students cannot practice "while affected by alcohol or drugs or by a mental, physical or emotional condition to the extent that there is an undue risk that he or she, as a nurse, would cause harm to him or herself or other persons" ([WAC 246-840-710 \[5\]\[b\]](#)).

3.7.4 Patient and Clinical Site Confidentiality

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

While students may share non-identifiable information for course and learning purposes, no patient, preceptor, or site information of any kind should be shared outside confidential settings in the clinical site or classroom.

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

- No facility or facility staff information should be shared via email, social media, or by other means outside the learning environment.

3.7.5 Agency Property

If the student leaves the agency with keys or other equipment, loses an agency access badge or access key, the student has the responsibility to inform the agency immediately, return the items immediately, keep them secure until returned, or if a badge is lost notify the agency immediately. Agency access and/or ID badges must be worn as directed by the agency and stored in a secure place when not in use. These badges must be returned at the end of the quarter to your clinical instructor. Fees may be charged for lost badges. Failure to return badges may result in that quarter's grades being held until resolved.

3.7.6 Clinical Procedure Requirements

3.7.6.1 First Performance of a Procedure

When a student performs a procedure for the first time (excluding medication administration-[see 3.7.6.2](#)), the clinical instructor appointed by the instructor must be present.

After the student has demonstrated safe and satisfactory performance of the skill, the clinical instructor will notify the student when they may perform the procedure independently. Until that approval is given, the instructor must remain present whenever the student performs the procedure.

In order to ensure patient safety, each clinical instructor has the right at any time throughout the duration of the nursing program to ask the student to demonstrate the ability to perform procedures, even if previous instructors have previously approved the student's skill performance.

3.7.6.2 Administering Medication

In each new clinical setting, or when assigned a new clinical instructor, a student's **first medication administration** must be directly observed and verified by that instructor. Once the instructor confirms that the student demonstrates safe and competent practice, the student may continue to administer medications **under the supervision of a nurse preceptor**.

Students must never administer medication without an instructor or preceptor present.

Before giving any medication(s) to any patient, the

student must be prepared to provide complete information to the instructor or preceptor using the six rights of medication administration, including:

- Medication purpose for that patient
- Mechanism of action
- Verification of correct dose and route
- Side effects
- Contraindications
- Desired effects
- Required patient education

Students who cannot demonstrate adequate knowledge may be deemed unsafe and denied the opportunity to administer medications at that time. Further action may also be undertaken via a Student Improvement Plan or may result in immediate dismissal of the program. See Appendix B for policy on Automated Drug Dispensing Device (ADDD).

3.8 Clinical Learning Lab (CLL) Policies and Procedures

The Lydia Green Clinical Learning Lab includes the Skills Training Lab (Watson Hall Rooms 256), Nursing Classrooms (Watson Hall Rooms 253 & 255), and Simulation Suite (Watson 245-252). Any CLL use must be approved by the CLL Coordinator.

3.8.1 Clinical Learning Lab Attendance (Skills Lab)

Skills lab does not count toward the total clinical time for the quarter. However, time in the skills lab is important for ensuring that students have the knowledge base and competence to provide basic nursing skills in the clinical setting. For this reason, skills lab attendance is mandatory. Students should follow faculty course coordinator instruction on how to enter level 3 hours into Typhon. Should illness or emergency keep a student from attending a skills lab, the student should notify the CLL instructor and faculty course coordinator. Failure to attend scheduled Clinical Learning Labs could impact a student's ability to attend clinical and/or pass the practicum course.

3.8.2 Use and Hours

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

The lab is available to nursing students via reservation for independent practice during regular school hours when it is not reserved for nursing classes. It is necessary to make a reservation for independent practice via the established process found on your canvas practicum course modules. The CLL Coordinator will post a weekly calendar at the entrance of the Skills Training Lab.

Link to current [Skills Lab Guidelines](#):

3.8.3 Visitors

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

3.8.4 Access to the Lab

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

3.8.5 Clinical Learning Lab Safety

All CLL users must adhere to the following safety standards:

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

3.8.6 General Guidelines

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

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

3.8.7 Food and Drink

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

3.8.8 Equipment Checkout

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

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

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

3.8.9 Lost and Found

Items left in the CLL will be brought to the Lost and Found in at the front desk office, Marston Hall Room 326.

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

4.0 Student Services

4.1 Employment

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

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

4.1.1 Leisure and Self-care

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

4.1.2 Maximum Employment

Undergraduate Program

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

4.1.3 Work Before Clinical Experiences

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

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

4.1.4 Dress Standards for Employment or Volunteer Experiences

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

4.1.5 Nursing Assistant Certification

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

4.1.6 Nursing Technician

A nursing technician (nurse tech) is a nursing student preparing to get an RN or LPN license. Nursing techs are licensed to work in hospitals, nursing homes, or clinics.

To become a licensed nurse tech, you must be enrolled and in good standing at SPU and have not yet graduated.

Please use this link when applying for a [Nurse Tech License through the Washington State Board of Nursing](#).

Students must download the current Employer Verification Form and Education Verification Form directly from the Nurse Tech License website.

Required Forms:

- Employer Verification Form – The hiring manager at your place of employment will provide you with the Employer Verification Form upon hiring (complete section 1).
- Education Verification Form – Students must complete Sections 1 and 2 on the form.
- Students must send both completed verification forms to bsn@spu.edu to be signed by the Chief Nurse Administrator or CNA designee.
- Level 1-Level 4 Skills List – Signed skills lists are available to student applicants after they successfully complete each quarter in the BSN program. A skills list can be requested prior to an interview for a nurse tech position.
- Clinical Evaluations – Students can download their evaluations directly from Typhon.
- Follow instructions on the state licensing website on how to apply for your nurse tech license.

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

4.2 Support and Resources

4.2.1 Faculty Advisors

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

Undergraduate Program

Upon entry to the nursing program, all students will be assigned to a nursing faculty advisor. If not already assigned, the student should select a nursing faculty advisor through Banner in the Lydia Green Nursing Program, College of Applied and Natural Sciences.

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

4.2.2 Scholarships

Nursing scholarship information is posted online on the [Current Nursing Students](#) website. Additionally, the [American Nurses Association](#) website may be helpful.

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

4.2.3 Counseling

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

Undergraduate students may access resources through the [SPU Student Counseling Center](#).

4.2.4 Library & Research, Reading, & Writing Studio

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

4.2.5 Center for Learning

For students who desire support in developing study habits and skills, the [Center for Learning](#)

offers resources and services to support the student.

4.3 Recommendations and Verifications

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

Verification of a student's enrollment or completed degree can be obtained through the [Office of the Registrar](#).

Verification of a student's clinical hours or the details of their educational experience may be requested through the Chief Nurse Administrator. Email Nursing Administrative Staff (bsn@spu.edu) to initiate the process.

4.4 Participation on Committees

4.4.1 Student Responsibilities as Committee Members

Student input will be brought to the faculty through the structure of student representatives to the Undergraduate Nursing Council (Lydia Green Nursing Council).

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

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

4.5 Involvement Opportunities

4.5.1 Living Well

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

theology who are interested in learning about severe and persistent mental health issues. Students work collaboratively under the guidance of faculty scholars. Generous financial support is available to individuals selected as Fellows.

5.0 Non-Progression, Withdrawal, & Re-Entry

5.1 Non-Progression in the Program

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

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

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

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

5.2 Non-Progression: Course Failure

5.2.1 Course Failure Policy Guidelines

Definition of Course Failure

- A course grade less than a C or less than 75% is considered a failing grade.
- Course grades (scores) will not be rounded up.
- Each course will be assigned the earned grade on Banner.

Retake Policy

- When a student does not achieve 75% as a final course grade, the student must retake the course and any associated co-requisite courses. The failed course and any co-requisites must be retaken together.

- A student may not progress to any course in the next quarter until all courses are passed successfully in each quarter.
- Progression to the next quarter is dependent on space availability.
- Re-entry and retaking of a course or courses are initiated by the student.
- To initiate the process of re-entry and re-taking a failed course(s), the student must complete the Re-entry Request Form Process which is located in [Section 5.5 Re-Entry to the Nursing Program](#).
- All repeated courses must be completed within four quarters (excluding summer).
- The highest grade earned for each course retaken will be the grade counted towards the student's cumulative GPA.

Definition of Failure Episode

- The occurrence of one or multiple failed courses within the same quarter will be counted as one episode of course failure.

Number of Failure Episode Allowed

- A student may have one episode of course failure throughout the nursing program.
- If a student has a second failure episode, the student will be dismissed from the program.
- After dismissal from the program, the student may re-apply to the program as a new applicant and re-start the program. Re-entry is not guaranteed.
- After successful completion of the retaken course(s) and all associated co-requisite course(s), the student may continue to the next quarter based on space availability.

5.3 Non-Progression: Withdrawal

5.3.1 Dropping Individual Courses

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

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

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

5.3.2 Complete Withdrawal from the Program

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

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

1. Schedule an appointment with the Chief Nurse Administrator or CNA designee for a meeting in which the student will discuss plans including possible re-entry at a future date. At the time of this meeting, the student will be given a copy of the Handbook policy regarding re-entry. (See section on [Re-Entry](#).)
2. Complete the [Withdrawing from the University](#) form and submit to Student Academic Services.
3. As a courtesy, the student should notify instructors in all courses for which they are registered that they are leaving the University.

5.3.3 Leave of Absence from the Program

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

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

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

1. Submit a written request for LOA to the Chief Nurse Administrator or CNA designee that summarizes statement of the need.
2. Meet with the Chief Nursing Administrator or CNA designee to discuss the length of time anticipated for the leave and to discuss a tentative plan for completion of coursework.

- a. The Chief Nurse Administrator or CNA designee will take the request to the LGNP Admissions, Progression, and Retention Committee (APRC) for final approval.
3. Ensure that current contact information is on file through the Banner Information System.
 4. Maintain regular monitoring of SPU email for notices of program information throughout leave.

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

- Sign an agreement for all conditions set forth by the Program for re-entry
- Complete the LGNP re-entry form.
- Register for required coursework.

5.4 Non-Progression: Dismissal from a Course or the Program

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

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

- Violation of standards of nursing conduct or practice (See [WAC 246-840-710](#); [RCW 18.130.180](#).)
- Unethical or unprofessional conduct or behavior as outlined in the [International Council Code of Ethics](#), [ANA Code of Ethics for Nurses](#), ANA Scope and Standards of Practice, National Student Nurses Association Code of Professional Conduct, and National Student Nurses Association Code of Academic and Clinical Conduct.
- Academic or other dishonesty.
- Lack of safety in Clinical/Preceptorship or lab experiences, including failure to:
 - fulfill internship/practicum requirements (See section on [Clinical/Preceptorship](#).)
 - maintain appropriate boundaries with patients and staff.
 - adequately prepare for safe patient care.
- Pattern of behavior or a single incident of serious misconduct that reflects poorly on SPU, the College of Applied and Natural Sciences, Lydia Green Nursing Program, or clinical agencies, including:

- Speaking negatively about SPU, clinical agencies, or anyone affiliated with either.
- Aggressive, intimidating, or disruptive behavior to others, including patients, staff, faculty, and peers.
- Impaired or intoxicated behavior
- Failure or refusal to follow agency or syllabus requirements, standards, or guidelines.
- Failure to advance skill development or clinical reasoning.
- Lack of participation in remediation or non-adherence to learning plans.
- Dismissal from the University for failure to adhere to policies and procedures stated in the SPU Student Handbook.

If a student is dismissed from a course for any reason:

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

5.5 Re-Entry to the Nursing Program

The following policies apply to students wishing to re-enter in the Nursing Program:

- Re-Entry to the Nursing Program is dependent upon space available.
- Re-entry applications are reviewed and considered by the LGNP APRC. Decisions regarding re-entry will be made within ten business days and are final.
- Re-entry is contingent upon strong potential for successful completion of the program.
- Re-entry will be allowed only one time.

Students who wish to re-enter must submit a re-entry form application to the LGNP administrative staff (bsn@spu.edu).

The re-entry form must be submitted in its entirety by the following deadlines:

- Return for Autumn entry: March 1st
- Return for Winter entry: October 1st
- Return for Spring entry: February 1st

Students who submit a Re-entry form will be notified of the decision in writing. Re-entry decisions are final.

The following is required for Re-entry application:

The application should address the circumstances that led to the student's course failure, withdrawal or dismissal, how those issues have been resolved, and their plan for improved academic success. The student should include information on any relevant information that would aid the Lydia Green Nursing Program APRC in considering the application.

6.0 Bachelor of Science in Nursing Program Supplement

6.1 Program Information

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

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

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

6.1.1 Student Learning Outcomes

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

1. Integrate concepts of liberal arts and sciences to promote wellbeing and manage complex nursing care, incorporating sound clinical judgement through nurse generalist practice.
2. Employ leadership principles, evidence-based practice, and quality improvement strategies to influence health policy and regulations for provision of safe and quality care across the lifespan.
3. Use patient care technologies and manage clinical information to deliver safe, effective, and

quality care in a variety of settings across diverse populations.

4. Collaborate in the management, coordination, and delivery of interprofessional care for diverse individuals, families, and communities.
5. Demonstrate professional behaviors that reflect values consistent with lifelong learning, spiritual awareness, cultural humility, and ethical standards.

6.1.2 Organizational Framework

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

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

Assessments and interventions would use nursing diagnosis and the six holistic parameters (i.e. physical, psychological, sociocultural, developmental, spiritual, and environmental) (American Nurses Association, 2026).

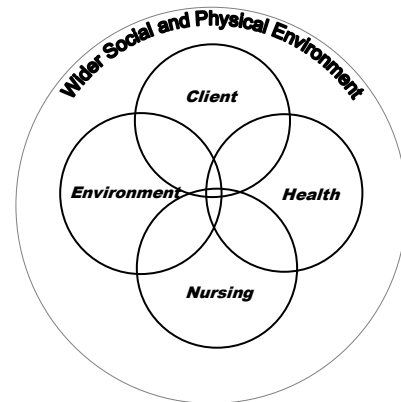


Figure 1: The Nursing Metaparadigm
References:

American Nurses Association. (2026, May 28). *The nursing process*. <https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/the-nursing-process/>
Fawcett, J. (1984). The metaparadigm of nursing: Present status and future refinements. *Image: The Journal of Nursing Scholarship*, 16: 84-87.
<https://doi.org/10.1111/j.1547-5069.1984.tb01393.x>

6.2 Applying for Licensure in Washington State

6.2.1 Eligibility

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

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

Approval to take the NCLEX will not be granted until the degree is posted and the Washington State Board of Nursing (WABON) receives the transcript.

6.2.2 Distribution of Application Materials

Application materials and information about procedures, fees, etc. will be distributed during the final quarter of the program. Each student will receive a packet of information, as well as

information in class, about NCLEX-RN and Washington State licensure. If students wish to be licensed in other states, it is their responsibility to refer to the National Council of State Boards of Nursing (NCSBN) [website](#), for specific information for that state.

6.2.3 Application Process

There are two application processes:

1. State application for Registered Nurse license
2. Application for National Council Licensure Examination-RN (NCLEX-RN).

6.2.4 Authorization to take NCLEX-RN

Once the student's completed application materials and transcript have been received and processed by the WABON, the graduate will be authorized to make an appointment at a testing site to take the NCLEX-RN exam. The NCLEX-RN exam is a Computer Adaptive Test. See the NCSBN website for details: <https://www.ncsbn.org/exams.page>.

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

Appendix A: Seattle Pacific University Automated Drug Dispensing Devices Policy

Automated Drug Dispensing Devices: WAC 246-840-519

Purpose

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

WAC 246-874-010: Definitions .

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

Nursing Student ADDD Access Procedures:

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

Appendix B: Medication Safety Assessment Policy

Purpose

To demonstrate competence in dosage calculation skills required for safe practice in medication administration.

Rationale

LGNP faculty are committed to reducing medication errors in healthcare. A policy for assessing student competence in medication dosage calculations is an important step in ensuring that students have the knowledge required to safely administer medications in the clinical setting. The Medication Safety Assessment (MSA) does this by requiring students to identify and interpret data from medication orders and labels and use that information to calculate correct dosages for medication administration. Because the MSA is a requirement in each practicum course, students are consistently evaluated for competence and with the required remediation each quarter; ownership for this competence rests with the student.

Faculty Responsible for MSA

Course Coordinator for practicum courses:

L1:	L2:	L3:	L4:	L5:	L6:
NUR3111	NUR3121	NUR3131	NUR4141	NUR4151	NUR4897

Protocol

A Medication Safety Assessment (MSA) will be administered at the beginning of every quarter (Exception: Level 1; MSA is given mid-quarter following medication administration instruction and practice).

- You must achieve 100% on the MSA before clearance is granted to administer any medication in the clinical setting.
- You will have 45 minutes to complete the 10-question MSA.
- LGNP calculators will be provided by the instructor, and all work must be shown for each problem.
- The score of the first attempt at the MSA is the score that will be recorded in the grade book.
- If 100% is not achieved on the first attempt, you are required to complete self-directed remediation using provided online resources prior to the MSA Retake (second attempt).
- If 100% is not achieved on the MSA Retake (second attempt), students will receive a Student Improvement Plan and are required to meet with faculty prior to taking the Final MSA (given no later than the end of week 3).
- If 100% is not achieved on the Final MSA after three attempts, you will receive a 'no credit' grade for both the practicum and theory courses as they are co-requisite.
- Accommodation letters and requests to use for the MSA must be submitted prior to administration of the MSA, at the beginning of the quarter.