INTRODUCTION

The Department of Nursing faculty and staff extend a warm welcome to you as you journey through the BSN program. As a student in the Department of Nursing at Gonzaga University, you are part of a community of scholars and we look forward to working with you. The knowledge you gain and the friends you make while you are here will be yours throughout your career.

Purpose of Student Handbook

The purpose of this handbook is to assist nursing students in understanding more fully the policies, practices, and procedures of the Department of Nursing. You are responsible for familiarizing yourself with, and following, the guidelines contained herein. This handbook is not all-inclusive and does not replace the Gonzaga University Student Handbook and Catalog or any nursing course syllabi. In instances where there is a conflict between this handbook and any University or Department documents, the University or Department document shall take precedence.

Efforts have been made to ensure the accuracy of the material in this handbook. However, some types of information, such as phone numbers, are subject to change without notice. The handbook will be updated each year as policies and procedures are developed or revised, if you find an error or have suggestions that you feel will implore clarity in future iterations of this handbook, please contact your academic advisor. This handbook is in effect for the 2016-2017 academic year.
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DEPARTMENT OF NURSING OVERVIEW

The Department of Nursing at Gonzaga University, an integral part of the School of Nursing and Human Physiology, offers programs designed to meet the needs of undergraduate and graduate students who are seeking to expand their knowledge of nursing and to ensure that their nursing practice is based on the best available evidence. Programs offered by the Department of Nursing are grounded in the Jesuit traditions of social justice, care and compassion, commitment to excellence, finding God in all things, and service to others, as well as in the Ignatian principle of tailoring education to time, place, and person. The Department welcomes students from diverse cultural, spiritual, and experiential backgrounds; values the contributions of diverse learners; and believes the educational experience is enriched by this diversity. Graduates are educationally and experientially prepared to practice in an increasingly complex healthcare system and to advance the profession of nursing with sensitivity, vision, and value-centered action.

Vision

The vision of the Department of Nursing is to shape the future of healthcare by transforming nurses and nursing.

Mission

The Department of Nursing shapes the future of health care by providing undergraduate and graduate students with a nursing education that is rigorous, innovative, relevant, and grounded in Jesuit and nursing values. We prepare nurses to practice in today’s complex health care environment and to provide leadership in the service of others.

Philosophy

The faculty of the Department of Nursing believes that a liberal education is essential to the preparation of professional nurses. The faculty also believes that accessible and flexible nursing programs are necessary to improve individual, family, community, and societal health, and to increase quality and accessibility of health and nursing care services. The Department’s programs and program delivery methods are specifically designed to address the needs of underserved populations: registered nurses with unmet educational needs and consumers/communities with unmet health care needs. The faculty’s beliefs about people and environment, leadership, health, nursing, and education provide the foundation for the design and implementation of its programs.

People and Environment

- People are complex, multidimensional, integrated beings.
- The worth, dignity, human rights, and complexity of every individual must be valued and protected.
- Each individual’s unique talents must be fostered.
- Because individuals are social beings, they form groups that are characterized by shared interests and goals; these relationships are dynamic and changing.
- Families, groups, and communities can be the focus of nursing care; however, they are also a part of the environment in which care for an individual is provided.

Education

- Teaching is sharing expertise in the process of learning and empowering learners to learn.
• Learning is the acquisition of knowledge, skills, competence, and confidence; it is a lifelong activity.
• Learners and faculty share responsibility for the learning environment; however, individual learners must assume responsibility for their own learning and must participate in shaping their own learning experiences as well as foster the learning of other learners.
• The teaching-learning relationship is learner-centered. Teachers seek active engagement with learners and use a variety of strategies to create and maintain an environment that fosters curiosity, imagination, creativity, critical thinking, and self-appraisal.
• There are different ways of learning, but it occurs more readily when its outcomes apply to real-world situations and have personal meaning for the learner.
• Each learner brings different life experiences, abilities, and needs to the teaching-learning experience. Faculty and other learners must acknowledge and capitalize on the unique attributes of one another.

Nursing
• Nursing is a goal-directed and caring discipline with its own body of knowledge and domain of practice.
• Nursing's domain for practice is human experiences and responses to actual and potential alterations in health status.
• Nurses provide essential services to society that are separate from, but complementary to, those offered by other health care disciplines. Nurses work in concert with other health care professionals to meet the health care needs of those served.
• Nursing has its own unique and evolving body of knowledge, which draws from and contributes to the knowledge of other scientific and humanistic disciplines. Nursing is directed by nationally-accepted standards of practice, a code of ethics, legally defined parameters in each state, and setting-specific rules and regulations.
• The practice of nursing is complex and highly interactive. Nurses often act autonomously, but also value and work in collaborative relationships.
• Nurses must have a well-developed sense of self-awareness and the ability to value differences in others.
• When formulating nursing interventions, nurses consider the social, political, cultural, moral and legal environment. They must also appreciate the unique characteristics and perspectives of those with whom they interact.

Health and Well-being
• Health is a dynamic state and a process that is dependent on the integration of body, mind, and spirit.
• Health is culturally defined, valued, and practiced. It reflects the ability to perform activities of daily living in a culturally meaningful manner.
• Well-being is a goal within one's state of health.

Leadership
• Leadership is a dynamic process of mutual influence directed toward the accomplishment of defined, measurable objectives.
• Effective leaders base their work on clearly articulated personal values. They recognize their effectiveness is derived from a solid knowledge base, personal skills and qualities, and the ability to establish partnerships with others.
- Effective leaders exert influence to orchestrate change by nurturing and empowering others; they are consensus-builders and do not insist on unanimity.
- Successful leaders selectively de-emphasize power and authority and foster mutual responsibility for outcomes.
- Successful leaders acknowledge the importance of effective followership.
- Leaders accept the ultimate accountability for outcomes, but willingly share credit for success.

**Organizing Framework**

The organizing framework for the BSN program is Complex Adaptive Systems based on the current literature on complexity science and the work of Dr. Patricia Ebright (2005). The curricular themes of social justice, servant leadership, community, and reflective practice are superimposed as a second dimension of this framework.

This two-dimensional framework is congruent with, but a reconceptualization of, the Department’s current organizing framework and philosophical statements about People and Environment, Education, Nursing, Health and Well-being, and Leadership. The faculty’s current thinking about the organizing framework of Complex Adaptive Systems (CAS) and description of our curricular themes are presented in the following diagram.

**Figure 1: Organizing Framework**
Complex Adaptive Systems
A complex adaptive system is a collection of individual agents with freedom to act in ways that are not always completely predictable, and whose actions are interconnected so that one agent’s actions change the context for other agents. In other words, CAS acknowledges the complexity and even the chaos that is a part of any system. Just about any entity can be conceptualized as a CAS – i.e., an individual or collection of individuals, health care settings, the health care system, nurses’ work, and the nursing profession. For the purposes of organizing the BSN curriculum, three applications or themes of CAS are recognized: recipients of care, settings in which nursing care occurs, and nursing and nursing roles.

Recipients of Care
Recipients of nursing care are individuals, families, groups, and communities at different stages of development and with different states of health. The theme “recipient of care” addresses the current framework concepts of people and health and well-being. As students progress through the BSN curriculum, they interact first with individuals and families and later with communities. The progression represents a transition from individuals and communities who are experiencing relatively more predictable to less predictable (i.e., more “chaotic”) alterations in health.

Settings for Nursing Care
Nursing care takes place in community-based, as well as institutional settings that vary in terms of their predictability. The way in which care recipients interact with these different settings also varies in predictability and intensity. The theme “settings for nursing care” addresses the current framework concept of environment. Throughout the BSN program, students will encounter care recipients in settings that progress from relatively more predictable and less chaotic, to those that are less predictable and more chaotic.

Nursing and Nursing Roles
The perspective of CAS acknowledges that all nurses’ work is complex, because of the complex adaptive systems in (and with) which it occurs. However, as care recipients and care settings vary in terms of predictability and intensity, so do nurses’ interactions with patients, other care providers, and the health care system, as well as nursing roles. The theme “nursing and nursing roles” is reflected in the current framework statements about the concept of nursing. As students progress through the BSN curriculum, they will take on nursing roles and responsibilities that become progressively more intense, and even chaotic, because they are involved with care recipients and settings that escalate in terms of their degree of unpredictability.

Curricular Themes

Social Justice
Social justice is at once an ideological and action-oriented commitment to service of the poor. The promotion of social justice is a concrete, radical, but proportionate response to an unjustly suffering world. A commitment to social justice calls our faculty and students to a sincere interest in several ideal characteristics, as manifest in three complementary dimensions of Jesuit higher education: in whom our students become, in what our faculty do, and in how our programs proceed (Adapted from Kolvenbach, 2000).

Servant Leadership
Servant leadership, an approach that links leadership and spirituality and that is consistent with nursing and Jesuit values, describes the individual who is servant first and who then responds to a call to lead. Servant leadership “manifests itself in the care taken by the servant-first to make sure that other people’s
highest priority needs are being served” and is evident when those served “grow as persons . . . and become healthier, wiser, freer, more autonomous, more likely themselves to become servants” (Greenleaf, 1970).

Community
Community describes a group of people who interact with each other on a regular basis and share one or more common interests. Nurses form partnerships with communities in order to better understand their needs and issues and plan ways to collaborate to meet their needs. Faculty endeavor to build community with students and colleagues in order to create a learning climate where each individual is valued as a person and where mutual learning is fostered, scholarship is supported, and differing opinions are welcomed.

Reflective Practice
Reflective practice is a mindful approach that requires students to develop new understanding and appreciation through a process of attending to and exploring their own physical, mental, and emotional processes and responses during ordinary, everyday tasks. This attention enables students to listen attentively to others, recognize their own errors, refine their own practice, make evidence-based decisions, clarify their values, and develop new perspectives so they can act with compassion, competence, presence, and insight. It places emphasis on the development and refinement of critical thinking that is anchored in theory, research, and practice. Although mindfulness and reflective practice cannot be explicitly taught, they can be modeled by mentors and cultivated in learners (Adapted from Epstein, 1999 and Longenecker, 2002).

VALUES
The Department of Nursing faculty and students are guided by a set of values that describe our intention to work together in ways that honor the Ignatian tradition and that complement our Vision and Mission while serving as an important foundation for the development of programs and courses. These values are:

Magis
The concept of magis encapsulates the notions of striving, perfecting, moving forward, and digging deeper. Magis invites us to do more and to become more in the hope of offering greater service. It is the process of striving for the greater good, for broader synthesis, and for more profound comprehension. As we seek magis, we acknowledge the responsibility to help others to do the same.

Men and Women with and for Others/Whole Persons of Solidarity for the Real World
We recognize the needs of others and commit to actions on their behalf and against injustice. Individually and together, we serve others with competence, compassion and conscience, especially when challenged by social forces and self-interests.

Cura Personalis
We are people who care fully. We care for ourselves and others as whole persons and promote the dynamic development of an indivisible self.

Discernment
Discernment is an intentional process of making choices and taking actions that involves learning from experience, attending to our perceptions, and synthesizing our understanding in ways that guide our actions, even when several options are potentially good.
Finding God/The Good in All Things
Our choice to attend to God/the good in all things calls us to reach below the surface of challenges and problems to identify the positive in these circumstances. It means focusing on our own and others’ gifts and strengths, assuming others’ good intentions, and appreciating the uniqueness and possibilities of each individual and situation.

Service of Faith and Promotion of Justice
We embrace the Jesuit tradition that identifies social justice as giving voice to and acting on behalf of marginalized and vulnerable groups and to changing unjust social structures. We strive for fundamental equity and equality in all our interactions. This includes enabling others to develop a disciplined sensitivity toward the suffering of our world and a will to act for the transformation of unjust social structures that cause that suffering.

BACHELOR OF SCIENCE IN NURSING DEGREE POLICIES AND PROCEDURES

Program Overview
Nursing is built on a solid foundation in health and behavioral sciences and is informed by ethical principles. The ability to think critically and communicate well is just as essential to the profession as competence in the science of nursing. Gonzaga’s nursing program incorporates a liberal arts foundation and professional study to help students become highly adaptive and effective caregivers.

Learning Outcomes
Gonzaga University offers a Bachelor of Science in Nursing (BSN) Degree. Graduates of Gonzaga University’s Bachelor of Science in Nursing program are able to assume generalist nursing roles with their practice grounded in the principles and processes of:

• Safe, competent, and ethical care
• Effective communication
• Leadership
• Professionalism

Admission Requirements:
The Department of Nursing only offers freshman admission for students seeking a pre-licensure Bachelor of Science in Nursing (BSN) degree. Students must apply directly to the program at the time they apply for admission to Gonzaga University. Admission is highly competitive and will be granted to students with a strong academic record (particularly in the areas of math and science), above-average standardized test scores, and a demonstrated understanding of the field of nursing.

Due to constraints on availability of clinical placements, it may take nine semesters to complete the Bachelor of Science in Nursing (BSN) program. The Nursing faculty tries to accommodate student requests to complete the program in eight semesters, but the eight semester time frame is not guaranteed. Students apply for their preferred time frame (eight or nine semester) placement during the second semester of their freshman year, and are notified of their placement by the end of that same academic year. If demand for completion in eight semesters exceeds available clinical placements and/or accreditation mandated limits on class sizes, students will be placed based on their ranked grade point average in the nursing pre-requisite courses and progression in the program. Students who are major-ready by the end of their sophomore year but are placed in the nine-semester time frame for the program may take a leave of absence in the fall semester of their junior year. The nine-semester time frame is supported by financial aid in the same way as the eight-semester time frame and it provides students with
opportunities to pursue a minor or to participate in a study abroad program. Due to the limited amount of nursing practicum space available, no nursing spots will be available for transfer applicants in the near future.

**Freshman Admission**

Admission to the BSN program is competitive and selective. Students are admitted to the pre-licensure BSN program as freshmen. Nursing applicants must indicate “nursing” as their major and first academic interest on the Common Application when submitting their application to Gonzaga University. Nursing applicants are also required to complete "Section V" of the Common Application called the “Gonzaga Student Supplement.” If offered admission to Gonzaga, applicants will undergo a second review before offered admission to the BSN program. Information regarding admissions to Gonzaga's BSN Program will follow notification of acceptance to the University by approximately one month. Those not admitted to the BSN program during the admission process, as freshmen may not become a nursing major at Gonzaga. As freshman BSN majors, students begin the process of completing the requirements of the University Core Curriculum and the nursing pre-requisite courses.

The BSN program is a four-year program. If a student has received college credit or earned an AA degree through the Running Start program, credits will likely transfer, but the program remains an 8 – 9 semester degree program. Enrolling with college credits may provide students with the opportunity to add a minor or study abroad, but will not allow for early entry into nursing courses.

The decision to admit a student to the BSN program as a freshman is based on consideration of the student’s overall portfolio including:

- Cumulative GPA and grade trends
- Four years of math and science courses
- SAT/ACT scores
- Work or volunteer experience in healthcare
- Two letters of recommendation
- Written Essay

**Financial Confirmation**

Students register for classes online at: https://zagweb.gonzaga.edu. Failure to register by the deadline established by the University (and published in the Course Offerings for each semester) will result in substantial financial penalties.

The Student Accounts Office sends bills to students immediately following registration for courses. Students must handle accounts as instructed in the bill that they receive or enrollment will be cancelled.

Students working with the Financial Aid Office (ext. 6582) should contact that office and make appropriate arrangements for receiving and signing financial aid or refund checks.
**Degree Planning and Progression**

The first two years of study primarily focus on completion of the University Core Curriculum and lower-division nursing courses and pre-requisites. Continuation to the upper-division BSN coursework is contingent upon successful completion of the lower-division coursework.

Fall 2016, Gonzaga University adopted a new core curriculum, subsequent changes were made to the nursing coursework in response to the new core. Students entering Gonzaga 2016-2017 academic year will be guided through the new core, current students (entering 2015, 2014, 2013) will follow the previous core and nursing coursework. The following courses are a combination of the Gonzaga University Core Curriculum and the BSN pre-requisites required to begin upper-division nursing coursework for current students who were admitted to the BSN program in 2015, 2014, and 2013.


**Thought and Expression**

- ENGL 101 Engl. Comp. 3 credits
- COMM100 Speech 2 credits
- PHIL 101 Critical Thinking 2 credits

**Religion**

- 100 level Religion 3 credits
- 200 level Religion 3 credits
- 300 level Religion 3 credits

**Philosophy**

- PHIL 201 Human Nature 3 credits
- PHIL 301 Ethics 3 credits
- PHIL 455 Healthcare Ethics (taken senior year) 3 credits

**English Literature**

- ENGL 102 Literary Genres OR 3 credits
- ENGL 105 Literary Themes OR 3 credits
- ENGL 106 Special Topics 3 credits

**Nursing Pre-Requisites 2015, 2014, 2013**

- BIOL 105/L Information Flow in Biological Systems 4 credits
- CHEM 101/L General Chemistry 4 credits
- NURS 200 Professional Nursing in Complex Adaptive Systems I 3 credits
- Math 121 Statistics 3 credits
- NURS 210 Growth and Development 3 credits
- BIOL 170/Lab Microbiology 4 credits
- HPHY 244 Nutrition 3 credits
- HPHY 241/L Anatomy Physio I 4 credits
- HPHY 242/L Anatomy/Physio II 4 credits
- PSYC 101 General Psychology 3 credits
- SOCI 101 Sociology 3 credits

The following courses are upper-division nursing coursework:

**Junior  Semester 1**
- NURS 311 Professional & Therapeutic Communication 2 credits
- NURS 314 Assessing & Promoting Wellness 4 credits
- NURS 315 Practicum I: Healthy Individual/ Family/ Community 5 credits
- NURS 316 Pathophysiology/ Pharmacology I 4 credits
- NURS 317 Complexity of the Health Care System 2 credits

**Semester 2**
- NURS 351 Care of Individuals/Families in HC Org. 4 credits
- NURS 352 Practicum II: Individual/Families in HC Org. 5 credits
- NURS 356 Pathophysiology/Pharmacology II 3 credits
- NURS 357 Complexity in Healthcare Organizations 2 credits
- NURS 404 Research & Information Management 3 credits

**Senior  Semester 3**
- NURS 402 Acute Exacerbations & Chronic Alter. in Health 4 credits
- NURS 403 Practicum III - Acute Exacerbations & Chronic Alterations 6 credits
- NURS 417 Designing, Managing, Coordinating Care in CAS 3 credits
- PHIL 455 Healthcare Ethics 3 credits

**Semester 4**
- NURS 465 Prof. Nursing Practice within Complex Adaptive Systems 3 credits
- NURS 466 Community & Populations as Clients 4 credits
- NURS 467 Practicum IV - Provider of Care for Comm. & Populations 3 credits
- NURS 468 Practicum V- Members of the Nursing Profession 3 credits

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**GU NEW Core Curriculum for Students Admitted Fall 2016 (130 credits)**

**Sample First Year**

**Fall**
- ENGL 101 Writing and Persuasion 3 credits
- Math 121 (or BUSN 230) 3 credits
- Reading and Reasoning 3 credits
*SOCI 101 Introduction to Sociology 3 credits
*BIOL 105 Information Flow in Biological Systems 3 credits
*NURS 100 Nursing Perspectives 1 credit

Spring
First Year Seminar 3 credits
*CHEM 101/CHEM 101L General Chemistry and Lab 4 credits
COMM 100 Communication and Speech 3 credits
Philosophy of Human Nature/Reading and Reasoning 3 credits
*BIO 105I Diversity of Life lab 1 credit
*PSYC 101 General Psychology 3 credits

Sample Second Year
Fall
*HPHY 241/HPHY 241L Anatomy and Physiology I and Lab 4 credits
ENG 102105 Literature 3 credits
*NURS 210 Growth and Development 3 credits
Fine Art 3 credits
*NURS 251 Social Determinants 3 credits

Spring
*BIOL 170/BIOL 170L Microbiology and Lab 4 credits
*HPHY 242/HPHY 242L Anatomy and Physiology II and Lab 4 credits
*HPHY 244 Nutrition and Metabolism 3 credits
RELI 1XX 3 credits
History 3 credits

Sample Third Year Upper-Division Courses
Fall
NURS 311 Professional and Therapeutic Communication 2 credits
NURS 314 Assessing and Promoting Wellness 4 credits
NURS 315 Practicum I: Healthy Individuals, Families, and Communities 5 credits
NURS 316 Pathophysiology and Pharmacology I 4 credits
PHIL 301 Ethics 3 credits

Spring
NURS 351 Care of Individuals and Families in Healthcare Organizations 4 credits
NURS 352 Practicum II: Care of Individuals and Families within Healthcare 5 credits
NURS 356 Pathophysiology and Pharmacology II 3 credits
NURS 404 Research and Information Management (WI) 3 credits
REL 200 World or Comparative Religions 3 credits

Sample Fourth Year

Fall
NURS 402 Acute and Chronic Alterations in Health Status 4 credits
NURS 403 Practicum III: Acute and Chronic Alterations in Health Status 6 credits
NURS 418 Complexity in Health Care Organization 2 credits
PHIL 455 Healthcare Ethics Core Integration Seminar 3 credits

Spring
NURS 465 Professional Nursing within a Complex Adaptive System 3 credits
NURS 466 Community and Populations as Clients 3 credits
NURS 467 Practicum IV: Community and Populations as Clients 2 credits
NURS 468 Practicum V: Member of the Nursing Profession 3 credits
NURS 469 Leadership, Management and Informatics 2 credits

BSN Nursing Pre-Requisite Courses for 2016 (listed with “*” above)

- NURS 100 Nursing Perspectives 1 credit
- PSYC 101 General Psychology 3 credits
- SOCI 101 Sociology 3 credits
- CHEM 101/L General Chemistry 4 credits
- BIOL 105/L Information Flow in Biological Systems 4 credits
- BIOL 170/Lab Microbiology 4 credits
- Math 121 (or BUSN 320: Statistics) 3 credits
- NURS 210 Growth and Development 3 credits
- NURS 251 Social Determinants 3 credits
- HPHY 241/L Anatomy Physio I 4 credits
- HPHY 242/L Anatomy/Physio II 4 credits
- HPHY 244 Nutrition and Metabolism 3 credits

Academic Advising
Student advising is a major faculty responsibility at Gonzaga University. When admitted, nursing students are assigned an academic advisor who is a member of the nursing faculty. Advisors assist students with course planning, interpretation of University policies and requirements, clarification of academic or career goals completion of academic forms and petitions, and referrals to other on and off-campus resources. The role of the advisor is not to do these things for the student, but to provide guidance during the academic journey at Gonzaga. Students are ultimately responsible for ensuring the completion of all admission and degree requirements as set forth in the Undergraduate Catalog.
The central element in advising excellence is a genuine and sustained concern for students as persons and for their academic, professional, and personal growth. Effective advising includes but is not limited to: willingness to be available to students for consultation outside the classroom; helpfulness in guiding students in such matters as research projects, career counseling, and academic concerns; familiarity with the current requirements of University programs and the student’s achievement in relation to these requirements; and helpfulness in developing with the student an academic program that will help them gain as much as possible from their years at Gonzaga.

Students are encouraged to make appointments with their academic advisors in advance of each semester for advising and general program planning and at other times as needed for schedule advising. Faculty members are available by email, voice mail, scheduled appointments, or during posted office hours. Students may also make appointments with their academic advisors whenever necessary to discuss general academic concerns. However, concerns related to specific courses should be discussed with course faculty.

Registration
The Department of Nursing offers courses two semesters per year. Assigned academic advisors will assist students in planning the sequence of their overall program.

Graduation Requirements
To be eligible for graduation, a Gonzaga BSN degree candidate admitted 2015, 2014, or 2013 admissions must complete the following requirements:

- A total of 128 credits for graduation
- A cumulative grade point average (CUM GPA) of 2.00
- All University and Department of Nursing requirements for graduation
- A grade of “C” or better in all nursing and pre-requisite courses with the exception of Biology 105 and Chemistry 101 and their respective labs. These courses may be completed with a “C-“.
- BIO 105, CHEM101, HPHY 241, HPHY 242, and BIO 170 and their respective labs. These courses and their respective labs shall be completed with a minimum grade of “C-“ for student admitted in 2015 and 2016 cohorts.
- All course requirements of the nursing curriculum completed at or above the level specified in the course syllabi

Starting fall 2016: To be eligible for graduation, a Gonzaga BSN degree candidate admitted 2016 admission must complete the following requirements:

- A total of 130 credits for graduation
- A cumulative grade point average (CUM GPA) of 2.00
- All University and Department of Nursing requirements for graduation
- A grade of “C” or better in all nursing and pre-requisite courses with the exception of BIO 105, CHEM101, HPHY 241, HPHY 242, and BIO 170 and their respective labs. These courses and their respective labs shall be completed with a minimum grade of “C-“.
- All course requirements of the nursing curriculum completed at or above the level specified in the course syllabi

Application for Graduation
Students must complete an Application for Degree and pay the appropriate fee by the required deadline. The Application for Degree is available on Zagweb. Please refer to these instructions from the Registrar’s
Academic Performance

Successful Completion of Lower Division Coursework

The first two years of the BSN program are referred to as the lower division. During the first two years of the BSN program, BSN students shall:

- Maintain a cumulative GPA of 3.0; and
- Achieve a minimum of a “C” grade (2.0) in all of the nursing pre-requisite courses with the exception of BIO 105, CHEM 101, HPHY 241, HPHY 242, and BIO 170 and their respective labs. These five courses and their respective labs shall be completed with a minimum grade of “C-.”
- If a student received less than the required grade in any of the nursing pre-requisite courses, taken at Gonzaga University or at any other pre-approved college/university as a substitution, the student may retake one nursing pre-requisite course one time only.
- Students must satisfactorily repeat: (1) a nursing pre-requisite course in which they failed to achieve the minimum required grade; and (2) any elective course in which they received a failing grade. Students will be dismissed from the nursing program if they fail more than one nursing pre-requisite course.

Transferred Courses

- Students may transfer pre-approved nursing pre-requisite courses taken at other colleges or universities to meet the nursing pre-requisite requirements.
- The student must achieve a “C” grade (2.0) in all transferred courses with the exception of BIO 105, CHEM 101, HPHY 241, HPHY 242, and BIO 170 and their respective labs. These five courses and their respective labs shall be completed with a minimum grade of “C-.”
- The student must supply an official transcript to the registrar’s office meeting the nursing requirements and notify the department of nursing of completions, prior to enrolling in subsequent nursing pre-requisite courses.
- Transfer credits are not considered in the calculation of the total GPA.
- Students must disclose coursework taken at another institution to be considered for substitution of pre-requisite courses.
- Study abroad credits through Gonzaga University will be considered with the student’s overall GPA for continuation into the upper division courses.
- Nursing, liberal arts, and science courses fulfilling degree requirements cannot be taken on a Pass/Fail basis.

Continuation to the upper division BSN program is contingent upon successful completion of the first two years of BSN program coursework.

Successful Completion of Upper Division Coursework

The following academic standards apply to all students in the upper division of the BSN program:
• Students shall earn a minimum grade of “C” or above in all upper division nursing courses with a prefix of “NURS” in the 300 and 400 levels. Grades of less than “C” in these courses are considered failing.
• If a student earns below a “C” grade in any upper division nursing course, he/she will be evaluated by the Student Affairs Council to determine his/her progression/continuation in the program. The Student Affairs Council shall make specific recommendations related to progression in the program of any upper division BSN program student earning in grade below a “C” in any upper division nursing course.
• If a student earns a grade of “C-“ or below and is allowed to continue in the upper division BSN program, the student must satisfactorily repeat the failed course prior to enrolling in subsequent nursing courses for which that course is a pre-requisite.
• Upper division nursing courses may only be repeated once. Failing to obtain a minimum passing grade of “C” or above in a repeated course shall result in dismissal from the nursing program.
• No more than two required upper division nursing courses may be repeated. A grade of “C-” or below in a third required upper division nursing course will be cause for dismissal from the BSN program.
• If a student receives a “C-“ grade or below in NURS 314, 351 or 402, the student shall take at least one credit of NURS 492 concurrently with the repeated course to maintain clinical competence.
• Students must earn a passing grade (“C” or above) in all components/rotations of a multi-rotation clinical course (NURS 315, 352, and 403) in order to pass the course. If a student receives a failing grade (“C-“ or lower) in their first or second clinical rotation in a multi-rotation course, he/she will not be allowed to continue in the course and complete subsequent rotations, nor will he/she be allowed to withdraw from the course after receiving the failing grade. A grade of “F” will be entered as the final course grade at the end of the semester since, by default, the student will be earning a grade of zero for the remaining clinical rotation(s). Each student who receives a failing grade (“C-“ or lower) in their first or second clinical rotation in a multi-rotation course shall also withdraw from the didactic course that is paired with the failed clinical course (NURS 314, 351, and 402). The clinical course and paired didactic course will need to be repeated in their entirety.
• Students who fail the final rotation in a multi-rotation clinical course will have the earned grade entered as the final course grade. The student will not be required to withdraw from the paired didactic course if the student successfully completed the didactic course at the time of the failed clinical grade. The clinical course will need to be repeated in its entirety.
• Upper division nursing courses are not subject to challenge.

Withdrawing from an Upper-Division Course
• A student may withdraw no more than once from the same upper division nursing course.
• Withdrawing more than once from the same nursing course shall result in dismissal from the nursing program.
• Withdrawal from a didactic course due to a failing grade in the paired multi-rotation clinical course will not be counted as a course withdrawal.

Appeal of Dismissal from the Upper or Lower Division of the BSN Program:
If a student is dismissed from the upper or lower division of the BSN program, he or she may file an appeal with the BSN Program Director. The appeal should include:
• Reason for the appeal (i.e.: Dismissed from the nursing program);
• Explanation of why dismissal should be reconsidered; and
• Desired outcome (i.e.: reinstatement of eligibility).
The appeal letter must state a specific basis for the appeal, such as a procedural error or new information that was not available. Once the appeal is received by the BSN Program Director, the appeal file will be submitted to the Student Affairs Council for consideration with a copy to the Department Chair. The appeal file shall consist of the appeal letter submitted by the student and relevant documents relating to the matter as determined by the BSN Program Director. If the Student Affairs Council believes there is sufficient reason to support an appeal, the Student Affairs Council will review the evidence and make a final determination regarding whether it will grant or deny the appeal or any part of the appeal. The student will be notified by email and by letter of the Student Affairs Council’s final decision. In addition to stating the Student Affairs Council’s decision on the appeal, this correspondence shall identify the documents considered by the Student Affairs Council in reaching its decision.

Incomplete Grades
Students are encouraged to complete course requirements within established deadlines, as this is consistent with the professional behaviors of responsibility, accountability, credibility, and effective communication emphasized in all of the department’s programs. Incomplete (I) and In Progress (IP) grades may be granted at the course faculty’s discretion.

Students with “Incomplete” (I) and “In Progress” (IP) grades may be prevented from enrolling in further courses and continuing their program of study until a final grade is assigned. Additionally, and pursuant to standards described in individual course syllabi, individual course faculty may impose additional consequences for delays in completing assignments.

Unsafe or Unethical Practice
If a student's performance is determined to be unsafe or not ethical at any time during the semester either by faculty or by agency staff in consultation with the faculty, the student will be dismissed from the clinical setting. Based on the seriousness of the issue, the faculty member may determine that the student cannot return to the clinical setting, in which case the student may earn a failing grade in the course. The Student Affairs Council will review the situation and a decision made as to whether the student may continue in the BSN program.

Academic Honesty
Because honesty is so essential to the traditions, ideals, and goals that define its kind of education, Gonzaga is committed to protecting academic honesty. This commitment entails practical consequences. Gonzaga’s Code of Academic Honesty includes the following:

Academic Honesty consists of truth-telling and truthful representations in all academic contexts Academic honesty enables relationships of trust, the communication of ideas and discoveries, and a sense of partnership in the teaching and learning enterprise. Because honesty is essential to all matters pertaining to the academic life, Gonzaga University is committed to protecting academic honesty. This commitment entails practical processes and consequences for contending with academic dishonesty, should it occur.

ACADEMIC DISHONESTY consists of any activity that violates the precepts of academic honesty and includes, but is not limited to, cheating, fabrication, plagiarism, and facilitating dishonesty. It is academically DISHONEST to copy content from any Internet site into a Blackboard posting or other written assignment without proper citation. Academic dishonesty breaks the bond of trust, constricts the free exchange of ideas, and sets the constituents of the academic community against each other. Academic dishonesty is not only a violation of policies in any particular course; it is a violation of a widely held tenet
of the University community. Any assignment that is academically dishonest will receive a failing grade. Students who receive a failing grade for any form of academic dishonesty may be dismissed from the course and/or the BSN program at faculty discretion.

A student in doubt about whether a particular course of conduct might violate Gonzaga’s standards of academic honesty should talk with the course instructor before engaging in that conduct.

Penalties for academic dishonesty will be imposed through the Academic Honesty Policy, which all faculty and students are expected to understand and uphold (Gonzaga Student Handbook 2015-2016: http://www.gonzaga.edu/Student-Development/Student-Handbook-Security-Guide/). The complete description of the Academic Honesty Policy, including the appeals process, can be found online at: https://www.gonzaga.edu/campus-resources/Offices-and-Services-A-Z/Academic-Vice-President/AcademicHonestyPolicy2002.pdf

Leave of Absence

Students who are in good academic standing are eligible to take a leave of absence for a specified period if a need arises. A Leave of Absence form must be completed and filed with the Office of Academic Advising and Assistance prior to withdrawing if students are enrolled in undergraduate courses. Leave of absence will not extend beyond one academic year.

Students who interrupt their studies need to be aware that there are stated lengths of time in which the BSN nursing curricula must be completed. The BSN curriculum must be completed within six years of admission to the program.

Students interrupting their studies must notify their faculty advisor immediately. Individual plans will be devised for students who interrupt their studies for more than a semester and may include demonstration of competency in all skills of nursing course work completed to date or special refresher experiences before continuing their studies.

Re-enrollment in the Department and University

Individuals who return within the timeframe of the leave of absence granted above and who have not attended another college or university may re-enroll without reapplication to the University or the Department. Students enrolled in undergraduate courses are contacted by the Registrar 60 days prior to the term they indicated they would return to ascertain their intent.

Individuals who attend another college or university while not enrolled at Gonzaga must reapply to the University using the Uniform Undergraduate Application Form prior to one week before the first day of registration. The college or university attended is added to the list of schools attended and a transcript must be sent to the Director of Admissions, Gonzaga University. There is no reapplication fee.

Individuals enrolled at the undergraduate level who do not file a Leave of Absence and do not re-enroll after one semester or who do not return in the period specified in the leave must notify the Department of Nursing and reapply to the University using the Uniform Undergraduate Application form prior to one week before the first day of registration. There is no reapplication fee.
Attendance
Nursing is a challenging and complex profession as is the nursing curriculum. Regular attendance in classes and clinic practicum experiences is critical to a student’s ability to succeed. Students are accountable for achievement of course objectives as outlined in the course syllabi. Department of Nursing faculty expect students to attend required classes and to be prepared to actively participate in classroom activity. Extended absence due to illness, hospitalization, personal crisis, or disability will be handled on a case-by-case basis.

Class Attendance and Participation
Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Regular attendance for all required sessions is expected and is considered in course grades for all classes. Student should check the syllabus for each course to confirm the instructor’s specific attendance policy.

Consistent participation within the classroom facilitates the achievement of course objectives as outlined in the course syllabi. Students are accountable and responsible for all classroom activities. A V grade is a failing grade received for an Unofficial Withdrawal. A V grade has the same effect as an F on the grade point average and is awarded by the instructor for excessive absences or failure to withdraw officially from a course.

Laboratory and Clinical Classes
Attendance at clinical is expected. Notification of clinical faculty regarding absence is detailed in course syllabi. Students must notify course faculty in the event of any absence or tardiness prior to the expected time of arrival. If possible, the instructor should be notified the evening prior to the absence. In the event of illness or tardiness on the day of the clinical experience, the student must telephone the clinical site at least one hour before the beginning of the clinical experience.

Additionally, practicum orientations are typically scheduled during the first week of class. These orientations are required by clinical facilities, are difficult to arrange, and nearly impossible to reschedule. Students who miss their practicum orientation may find themselves unable to continue in the clinical courses due to their inability to meet the requirements of the clinical agency. This may require withdrawal from the course.

Test Security
Students must bring a #2 pencil for all exams. All cell phones and all electronic devices, back packs and purses, papers, books, notebooks, food and beverages, hats, and other materials except pencils are to be placed in the area designated by faculty and are to remain there for the duration of the exam. Students will be allowed to use portable computers and pads during times of web-based or computer-based testing.

Final examinations are held at the end of each semester, and, at the option of the instructor, examinations are held at mid-semester. Final examination times are listed for each semester on the Registrar’s Office web pages. Students making their travel arrangements for the end of each semester must take into account these final examination times.
Grievance Policy and Procedure

If a student has a concern related to a grade received on an assignment or in a course, the student must first attempt to resolve the concern at the informal level with the course instructor of record before proceeding to the formal grievance. The student must also meet with his or her academic advisor to discuss implications for progression. A formal grievance process can take several weeks to resolve and will impact progression while the dispute is in process.

Grievance procedures are as follows:

1. Appointment of Hearing Panel
   a. Within two weeks of receiving the petition, the Department of Nursing Chairperson, as the Presiding Officer of the Faculty Organization, shall appoint a Hearing Panel.
   b. The Hearing Panel shall consist of a minimum of three (3) and a maximum of five (5) members, including at least one (1) student. One member shall be designated Chairperson.
   c. The remaining composition of the Hearing Panel shall be determined according to the nature of the grievance.

2. Request for Reply
   a. Within one week of appointment, the Chairperson of the Hearing Panel shall send a copy of the completed Grievance Form to each person against whom the grievance is directed and stipulate a deadline date of one week for receipt of a reply.
   b. Each person charged with responsibility for the grievance shall submit a written reply to the Chairperson of the Hearing Panel by the date designated.

3. Informal Meeting
   a. The Chairperson of the Hearing Panel shall convene a meeting of the parties involved, within one week of the reply deadline, and shall attempt to affect an informal resolution.
   b. A record of proceedings shall be kept.

4. Convening of Hearing Panel
   a. If the matter cannot be resolved informally, the Hearing Panel shall be convened within one week of the meeting above.
   b. All parties involved in the issue/situation shall be present at the meeting(s) of the Hearing Panel and submit testimony as indicated. Witnesses and/or exhibits may be utilized.
   c. Additionally, based on the prior meeting, the Chairperson may request submission of specific documents.
   d. Following receipt of all testimony and written documents, if applicable, the Hearing Panel shall excuse the parties involved, including any witnesses, and convene in closed session to formulate its decision and/or recommendations(s).
   e. A record of proceedings of the hearing and Panel action shall be kept.

5. Resolution/Appeal
   a. Within one week of the hearing, each person involved in the matter shall receive written notification of the Hearing Panel's decision and/or recommendations.
   b. If the matter is not resolved to the satisfaction of all parties, a written memorandum of appeal may be filed with the Department of Nursing Chairperson within two weeks of notification of the Hearing Panel's action. The appeal petition must state the basis for the appeal and the resolution sought.
   c. The Department of Nursing Chairperson shall consider the proceedings of the informal meeting and the report of the Hearing Panel. Other information may be gathered as indicated; however, the focus of deliberation shall be the issue in appeal. The department Chairperson shall issue a decision, in writing, within two weeks of receipt of the appeal. The Department of Nursing Chairperson's action shall be final within the Department of Nursing.
If the matter is not resolved within the Department of Nursing, the aggrieved student may utilize the additional avenues of recourse within the University. These are detailed in the Gonzaga University Handbook and include appeal to the Dean of the School of Nursing and Human Physiology and the Academic Vice President.

ROTC Students

Waiving NURS 465
All ROTC students can waive NURS 465 (3 credits) in lieu of their extensive leadership training in the Military Science curriculum.

Waiving NURS 468
ROTC students who participate in the Nursing Summer Training Program (NSTP) have an opportunity to waive the clinical component of NURS 468 (3 credits). In order to have the clinical component waived, students must:

1. Complete the NSTP with strong clinical evaluations;
2. Earn a grade of B or better in NURS 402; and
3. Earn a minimum grade of 90% with no individual evaluation items scored below a 3 on the NURS 403 Medical-Surgical rotation clinical evaluation.

Students waiving NURS 468 will be required to enroll in a 1 credit independent study that will include the didactic portion of the NURS 468 course. They must also complete the Kaplan course review during finals week and achieve a score of 60 on the Readiness RN exam, which is administered at this time.

DEPARTMENT OF NURSING HEALTH AND SAFETY REQUIREMENTS

Personal Safety Guidelines
Gonzaga continues to address the safety and security of the campus through on-going training of staff members, safety and security programs, 24-hour security of residence halls, courtesy phones installed throughout campus, upgrading of campus lighting, an escort service, and additional security on weekend.

Safety and security of the campus is the responsibility of the entire community. Gonzaga encourages its students to take an active role in campus safety and security programs to ensure a safe and secure environment.

Additional information about student safety can be found at the Gonzaga University website at: https://www.gonzaga.edu/Student-Life/Campus-Public-Safety-and-Security/default.asp

Clinical Passport
Pre-licensure students are required to submit evidence of meeting a set of health and safety standards when caring for patients in the healthcare setting. This documentation is called a Clinical Passport (See Appendix B). Passport requirements are submitted to CastleBranch (a confidential, third party, recorded keeping organization) for storage and retrieval. Documentation of passport requirements include: CPR Certification (American Heart Association Health Care Provider), immunizations (MMR, Hepatitis B, Varicella, Tetanus, Diphtheria, Pertussis, influenza, and results of tuberculosis testing), proof of healthcare and liability insurance, urine drug screen and additional requirements (if necessary) prior to entering the
upper-division nursing classes and attending clinical. Clinical placement is contingent upon a satisfactory criminal background clearance.

**Criminal Background Check**

Students obtaining clinical experiences in Washington must complete a disclosure and background check for criminal history prior to clinical placement. This process is mandated by state law and completed prior to starting clinical practicum experiences. Commission of certain crimes, such as felonies or Driving Under the Influence (DUI), may prevent placement in certain clinical agencies, thus potentially preventing a student from completing the requirements for progression and graduation. Nursing students must also disclose their criminal history involving drug-related crimes, proceedings related to vulnerable population, Medicare-Medicaid/Healthcare-related crimes, and any other general conviction information (excluding parking tickets and traffic citations). Any convictions, guilty, no-contest pleas, or licensure actions occurring after admission to the Nursing Program and until the student either graduates or leaves the program must be immediately disclosed to the Nursing Department Chair.

**Health Insurance**

The students must provide evidence of current health insurance and it must be maintained throughout the nursing program.

**CPR Certification**

Students must become certified in CPR Basic Life Support (BLS) for Healthcare Providers before beginning nursing courses and must maintain current certification throughout the nursing program.

Students who fail to obtain and/or maintain certification and to submit this documentation by the required deadline will not be allowed to attend any clinical experiences until the student is in compliance with requirements.

**Immunizations and TB Testing**

It is the student’s responsibility to provide accurate and complete documentation regarding immunization and TB test status. If deficient in any of these immunizations or tests, it is the individual’s responsibility to correct that deficiency by the required deadline. Please see the current clinical passport requirements (appendix A) as published by the Inland Northwest Clinical Placement Consortium at https://cpnw.org/. Individuals who are pregnant should seek the advice of a health care provider regarding receiving immunizations during pregnancy. The Department of Nursing contracts with Certified Background to review and maintain all student records of immunizations, TB testing, and CPR certification.

**Bloodborne Pathogen Exposure Procedure**

THE GONZAGA HEALTH CENTER DOES NOT PROVIDE IMMEDIATE POST EXPOSURE TESTING, BUT WILL PROVIDE FOLLOW-UP TESTING AND TREATMENT. ALL EXPENSES INCURRED FOR TESTING AND FOLLOW-UP ARE THE STUDENT’S RESPONSIBILITY.

This procedure identifies the rights and responsibilities of Gonzaga University faculty and nursing students when dealing with bloodborne pathogen exposure, including and not limited to Human Immunodeficiency Virus (HIV), Hepatitis B virus (HBV), and Hepatitis C Virus (HCV). Health care workers and student nurses must assume that all patients have the potential of carrying bloodborne pathogens.
If a student becomes exposed to bloodborne pathogens by a needle stick, laceration, mucosal splash of the eyes, nose, or mouth; or has gained exposure by touching blood or body fluids (not emesis, if no obvious blood) with chapped or cut hands, the following procedure is to be followed. The student’s clinical instructor or RSC staff will assist the student with following this procedure.

1. Any exposure should be reported immediately to the clinical instructor or Resource and Simulation Center (RSC) staff as soon as possible. The student should immediately initiate post-exposure care (CDC, 2011):
   a. Immediately remove gloves or clothing soaked with blood or other high-risk bodily fluids.
   b. Wash needle sticks and cuts with soap and water.
   c. Flush splashes to the nose, mouth, or skin with water.
   d. Irrigate eyes with clean water, saline, or a sterile irrigant.

2. If the exposure occurs in a non-medical setting in Spokane (e.g., at a school, shelter, or in the RSC):
   a. The faculty or RSC staff will instruct the exposed student to call his or her personal healthcare provider for testing and initiation of the Center for Disease Control’s post-exposure protocol. Evaluation by a provider and initiation of this protocol should occur within two hours of the exposure.
   b. Alternatively, students can be seen in a hospital emergency department or at U.S. Healthworks Urgent Care Center (2005 East 29th Avenue, Spokane, WA 99203, (509) 747-0770). U.S. Healthworks is open 8 am – 7 pm Monday-Friday and 10 am – 5 pm on Saturdays and Sundays. It is important to tell the receptionist that an exposure has occurred so that the individual will be seen immediately.
   c. The faculty or RSC staff will request permission from the source for testing. If the source gives permission for post-exposure testing, he or she can be referred to his or her personal health care provider, to a Community Health Association of Spokane (CHAS) clinic (there are several clinic locations), or to the CHAS urgent care center on Lidgerwood near Holy Family Hospital for the testing.
   d. The student must complete the Gonzaga University Accident/Injury Incident form and forward to Nursing Department.
   e. The faculty or RSC staff notifies the chair of the Nursing Department that an exposure incident has occurred.

3. If the exposure occurs in a medical setting in Spokane (e.g., during practicum experience):
   a. As soon as possible, the student or a staff member working with the student must contact the clinical faculty regarding the exposure incident. The staff member or clinical faculty should follow that agency’s procedure for source testing and for post-exposure care and testing of the student, or the exposed student may call his or her personal healthcare provider for testing and initiation of the Center for Disease Control’s post-exposure protocol. Evaluation by a provider and initiation of this protocol should be done within two hours of the exposure.
   b. The student must complete the agency’s incident form and notify the agency supervisor. Paperwork must be taken to epidemiology by the student since the student is not an employee.
   c. The designated person at the agency asks permission from the source (if known) to be tested for HIV, Hepatitis B, and Hepatitis C. The testing will typically be done by the clinic or hospital laboratory.
   d. As soon as possible, the clinical faculty must notify the lead faculty, the undergraduate program director, and the chair of the Nursing Department that an exposure incident has occurred.
4. The cost of testing for an uninsured source or any co-pay or uncovered amount for an insured source will be borne by the Nursing Department.

5. A copy of the results of source testing should be sent to the Gonzaga University Student Health Center or the student’s personal health care provider. Upon receipt of the results from the source, a member of the University Student Health Center will notify the exposed student with the results of the testing. The faculty, RSC staff, or chair of the Nursing Department must notify the Health Center if they will be receiving these source results.

6. Reports from post-exposure testing should be sent to the Gonzaga Health Center and/or the student’s personal health care provider. The faculty, RSC staff, or chair of the Nursing Department must notify the Health Center if they will be receiving these source results.

7. The Gonzaga Health Center physician (or the student’s personal healthcare provider) will review the incident, source test results, and the student’s test results, and advise the student. The student’s healthcare provider (Gonzaga Health Center or personal healthcare provider) will send a letter to the chair of the Department of Nursing stating that the student was seen and advised as to follow-up care. This report will be kept in the student’s confidential medical file in the Department of Nursing office.

8. The student will complete a Gonzaga University Accident/Injury report within 24 hours of the incident even if the incident did not occur on the Gonzaga campus. This form is available in the Department of Nursing office of the Gonzaga Health Center.

9. Exposed students who decline to follow through with recommended post-exposure testing must sign a waiver that states: 1) they have been informed about the recommended post-exposure protocol for testing and 2) decline testing (see below). This signed waiver will be kept in the Department of Nursing’s confidential files. The student will be given a copy of the signed waiver. The student’s preceptor, faculty, or RSC staff will witness and co-sign the waiver.

Drug Screening Policy

Gonzaga University is a drug-free campus. As stated in the Gonzaga University Handbook, “The use by a Gonzaga student or employee of a controlled substance that is not medically authorized is strictly prohibited. Students or employees who violate the provisions of the drug-free campus policy may be subject to discipline, suspension, expulsion, or termination of employment.”

Students assigned to clinical agencies are required to pass a drug screening prior to beginning clinical experiences. Clinical sites may also require random drug testing at any time. The clinical faculty and/or lead faculty are encouraged to advise students who need to undergo drug screening that, if they are taking prescribed medications that may affect their drug screen results, they should contact their healthcare providers to obtain documentation of their prescription and dose. The Department of Nursing facilitates the drug screening process and it is included in the CastleBranch package purchased by the BSN students. In following the registration process, the BSN nursing students will be issued an E-chain of custody form. The student presents the E-chain of custody form and a picture ID to Quest Laboratory located at 601 West 5th Avenue #306, Spokane, WA 99204 (509-747-2012) to have the drug screen. If a student wishes to go to another Quest Laboratory located closer to where the student resides (i.e., in the Spokane Valley or north side), she or he can request assistance from CastleBranch’s student support team at 888.666.778, Ext. 7196.

Drug screen results are sent directly by the testing laboratory to Certified Background and will be uploaded directly to the student’s personal medical document tracker.

A positive drug screen is handled in the following manner:

1. The laboratory’s Medical Review Officer attempts to contact the student once a day over a span of 5 days to ascertain whether the student is taking any prescription drugs that could
have altered the test results. If the Medical Review Officer is unable to reach the student after five attempts, the test will be marked as “positive—no contact.” At that point, it is the student’s responsibility to contact the Medical Review Officer.

2. If the student has documentation from his or her healthcare provider related to a prescription drug that may have altered the drugs test results, this information needs to be provided to the Medical Review Officer.

3. If the Medical Review Officer determines that a prescription drug was the cause of the positive drug screen, this will be noted with the student’s drug screen results and should not affect the student’s clinical placement.

4. The lead faculty notifies the clinical agency of any positive drug screen results that are unrelated to a prescription drug.

5. The clinical agency decides whether the student can be placed in the agency for his or her practicum experience. Denial of clinical placement can mean a delay in progression or dismissal from the nursing program.

Students need to be aware that medications other than potential drugs of abuse can alter one’s ability to be fully functional in the clinical area. This can include newly prescribed medications, as well as changes in dosing for a medication that a student has been taking for some time. Students who are on a medication that impairs judgment, cognition, motor skills, or functioning in any manner are expected to assume professional accountability and notify their clinical instructors about their need to be absent from clinical. Impaired functioning in the clinical area due to any medication is considered unprofessional and unsafe.

Similarly, all BSN students must understand that despite Washington State’s recreational and medical marijuana laws, marijuana remains a controlled substance under federal law. Drug screening conducted by clinical sites will test for evidence of use of several controlled substances including marijuana and cannabis products. Persons failing clinical site drug screening tests will not only subject themselves to the Office of Student Standards disciplinary process, they will also disqualify themselves from training at the clinical site which conducted the test. Moreover, positive drug testing results may result in the inability to receive a state-issued license to practice nursing even if the student is not dismissed from the BSN program and/or the University for use of a controlled substance. If students are not able to complete their clinical practice experiences, they may not be able to graduate and therefore would not be eligible for licensure.

**Transportation**
Students are responsible for providing their own transportation for all clinical experiences Students are never permitted to transport a patient/client/resident in a vehicle.

**Smoking**
Students must be aware of and follow the smoking restrictions in all clinical settings.

**Professional Appearance**
The faculty of the Department of Nursing, our partner clinical agencies, and the clients we serve expect that students present a professional, well-groomed appearance that reflects the nature of the program, profession, and facility. Safety and cultural awareness are also vitally important to consider in standards of appearance. Both faculty and students are to follow both the Department of Nursing standards and any additional standards of the clinical agencies to which they are assigned, which may be more stringent. Certain faculty, agencies, or specific units may establish appearance standards in addition to those listed below.
Student Uniform

Students participating in acute-care clinical experiences wear the following uniform:

- Navy blue pants, top and jacket custom designed for Gonzaga Nursing with the Gonzaga logo embroidered on the upper left corner of the top and jacket. All are available from the Spokane Uniform House.
- All components of the uniform must fit the student properly and not be too tight.
- Black, brown or navy professionally styled leather shoes are required and must be enclosed and without any cutout or mesh areas. Black or white, low-cut athletic shoes are acceptable. Clogs with open toes or back and sling backs are not permitted. The shoes must be kept clean and/or polished.
- White, navy, or black socks or nylons must be worn.
- A commemorative 10th anniversary patch will be sewn on to the fall 2016 and spring 2017 uniform tops purchased at the uniform shop. Only students from the fall 2016 and spring 2017 cohorts will be authorized to wear the uniform patch. The patch will be retired fall 2017 and may not be removed from the uniform until after graduation.

Students participating in community and psychiatric clinical experiences wear the following:

- Business Casual: Cotton or tweed pant/slacks or skirt. Short or long sleeved collar polo/shirt. Appropriate length skirts/dresses that are not too short.
- No jeans of any type or stretch yoga pants are to be worn in the clinical setting.
- Clothes must always fit properly and not be too snug or show cleavage.
- Shirts/tops must cover the shoulders and midriff.
- When students are going to the clinical settings for reasons that do not involve direct patient care/nor require the acute care uniform, they must use business casual dress.
- The Gonzaga name tag must always be worn in the clinical setting.

Cleanliness

Personal cleanliness and hygiene are essential both to portray a professional appearance, and to safeguard the health of clients, agency staff, and other students.

- Students shall not to wear perfume, cologne, or aftershave in the clinical setting, as others may find it offensive, especially when they are ill or they may be allergic to it.
- Students should also be cognizant of body odor and bad breath and take measures to prevent them.
- Students who smoke should have no detectable odor of smoke when in clinical settings.

Hair

- Hairstyles for men and women must be neat, clean, and a natural color.
- When providing care to clients, long hair must be pulled back and fastened by a clip or elastic band.
- Male students must be clean shaven or, if they have beards, they must be neatly trimmed.

Makeup

- Excessive makeup is not acceptable in any clinical setting.

Fingernails

- Fingernails are to be clean and less than one-quarter inch beyond the fingertip.
- Polish, if worn, must be clear or neutral in color and not chipped or cracked.
• Artificial nails are not permitted during direct patient contact in any clinical setting and this includes wraps, inlays, decals, and artificial nails.

Jewelry
The only acceptable jewelry to be worn in clinical settings includes:
• Wedding bands or small rings. Thought must be given as to whether ring settings may scratch or otherwise injure patients or may harbor bacteria.
• Watches with a sweep second hand or LED second readout.
• Simple and small earrings no greater than dime-sized and only one earring in each ear.
• Facial and mouth jewelry are not to be worn in the clinical setting at any time. This includes, but is not limited to, rings or studs of the eyebrows, nose, lips, and tongue.

Body Art
• Tattoos or other body art must be covered in the clinical setting.

Gum Chewing
• Students are not to chew gum in the clinical setting.

Professional Standards
Professional behavior is defined as, but not limited to, behaviors that reflect:
• Accountability and/or responsibility for self and others
• Integrity
• Honesty
• Appropriate language
• Appropriate appearance

Because of the nature of professionalism essential in the nurse-client process, the faculty believes that certain behaviors are considered to be unprofessional. These behaviors include, but are not limited to:
• Misrepresenting work of others as own work;
• Misrepresenting facts;
• Acts of omission;
• Acts of commission; and
• Other behaviors of similar magnitude

Communications

Computer Technology
The Department of Nursing faculty relies on the use of computer technology to provide students with high quality instructional materials and optimal learning experiences. To enhance participation and learning, students must have a working knowledge of the use of computer hardware, software, and internet connectivity. The following are required.

Hardware
• Personal computer (desktop or laptop)
• Operating system: Windows 7 or later OR Macintosh* with OSX 10.10 (Yosemite) or later
• Printer
If using Macintosh computer, student must be able to INDEPENDENTLY manage complex document transfer to and from the iWorks suite, to the Microsoft Office Suite.

- Gonzaga students they can get the office suite for free from their email, both for Macs and PCs.

**Connectivity**

- Internet access (high speed preferable but not required)
- Internet browser (firefox or Chrome)
- Microsoft Word – compatible email program: email services have a cap on the size of a document you can send.
- OneDrive can be used to share large documents

**Software**

- Microsoft Word
- Microsoft PowerPoint
- Adobe Acrobat Reader (free software available for download at: http://www.adobe.com)
- 7zip – for PC (free software available for download at: http://www.7-zip.org/download.html)
- RAR extractor Free – for Mac (free software available for download in the Mac App store)
- Virus protection software such as Windows Defender.

**Other**

- Scanning documents and upload is also acceptable in special circumstances
- Voice messaging

**Department of Nursing Blackboard Site**

The Department of Nursing maintains a Blackboard internet site at: https://learn.gonzaga.edu for departmental information and updates. The site is listed on Blackboard as NURS 000 – Department of Nursing.

**Departmental Email Policy**

Because the course enrollment process automatically generates an email list for all students, the Department uses this list to send out time-sensitive information as the occasion arises. This practice requires that all students activate and use their Gonzaga University email accounts. The Gonzaga University email system will allow users to forward email received in the GU system to the student’s home email address. It is the student’s responsibility to ensure that the GU system sends email to the correct home address.

**Changes in Policies/Programs**

Notification of changes in departmental policies and programs are made through a variety of means depending on the nature of the change. Avenues used include email to all students using their Gonzaga University email addresses, posting on the Department of Nursing Blackboard site, or direct mail to students’ homes.

**Department of Nursing Social Media Policy**

The Gonzaga Department of Nursing social media policy is congruent with the social media policy developed by the National Council of State Boards of Nursing and the National Student Nurses
Association. The Department of Nursing believes that student nurses have a responsibility to understand the benefits and consequences of participating in social media.

**Definition:** Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues.

**Types of Social Media:**
Social media platforms may include (but are not limited to) the following:
- Blogging—Blogger, liveJournal, Xanga
- Microblogging—Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Twitter
- Postcasting-Blubrry
- Social networking –Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut, Snapchat, Instagram
- Social new sharing-Digg, Reddit
- Social bookmarking/social tagging-Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting-Vimeo, Youtube

**Image of Nursing and Social Media:**
Student nurses and student leaders should maintain the awareness that you are contributing to the global image of nursing and are always representing the nursing profession through intended and unintended outcomes of your social media usage.

**Privacy and Confidentiality**
Student nurses all carry the responsibility of adhering to privacy and confidentiality standards and should be familiar with the Health Insurance Portability and Accountability Act (HIPAA), including, but not limited to, the HIPAA Privacy Rule. HIPAA regulations protect patient privacy by establishing how individually identifiable information may be used, including any information relating to the physical or mental health of an individual, or any information that may be used to identify an individual. Student nurses have a responsibility to promptly report an identified breach of confidentiality or privacy to a school authority—including, but not limited to, an instructor, staff person, or dean.

**Examples of Confidentiality/Privacy Breach:**
Inadvertently or intentionally breaching patient confidentiality/privacy can occur through a variety of situations and circumstances. Student nurses and nurses breach confidentiality or privacy by: posting information through social media tools, such as: commenting on someone else’s post that displays any information that may identify a patient; referring to patients or their care; or posting videos or photos of patients or anything that may identify a patient, and by bringing to campus patient status report sheets or hospital document that contain patient information of identification.

**Consequences:**
Potential consequences for inappropriate use of social and electronic media by a student nurse are varied. The potential consequences will depend, in part, on the particular nature of the student’s conduct and the clinical agency contract of the clinical partner in which the violation occurred. An instructor who is convinced that a violation of the social media policy has occurred in his or her course must discuss this with the student and with the Department Chair or academic Dean before imposing any penalty. If the student and instructor are able to reach a mutually acceptable remedy which is sanctioned by the Chair/Dean, the violation may be dealt with at this informal level. In the event that a mutually acceptable
remedy is not reached at the informal level, an allegation of breach of patient confidentiality/privacy will be brought to the Dean for the formal process to begin.

A Dean or Chair will, upon receiving a formal allegation of breach of patient confidentiality/privacy, notify the student of the charge in writing within five working days. The student must meet with the Dean/Chair within five class days of receiving this notice. At their first meeting, the Dean/Chair shall at a minimum: (a) ask the student if he/she understands the allegation and evidence; (b) inform the student that if a decision is reached that he/she has violated the Social Media Policy. In addition, the Dean/Chair must inform the student that (1) allegation may be resolved immediately with the student’s consent; or (2) the student may have five more class days to reflect on it (without jeopardy) before the Dean/Chair reaches a conclusion.

The Dean/Chair will determine whether an allegation of breach of patient confidentiality/privacy is supported by the evidence. When a breach of patient confidentiality/privacy is determined to have occurred, the Dean/Chair will also determine the appropriate penalty, depending on the quality of the evidence, the severity of the alleged infraction, whether it is a first or repeated offence, and the clinical agency contract. The recommendation of the proposed penalty is made by the faculty who initially discovers the alleged violation. If a penalty is imposed, the Dean/Chair will notify the student in writing and send a copy of that letter along with a written report explaining it to the Academic and Student Life Vice Presidents.

A student may appeal a Dean/Chair’s decision to the Academic Vice President (AVP). Such appeals must be received in the AVP’s office, in writing, within five class days from the student’s receipt of the letter stating the penalty. Unsupported assertions of innocence will not re-open a case. The appeal letter must state specific reasons for the appeal. If the AVP believes an appeal has such a reason to support it, the appeal will be sent to the Academic Honor Review Board within ten days from receipt of the written appeal.

**Department of Nursing Fees**

A fee is added to a student’s account each semester that a student is enrolled in courses in the Department of Nursing.

A clinical fee per course is assessed of all students enrolled in courses with a clinical component. This helps the Department cover the costs associated with laboratory learning experiences and expenses associated with clinical site coordination and supervision. This fee will be added to a student account if enrolled in NURS 315, NURS 352, NURS 403, NURS 467, and NURS 468.

**Program Evaluation Process**

Student opinions are clearly valued within the Department of Nursing and the University. Students are encouraged to utilize evaluation opportunities as one of the avenues to honestly and thoughtfully evaluate faculty members and courses and to provide feedback to the faculty regarding strengths and areas to improve at the end of each course offering. These evaluations are used by the course faculty and the Department to appraise the quality of each course. They provide the basis for modifying the content and learning experiences for future classes. Additionally, the evaluations are used as part of total curriculum review. An accurate reflection of student opinions as well as faculty opinions is helpful in maintaining a relevant curriculum.
Faculty Evaluations
At the end of each semester, students are asked to complete an electronic evaluation of each faculty member teaching a course. These are available on Zagweb.

These evaluations are used by central administration and faculty committees in making decisions related to the reappointment, salary, tenure, and/or promotion of individual faculty. Following submission of student grades, summaries of the student appraisals are available to faculty to use in making improvements.

Course Evaluations
In addition to the faculty evaluations, students are asked to complete course evaluations

Advisor Evaluations
In May of each year, students are asked to complete an Advisor Evaluation to appraise the quality of the advising process and the helpfulness of the faculty advisor. The results of these appraisals are used by the individual to monitor and improve performance and by peers and administration to make decisions related to the reappointment, salary, tenure, and/or promotion of the faculty.

Library Services
Foley Center
Gonzaga University
502 E. Boone, Spokane, WA 99258-0095
Telephone: 509-313-5931 or 800-498-5941
Foley Center Library www.foley.gonzaga.edu

Indexes and Databases
Using the internet (www.foley.gonzaga.edu/indexes), students can access a variety of indexes and databases including CINAHL (Cumulative Index to Nursing and Allied Health Literature), Medline, PsycInfo and PubMed as well as full-text databases such as ProQuest and EBSCO. The use of these data bases provides immediate online access to articles from selected journals, newspapers, and magazines.

Assisted Database Searching
Through Foley Center, GU students, staff, and faculty can obtain valuable assistance in locating bibliographic materials in subject areas for which there are limited indexes and databases available. Over 400 different commercial and public databases can be searched through DIALOG. Charges are based on the amount of connection time, the cost per minute of the individual database, and the number of citations printed. Foley Center Library is able to subsidize costs up to $30.00 per research project. For more information or to schedule a search, contact Linda Pierce, Public Services Coordinator at (509) 313-3834, or by e-mail at pierce@gonzaga.edu.

Spokane Area Libraries
Listed below are additional libraries in the Spokane area that augment the library holdings of Gonzaga University. Hours of operation, type of collections, policies regarding checkout of materials, and services vary.

<table>
<thead>
<tr>
<th>Spokane Falls Community College</th>
<th>Holy Family Hospital</th>
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<tbody>
<tr>
<td>3410 West Fort Wright Drive</td>
<td>5633 North Lidgerwood</td>
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<tr>
<td>Spokane, WA</td>
<td>Spokane, WA</td>
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<tr>
<td>Institution</td>
<td>Address</td>
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<tr>
<td>Eastern Washington University Spokane Center</td>
<td>10 North Post Street, Suite 210</td>
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<tr>
<td>Spokane Medical Library</td>
<td>Spokane, WA 99201</td>
</tr>
<tr>
<td>Telephone: 533-3800</td>
<td>Telephone: 482-2598 or 482-2195</td>
</tr>
<tr>
<td>VA Medical Center</td>
<td>4815 North Assembly</td>
</tr>
<tr>
<td>Spokane, WA</td>
<td>Spokane, WA 99210-1495</td>
</tr>
<tr>
<td>Telephone: 458-6412</td>
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<tr>
<td>Spokane Community College</td>
<td>1810 North Green, Spokane, WA</td>
</tr>
<tr>
<td>Telephone: 533-7045</td>
<td>WSU College of Nursing</td>
</tr>
<tr>
<td>Betty M. Anderson Library –</td>
<td>600 North Riverpoint Boulevard</td>
</tr>
<tr>
<td>Spokane, WA 99210-1495</td>
<td>Spokane, WA 99251-0002</td>
</tr>
<tr>
<td>Telephone: 458-5800 ext. 2209</td>
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<tr>
<td>Deaconess Medical Center</td>
<td>PO 248, 422 South Wall Street</td>
</tr>
<tr>
<td>Health Information Center</td>
<td>Spokane, WA 99210-0248</td>
</tr>
<tr>
<td>Telephone: 458-5800 ext. 2209</td>
<td>Whitworth College</td>
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<tr>
<td>Cheney Cowles Library</td>
<td>Spokane, WA 99251-0002</td>
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<tr>
<td>Telephone: 466-3260</td>
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<tr>
<td>Spokane Public Library</td>
<td>811 West Main, Spokane, WA</td>
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<tr>
<td>Telephone: 838-4226</td>
<td>Providence Sacred Heart Medical Center</td>
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<tr>
<td>SHMC Health Sciences Library</td>
<td>101 West 8th Avenue</td>
</tr>
<tr>
<td>Spokane, WA 99220</td>
<td>Spokane, WA 99220</td>
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<tr>
<td>Phone: 474-3094</td>
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</tbody>
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**STUDENT LIFE**

**Gonzaga University Student Handbook**

The Gonzaga University Student Handbook and additional information about Student Life at Gonzaga University can be found on the GU website at: http://www.gonzaga.edu/Student-Life/Student-Handbook. The Department of Nursing adheres to Gonzaga University policies and procedures except where noted in the student Code of Conduct http://www.gonzaga.edu/student-life/Community-Standards/Student-Code-of-Conduct.asp.

**Participation in Gonzaga University Governance**

All students enrolling at Gonzaga University are members of the Student Government Association, a forum wherein student concerns may be addressed. It supports the Gonzaga community through sponsorship of clubs, activities, and forums for student participation. Students may be involved in a variety of ways including committees whose purposes vary from academics to entertainment.

All student positions on committees are appointed. Applications are submitted to the Student Government Office in Crosby Student Center. Notice of position vacancies are published in The Bulletin.
Participation in Department of Nursing Governance

The faculty need and welcome student participation in Nursing Department Faculty Organization meetings. There are opportunities to serve as a student representative in the decision-making meetings for the nursing programs.

The Faculty Organization focuses on the maintenance and promotion of the entire nursing department and provides a forum for discussion of student and faculty issues. A large portion of the work of the Faculty Organization is carried out by the Leadership, BSN, MSN, and Student Affairs Councils. These councils recommend academic standards and requirements; develop/revise the curricula; recommend new courses or deletion/revision of existing courses; monitor curricular implementation; conduct systematic evaluation of the curriculum; maintain educational resources specific to curriculum implementation; and act on matters of importance to students and faculty.

Faculty hope that students give consideration to the functions of each council and think about how they might participate in the major decisions affecting the nursing programs. Students may be appointed by faculty to serve as affiliate members by notifying the Department Chairperson of their interest. Students are invited to serve on the BSN, MSN, and Student Affairs Councils.

If students cannot serve as affiliate members, they may make arrangements to attend on occasion; they may speak on issues, but not vote. If they cannot attend a meeting, they can convey issues or concerns to the Chairperson of the Department, Chairperson of the council, or affiliate members who will present these for consideration. Names of Chairpersons, affiliate members, and a schedule of meetings will be provided to students at the beginning of the semester.

The faculty desire and welcome student participation. The students who have served on committees in the past offered valuable input and found the experience to be quite educational. Faculty desire a strong student voice in matters pertaining to the nursing programs and department.

Honor Society

Sigma Theta Tau: Delta Chi Chapter At Large

Sigma Theta Tau was founded in 1922 by six nursing students at the University of Indiana. As the International Honor Society of Nursing, its purposes are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Membership in the society provides awards for excellence, newsletters, programs, research support, scholarship monies, networking, and mutual support.

The Delta Chi Chapter at Large is the 116th chapter of Sigma Theta Tau. The Delta Chi chapter was chartered in 1980 by the Intercollegiate Center for Nursing Education and became the Delta Chi Chapter at Large in April 1987 when joined by the Gonzaga University Honor Society. There are over 300 Sigma Theta Tau Chapters throughout the world with a membership of more than 100,000.

BSN students who have completed one-half of the curriculum, have achieved academic excellence by maintaining a 3.0 cumulative GPA or higher on a 4.0 scale and rank in the upper 35% of their class are invited to become members.
Alpha Sigma Nu

Alpha Sigma Nu is the national Jesuit honor society for junior and senior men and women students of outstanding academic achievement, service, and loyalty to the ideals of Jesuit education.

Students who are academically in the top 15% of their class are invited to submit an application to Alpha Sigma Nu along with letters of recommendation from faculty members. The Gonzaga Alpha Sigma Nu chapter makes their selection of possible inductees based on academics, service to the University and community, and evidence of loyalty to the ideals of Jesuit education. Potential inductees must be approved by the Dean of their school and the University President.

Only 4% of juniors and 4% of seniors enrolled in each school of the University are selected for induction into Alpha Sigma Nu. This is the highest academic honor bestowed upon undergraduate students at Gonzaga University.

Gonzaga Student Nurses Association (GSNA)

The Gonzaga Student Nurses Association is dedicated to promoting the ideals of the nursing profession in accordance with the principles of Gonzaga University, including social justice, servant leadership, humanism, and Catholic heritage. Our organization serves to educate student nurses through mentoring programs, community service, extracurricular research, and realistic presentation about current issues in the nursing profession. There is an annual membership fee. Officers are elected each year as well as class representatives.

Alumni Association

The Gonzaga Nursing Alumnae Association was established in 1985 as an affiliate of the Gonzaga University General Alumni Association to cultivate fellowship among its members, to promote the interests of the Department of Nursing, and to take part in the alumni groups of the University.

An Executive Council is charged with administering the affairs of the Association according to policies of the University and General Alumni Association. Elected officers are to include president, vice-president, and secretary-treasurer. They are to be elected by mail ballot every other year in odd years.

While the Nursing Alumni Association has been inactive for the past several years, the Department has identified reactivating the Association as a high priority. Students/graduates who are interested in a leadership role in the Association should contact the Department Chairperson.

Student Services

Services directed to the total development of students are an integral part of the university. The division of student life is committed to serving students through counseling, health services, career planning, and prayer and worship. Listed below are resources nursing students are most likely to use. These are available to all students and additional information is available in the Gonzaga University Student Handbook.

Career and Resource Center

The Career and Resource Center helps students access and evaluate career goals and options through education, counseling, training, and skill development in order to accurately determine career opportunities or other alternatives.
Writing Laboratory
The Writing Laboratory, operated by the Department of English, offers aid in the preparation of papers and reports and is available to students at no charge.

Counseling and Career Assessment Center
The Counseling and Career Assessment Center provides short-term individual counseling as well as individual and group guidance in stress/anxiety management, communication skills, time management, and coping with test taking anxiety.

Disability Accommodations
Disability Access (formerly DREAM) provides access services to Gonzaga University’s programs, services, activities and facilities for qualified students with disabilities in compliance with federal and state laws. Disability Access may arrange or provide academic adjustments, accommodations, auxiliary aids, assistive technology and other types of assistance for students with disabilities. Applying for accommodation is a voluntary - self-identifying process- initiated by the student.

The Department of Nursing will make reasonable accommodations for persons with documented disabilities. Classroom accommodations do not transfer to clinical experiences. Student must contact Disability Access for an appropriate set of accommodations specific for the clinical setting. Accommodations are not typically retroactive unless medically validated and will be determined on a case-by-case basis. Students should notify ALL instructors of any special needs or accommodations during the first week of class.

Process for securing accommodations
Gonzaga University student who require access or accommodation due to a disability must contact Disability Access Office, and must complete the process for acquiring accommodations. Both permanent and temporary conditions can qualify for accommodations. A disability under the American’s with Disability Act (as amended), is defined as any physical or mental impairment that substantially limits one or more major life activities of an individual.
If you are unsure if you have a medical condition that qualifies for disability accommodations, please call (509 313-4134) or come into the Disability Access office (Foley library 209) and talk to a staff member, do not delay meeting with a Disability Access representative out of concern for not having appropriate paperwork.

For more information visit our webpage: http://www.gonzaga.edu/disabilityaccess

Campus Ministry
Campus Ministry offers opportunities for growth in areas of personal and spiritual development including liturgies, retreats, prayer and reflection groups, and sacramental preparation.

University Health Center
The University Health Center provides health education, basic and preventive medical services to include treatment for minor illnesses and injuries, simple diagnostic testing procedures, supplies, follow-up care, and referral services.
Fitness Center
The Rudolf Fitness Center provides indoor recreation space, including weight room, racquetball/handball courts, a running track, and a full-size swimming pool. A valid Gonzaga ID must be shown upon entrance to the complex. Rudolf Fitness Center fees for full-time Undergraduates are $75.00 per semester (paid with tuition). Optional summer memberships are $30.00. For more information and facility hours, please call extension 4200 or look on-line at: (www.gonzaga.edu/Athletics/Rudolf+Fitness+Center/default.htm)
Department of Nursing Grievance Form

Name: ________________________________________
Date: _________________________________________

Summary of Issue(s) (detail all pertinent facts):

Description of rights that were violated:

Person(s) involved:

Resolution being sought:
<table>
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<th>Semester I Freshman (16cr)</th>
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<th>GR</th>
<th>Term</th>
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*Nursing Pre-requisite
GR=Grade TERM= Semester
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<td>NUR251 Social Determinants</td>
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**Designations:**

- Writing Enriched (6cr)
  - Writing
  - NURS 404 Research
- Global Studies (6 credits)
  - Recommend History
- Social justice (3 credits)
  - NUR251 Social Determinants

**Advising Notes**

Revised 2-26-16
What is a Clinical Passport?

The Clinical Passport is a set of standard health and safety standards required of all students and faculty caring for patients in the healthcare setting. It serves as a record of immunity status for vaccine-preventable diseases. For each vaccine, the record should show all pertinent information about that vaccine and when it was administered. This is vital information for your clinical experience and should be copied and retained for your records.

Why is the Clinical Passport so important?

You are likely to come in contact with infective material from patients, potentially placing you at risk for exposure and possible transmission of vaccine-preventable diseases.

Employers and healthcare providers have a shared responsibility to prevent occupationally acquired infections and avoid causing harm to patients by taking reasonable precautions to prevent transmission of vaccine-preventable diseases.

The optimal use of recommended vaccines helps maintain immunity and safeguards you and other healthcare professionals from infection thereby helping protect patients from becoming infected.

It is important to recognize that most infectious diseases are contagious before a person is symptomatic.

You have the professional responsibility to know and keep current with your immunizations and health requirements.
TUBERCULIN STATUS

There are two types of tests that are done to measure for TB exposure:

- Tuberculin Skin Test (TST)
- TB blood tests (IGRA)

TST: When you first have a TST, you are required to get a 2-step. The first skin test reaction should be read between 48 and 72 hours after administration. You will have to retest if not read within this time period.

If the first TST is negative, you will need to obtain a second TST within 1-3 weeks, then yearly after that. If your yearly TST lapses, you will then need to again complete the 2-step process.

Rationale – A 2-step is performed at baseline because people who were infected with TB many years ago may have a negative reaction to an initial TST. The first "step" may stimulate (or boost) the immune system's ability to react to the test. If the second "step" is not performed as part of baseline screening, a subsequent positive TST reaction could be misinterpreted as a new infection. Additionally, the TST (Tuberculin Skin Test) and a live vaccine must be done on the same day or separated by 30 days. If done sooner, there is potential for a false positive, resulting in increased cost and unnecessary treatment (chest x-rays).

TB Blood Tests - Interferon Gamma Release Assays (IGRAs) are blood tests for detection of infection to M. tuberculosis. The IGRA measures the person's immune reactivity to M. tuberculosis, the bacterium that causes TB. The IGRA tests most commonly available are the QuantiFERON Gold In-Tube (QFT-IT) and TSPOT tests.

BCG - A prevailing thought is that having had BCG-vaccination in the past will automatically result in a false positive TST reading. This is not true and to the contrary, it is recommended to test with TST.
HEPATITIS B

Hepatitis B is a serious disease caused by a virus that attacks the liver. The virus, which is called hepatitis B virus (HBV), can cause lifelong infection, cirrhosis (scarring) of the liver, liver cancer, liver failure, and death. The goal of receiving Hepatitis B vaccine is to protect you from contracting this disease.

- Complete a series of three vaccines at 0, 1, and 6 months and a post vaccination titer at 6 and 8 weeks after the series... or
- Provide documentation of positive titer (anti-HBs or Hep B SAb)... or
- Provide documentation of history of Hepatitis B... or
- Furnish a signed declination. Note: Many healthcare organizations do not accept a declination.

MMR

- Provide documentation of positive titer (anti-HBs or Hep B SAb)... or
- Signed declination for student/faculty who decline vaccination Specific healthcare institutions may require vaccination without exception (i.e., no declination)

MMR (Measles, Mumps, Rubella)
- Proof of vaccination (2 doses at appropriate intervals) OR
- Proof of immunity by titer

You are required to have 2 MMR vaccines or proof of titer (3 titers, one each of Measles [Rubeola], Mumps and Rubella).

NOTE: In most cases getting the MMR is far less expensive than having blood titers drawn. Revaccination with MMR is safe.

Varicella

If you have had Varicella vaccine and then have the disease, you have two options:

1. Do the 2nd Varicella... OR
2. Have the titer drawn.

NOTE: The titer is only recommended if you have had chicken pox disease. Titer after Varicella vaccine is not recommended by the CDC as most Varicella tests are not sensitive enough to detect antibody level for immunity post vaccination.
Clinical Passport Tutorial

**Tetanus**

Students and faculty are required to show proof of one dose of Tdap and a routine Td booster every 10 years.

**Influenza**

Students and faculty are required to show:
- Proof of seasonal vaccine (either the flu shot or nasal spray flu vaccine and where administered [pharmacy, personal medical provider, etc.])... or
- Signed declination of vaccination.

**NOTE:** Specific healthcare institutions may require vaccination without exception (i.e., no declination). Individuals that decline vaccination on the basis of a medical condition, religious belief or creed or on the basis of a strongly held personal belief will be required to sign a written declination form stating the reason and will wear a mask at all times during flu season when in the institution.

Keep in mind that all live vaccines, such as MMR, Varicella, LAIV (nasal flu) have to be administered on the same day or separated by 28 days.

**Expiration** - If any of your immunizations expire in the middle of the quarter or semester, up-to-date immunizations are required before beginning the term.

**Authorization for Release of Record**

Healthcare organizations conduct random compliance audits of student and faculty health and safety requirements. At any time, healthcare has the authority to request proof of a student’s and faculty’s Clinical Passport Information.

Your education program will ask you to sign a form which authorizes the college to release this information to any healthcare organization which provides the student’s clinical training experience. This includes all necessary background check information (including, but not limited to: National criminal background check, Washington State Patrol background check, OIG and GSA Excluded Providers database search), and immunization records to any affiliated clinical education site requesting such information in order to finalize your externship placement with those facilities.
Clinical Passport Tutorial

CPR

You are required to have American Heart Association (AHA) Healthcare Provider BLS certification. This is a CPR and AED course for healthcare professionals and covers one and two person Adult, Child and Infant CPR, use of an AED (defibrillator) on both a child and adult, choking (Heimlich Maneuver) for infants, children and adults, airway obstruction, bag valve mask and how to use a breathing barrier or pocket mask.

NOTE: AHA Healthcare Provider Certification is not required of all students. Please consult with your education program if this pertains to you.

Background Checks

Thorough Criminal Background Checks are performed upon admission and reentry/rehire to a program.

Healthcare partners reserve the right to refuse or accept any student on the basis of these checks.

Licensure

If any individual possesses a healthcare license, certification or registration, this information must be provided including State of Issue and expiration date.

Insurance

Professional Liability insurance policy with a $1,000,000/3,000,000 limit is required. A policy expiration date must be provided.

NOTE: Some healthcare organizations may have additional requirements that are listed at the bottom of your Passport. Your education program will inform you if any of these requirements will be necessary.
Clinical Placements Northwest
Student/Faculty Clinical Passport Requirements

Student/Faculty Name: Last, First, M.I.

College: [Blank]
Program: [Blank]

These requirements are in place for the health and safety of students, faculty and their patients.

SUBMITTED ONCE

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<tr>
<th>TUBERCULIN STATUS</th>
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<tr>
<td>Documentation of an initial 2 step TST is required AND documentation of annual TSTs since 2 step was completed</td>
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<tr>
<td>If no records of previous positive TB tests or more than 12 months since last TST → 2 step TST OR</td>
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<tr>
<td>Negative TB IGRA test within 12 months OR</td>
</tr>
<tr>
<td>If negative TST within 12 months → one step TST</td>
</tr>
<tr>
<td>If newly positive TST or TB IGRA → F/U by healthcare provider (chest X-ray, symptoms check and possible treatment documentation of absence of active M. TB disease) and need to complete health questionnaire</td>
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<tr>
<td>If history of positive TST → provide documentation of TST reading, provide proof of chest X-ray documenting absence of M. TB, medical treatment and negative symptom check</td>
</tr>
<tr>
<td>If history of BCG vaccine → TST Skin Testing as above or TB IGRA. If negative → OK; if positive follow up as above</td>
</tr>
</tbody>
</table>

HEPATITIS B

Documentation of Series of 3 vaccines completed at appropriate time intervals and post vaccination titer at 6-8 weeks after series completion if available. If negative, then repeat series (consisting of doses 4-6) and repeat titer 6-8 weeks after #6 dose. OR obtain challenge dose #4 and retiter after 6-8 weeks OR

Provide documentation of positive titer (anti-HBs or HepB SAbs) OR

Signed declination for students/faculty who decline vaccination Specific healthcare institutions may require vaccination without exception (i.e., no declination)

MMR (Measles, Mumps, Rubella)

Proof of vaccination 12 doses at appropriate intervals

Proof of immunity by titer OR

VARICELLA (Chicken Pox)

Proof of vaccination (2 doses at appropriate intervals)

Proof of immunity by titer OR

TETANUS, DIPHTHERIA, PERTUSSIS (Tdap)

Tdap required once

Td required every 10 years after Tdap

CPR

American Heart Association BLS Healthcare Provider Certificate

AUTHORIZATION FOR RELEASE OF RECORD

Kept on file by education institution

REQUIRED EDUCATION

Each healthcare institution will communicate to faculty and students any required educational content to be completed prior to participating in patient care.

STUDENTS AND FACULTY IN CPC1 AND INCPC CONSORTIUMS MUST COMPLETE ALL STUDENT LEARNING MODULES ON THE WEBSITE. IF ANY QUESTIONS, PLEASE CONSULT YOUR PROGRAM

SUBMITTED EVERY YEAR

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<td>Annual TST OR</td>
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<td>Annual TB IGRA test</td>
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<td>If newly positive TST/IGRA results → F/U with healthcare provider (chest X-ray, symptoms check and possible treatment documentation of absence of active M. TB disease) and need to complete health questionnaire</td>
</tr>
<tr>
<td>Previously documented positive TST results and prior negative chest X-ray results: submit annual symptom check completed within one year from healthcare provider</td>
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INFLUENZA

Proof of seasonal vaccination(s) OR

Signed declination for student/faculty who decline vaccination Specific healthcare institutions may require vaccination without exception (i.e., no declination) http://flushot.healthmap.org/

BACKGROUND CHECKS

National Criminal Background Check and Washington State Patrol Background Check (WATCH) upon admission/re-admission and reentry/hire to program to include all counties of residence & all Washington State counties per RCW 43.43.830 and OIG and GSA screens. Excluded provider search on:

- OIG http://exclusions.oig.hhs.gov/
- GSA http://www.sam.gov

Washington State Patrol Background Check (WATCH) annually thereafter

LICENSE (if faculty licensed or certified as any healthcare provider (RN, LPN, NAC, etc. & in what specific State)

- Current
- Unencumbered

INSURANCE

Professional Liability $1,000,000/3,000,000 policy (This may be coverage via the school or individual)

ADDITIONAL REQUIREMENTS (if applicable)

Some healthcare settings may have additional requirements, such as the following:

- Vehicle Insurance (for access to VA & Military Facilities)
- Personal Health Insurance
- Drug Screen
- Hepatitis A Vaccine
- Current First Aid Card
- Proof of U.S. Citizenship
- Color Vision Test
- Food Handlers License

Students and Faculty will be informed prior to clinical experience if optional or additional requirements need to be met.

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06/01/15
Clinical Placements Northwest
Student/Faculty
Clinical Passport Requirements

By contract with your academic institution, all students and faculty participating in patient care experiences must meet the following health and safety requirements. The academic institution is responsible for ensuring that requirements have been met prior to participation in patient care clinical experience. Records will be kept at the academic institution and random review by the clinical affiliates will occur on a regular basis. Documentation must meet requirements at all times. Required immunizations must include mm/dd/yyyy if available.

### SUBMITTED ONCE

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<td>Result: mm Neg Pos Pos</td>
</tr>
<tr>
<td>B. Two-step TST #2 Place Read Date</td>
<td>Result: mm Neg Pos Pos</td>
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<tr>
<td>C. TB IGRA Date</td>
<td>Result:</td>
</tr>
<tr>
<td>D. If New Positive/Exam/X-ray Date</td>
<td>Result:</td>
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<tr>
<td>E. Positive TST/Negative X-ray Date</td>
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<td>Vaccination Dates 1) 2) 3) Immunity confirmed by titer Date OR</td>
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<td>MMR (Measles, Mumps, Rubella)</td>
<td>Vaccination Dates 1) 2)</td>
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<td>VARICELLA (Chicken Pox)</td>
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<td>TETANUS/DIPHTHERIA/PERTUSSIS</td>
<td>Tdap Date</td>
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<td>AHA BLS Healthcare Provider Certificate</td>
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<td>School keeps this on file</td>
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### SUBMITTED EVERY YEAR

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<td>B. Annual TB IGRA (drawn less than one year from previous IGRA) Date Result:</td>
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<td>C. Signed declination Date 1) Date 2) Date 3)</td>
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<td>BACKGROUND CHECK</td>
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<td>B. Washington State Patrol Check (WATCH) upon admission and annually Dates</td>
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<td>C. Disclosure Statement Dates</td>
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<td>LICENSE (Any healthcare license, certification, registration)</td>
<td>State # Exp. Date OR</td>
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<tr>
<td>D. Hepatitis A Vaccine two doses Dates 1) 2)</td>
<td></td>
</tr>
<tr>
<td>E. Current First Aid Card Date</td>
<td></td>
</tr>
<tr>
<td>F. Proof of U.S. Citizenship Date</td>
<td></td>
</tr>
<tr>
<td>G. Confidentiality Statement Date</td>
<td></td>
</tr>
<tr>
<td>H. Color Vision Test Date</td>
<td></td>
</tr>
<tr>
<td>I. Food Handlers License Date</td>
<td></td>
</tr>
</tbody>
</table>

This is not a comprehensive list; there may be more items.