



**This album was compiled by:**

- **Shirley Coleman Aikin, Class of '71.  
Assistant Professor of Nursing  
A part of her 1998-99 Sabbatical leave was to  
up-date the history of the School of Nursing.**
- **Assisted by Margaret Ellickson, Class of '59.  
School of Nursing Alumni Historian for 1997-99**

**The 1980's: Book #2  
1984-1989**

# Acknowledgements

Appreciation is expressed to the following persons for their support of this historical endeavor:

- Ms. Kerstin Ringdahl, University Archivist & Curator  
Student workers: Curt Gavigan, Ole Tom Langaard, Tricia Olson, Amity Smetzler
- Mr. Chris Tumbusch, Director of University Photo Services
- Mr. Ken Dunmire, Director of University Photo Services, Retired
- Dr. Paul Menzel, Provost
- Dr. Phil Nordquist, Acting Provost
- Mr. Dave Yagow, Associate Provost
- Dr. Doris Stucke, Director, School of Nursing, Emeritus
- Dean, School of Nursing
- Mr. Darren Kerbs, Associate Director of Alumni Relations

# Class of 1984

## Class of 1984

Adams, Patricia A.  
Alitaeao, Meritiana  
Andrews, Juanita  
Arciero, Cathy A. Conlon  
Bekemeier, Elizabeth R.  
Bernardi, Beverly J. Fletcher  
Bouwman, Sharon G.  
Caldwell, Julia A.  
Carey, Myriam V. Lehr  
Carpenter, Susan S.  
Christnacht, Joan M.  
Clark, Janine S.  
Cloyd, Lorraine H.  
Corey, Candace M. Coats  
Covelli, Rhonda L.  
Dorwin, Cynthia I.  
Falcone, Sally J. Johnson  
Feist, Laurie B. Riddle  
Ferguson, Penny L.  
Fick, Sandra  
Fitchitt, Julie A.  
Gale, Mary K.  
Geldaker, Sharon P. Hansen  
Golda, Silvana A.  
Graham, Julie L.  
Grambo, Cheryl L. Hansen  
Griebenow, Marla K.  
Groh, Holly A.  
Hahn, Heidi T.  
Halvorsen, Tara L.  
Hammond, Joan E.  
Hartley, Susan C. Wobig  
Hopkins, Juanita M.  
Hubbard, Judith A. Ehlers  
Ide, Marianne  
Johnson, Karen J. Evans  
Johnson, Myrtle M.  
Jones, Karen A. Brown  
Kerschner, Larry E.  
Kipp, Christie L.  
Larson, Jennifer S.  
Leadbetter, Sandra A.  
Lear, Barbara J.  
Lewis, Sarah L.  
Lim, Mina  
Lindstrom, Laine E.  
Llera, Kandice V. Koch  
Loewen, Susan L.  
Lucius, Jane C.  
Matthews, Christina M.  
Mattson, Sharon A. Davis  
Medford, Rosemary G. Gowan  
Milliren, Janel L. Johnson  
Morris, Larry J.  
Nelson, Heidi C.  
Neufeld, Kristen Glasoe  
Newcomer, Tamara S.

Olson, Christina L.  
Palmer, Elke B. Bartel  
Parker, Shelly S. Mason-Brown  
Plinke, Brenda Faulstich  
Reiswig, Rhonda A.  
Robinson, Thornton A.  
Savin, Jazelle B. Budlong  
Schmidt, Judi E. Young  
Schur, Marianne R. Moore  
Schultz, Curtis E.  
Short, Carolyn A.  
Sickafoose, Nancy C.  
Sienko, Cindy L.  
Spada, Carolyn A. Halverson  
Spry, Linda I. Ebeling  
Thielke, Ann P.  
Wacker, Amy L.  
Wakeland, Janet Morrow  
Walsworth, Naomi Lynn  
Weik, Anneliese M.  
Williams, Sonja Hunter

## FACULTY

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Coombe, Egan, Gough, Hagerott, Hansen, Hefty, Hirsch, Kirkpatrick, Kramer, Lingenfelter, Mason, McGear, E. Meehan, Normile, L. Olson, Page, Rhoades, Schultz, Shumaker, Stavig, Stiggelbout, Weirick, M. Wilson, Yumibe.

A nursing career offers great opportunity for a rich and rewarding professional life. It affords virtually unlimited choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is of universal concern, and those prepared to maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

The generic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as Registered Nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for Registered Nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

# School of Nursing

## BACHELOR OF SCIENCE IN NURSING

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of the student. In addition to nursing requirements, the student is expected to meet university requirements. Nursing courses are sequential in nature and all have prerequisites. A student interested in the Bachelor of Science in Nursing degree should contact the School of Nursing and begin the course sequence upon entrance to the university.

For spring semester enrollment the curriculum generally follows the fall semester format with modifications as necessary to assure completion of all prerequisite courses by the time they are needed. A schedule of courses is developed individually with each student who begins nursing courses in the spring semester. Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and normally extend over six semesters.

## COURSE OFFERINGS

### 214 NURSING I:

#### SOCIALIZATION TO NURSING

Concepts regarding self and society, relations, communications, learnings, and levels of wellness. Introduces historical milestones of nursing and trends in nursing education. Prerequisites: PSY 101, and prior or concurrent enrollment in SOC 101. (4)

### 220 NURSING II:

#### COMMONALITIES IN NURSING CARE

Introduction to the nursing process and psychomotor skills in client care. Emphasis is on the role of the professional nurse in implementation of the nursing process. Includes selected clinical experiences with adult clients. Prerequisites: BIOL 201, 205 and 206; NURS 214; and concurrent registration in 224. (4)

### 224 NURSING II: HEALTH ASSESSMENT

Assessment of health status of well children and adults. Emphasis is on beginning assessment techniques as part of the nursing process. Attention is given to the use of health resources, the influences of the eco-system, and the role of the health team in maintaining wellness. Includes selected clinical experiences with well children and adults. Prerequisites: BIOL 205 and 206; CHEM 105; NURS 214; prior or concurrent registration in PSYCH 325 (or EDUC 321); and concurrent registration in NURS 220. (4)

### 334 NURSING CENTRUM I

An introduction to the less complex medical-surgical situations of adults, to the growing family, and to the preventive aspects of mental health nursing. Drug and diet therapy and theories of physical and psychosocial development. Prerequisites: BIOL 205 and 206; NURS 220 and 224; and concurrent registration in 344. (4)

### 344 HEALTH PROBLEMS

Medical-surgical problems of a less stressful nature and appropriate nursing actions to facilitate adaptation. Includes experience with a growing family through the perinatal period, and application of principles of crisis intervention in dealing with health problems in selected clinical experiences. Prerequisites: BIOL 205 and 206; NURS 220 and 224; and concurrent registration in 334. (4)

### 354 NURSING CENTRUM II

The more complex medical-surgical and psychiatric situations. Emphasis on pathophysiological and psychopathological aspects and their application to the nursing process in the care of children and adults. Prerequisites: 334 and 344, and concurrent registration in 384 and 394. (4)

### 384 CLINICAL PROBLEMS I

Psychiatric and medical-surgical problems of a stressful nature with the appropriate nursing actions to facilitate adaptation or restoration to a higher level of wellness. Prerequisites: Concurrent registration in 354 and 394. (4)

### 394 NURSING PRACTICUM I

Clinical application of Nursing 354 and 384. The student is expected to apply theoretical principles based on pathophysiological and psychopathological concepts in the clinical setting, using interpersonal and technical skills. Prerequisites: Concurrent registration in 354 and 384. (4)

#### 424 NURSING CENTRUM III

Introduction to acute deviant behavior patterns and to life threatening medical/surgical problems of children and adults. Emphasis on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisites: 354, 384, and 394, and concurrent registration in 434 and 444. (4)

#### 434 CLINICAL PROBLEMS II

Introduction to nursing actions appropriate to stressful medical, surgical, and psychiatric problems and to the newer parameters of nursing. Examination of issues in nursing and changes in health care systems. Prerequisites: Concurrent registration in 424 and 444. (4)

#### 444 NURSING PRACTICUM II

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including use of interpersonal and sophisticated technical skills. Prerequisites: Concurrent registration in 424 and 434. (4)

#### 464 NURSING CENTRUM IV

Preparation for future professional roles of the nurse in the health delivery system. Emphasis on leadership and management skills, professional judgment, decision making, and the nurse as a change agent. Examination of legislation, economic security, professional growth, and the use of health and welfare resources. Prerequisites: 424, 434, and 444, and concurrent registration in 478. (4)

#### 478 SENIOR PRACTICUM

Clinical application of professional and technical skills in primary or secondary nursing settings. Each student is expected to function in a staff nurse role and progress to a leadership role. Prerequisites: 424, 434, and 444, and concurrent registration in 464. (8)

#### 491, 492 INDEPENDENT STUDY

Prerequisite: Permission of the dean. (1-4)

#### COURSES TO BE OFFERED IN THE 1984 INTERIM

##### 300 Basic Medical Mathematics

- 303 Nursing Management of the Client  
Experiencing Alterations in Body Image  
311 Surgical Intervention  
312 Wellness Revolution: Life Style Choices  
for Tomorrow

##### 313 Planning for Parenting: Choices for Childbearing and Childrearing

#### RESOURCES AND FACILITIES

- Good Samaritan Hospital, Puyallup, WA (225 beds)  
David K. Hamry, M.H.A., President  
Peggy Cannon, Vice President  
Lakewood General Hospital, Tacoma, WA (105 beds)  
Bruce M. Yeats, Administrator  
Peggy Dawson, R.N., Assistant Administrator for Nursing Service  
Madigan Army Medical Center, Tacoma, WA (493 beds)  
Brigadier General Guthrie L. Turner, Jr., M.D., Commanding Officer  
Colonel Beverly Gior, B.S.N., M.S., D.N., Chief, Department of Nursing  
Mary Bridge Children's Health Center, Tacoma, WA (68 beds)  
J. Peter Johnson, M.H.A., Administrator  
Karen Lynch, R.N., B.S.N., Assistant Administrator for Patient Services  
Puget Sound Hospital, Tacoma, WA (151 beds)  
Michael H. Keisling, C.E.O., Administrator  
Larry Howell, B.S.N., M.N., Assistant Administrator/Director of Nursing  
St. Joseph Hospital, Tacoma, WA (297 beds)  
Daniel Russell, B.S., M.H.A., Administrator  
Hazel Hurst, R.N., B.S., M.N., Assistant Administrator for Nursing Service  
St. Peter Hospital, Olympia, WA (230 beds)  
David L. Bjornson, M.H.A., Administrator  
Anne Bertolin, R.N., B.S.N., Director of Nursing Service  
Tacoma General Hospital, Tacoma, WA (315 beds)  
Fred A. Pritchard, M.B.A., President  
Betty Hoffman, R.N., B.S.N., M.N., Director of Nursing Service  
Tacoma-Pierce County Health Department, Tacoma, WA  
R. M. Nicola, M.D., M.H.S.A., Director, Tacoma-Pierce County Health Department  
Nancy Cheny, R.N., M.P.H., Director of Nursing  
Tacoma Public Schools, Tacoma, WA  
Donna G. Ferguson, R.N., M.N., Coordinator of Health and Handicapped, Division of Health  
The Doctors Hospital, Tacoma, WA (70 beds)  
Mal Blair, M.H.A., Administrator  
Lovette Wilson, R.N., M.N., Acting Director of Nursing  
Veterans Administration Hospital, Tacoma, WA (512 beds)  
William E. Claypool, A.B., M.H.A., Director  
Joan Stout, R.N., B.S.N., M.N.A., Chief, Nursing Service  
Western State Hospital, Steilacoom, WA (924 beds)  
Ulysses Watson, M.D., Superintendent  
Patricia Pickett, R.N., Acting Director of Nursing

# 1984 INTERIM CATALOG

# FUTURES

## JANUARY 3-27, 1984

### 664311 Nursing 311 SURGICAL INTERVENTION

4 semester hours  
F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The student will gain an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experience. They will spend approximately 20 hours per week in the operating room with selected experiences in "scrubbing," "circulating," and post-anesthesia recovery unit.

Students will be evaluated by written work and clinical performance.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Students must have completed Nursing, Level IV.

COURSE LEVEL: Advanced

GRADING SYSTEM: P, NC

COST IN ADDITION TO TUITION: Transportation and meals.

MAXIMUM ENROLLMENT: 10

MEETING TIME AND PLACE: The class will be divided into two lab groups. Meets in In-111D. Lab A: Jan. 3 only, 7:00-11:00 a.m.; 2:00-4:00 p.m. Thereafter MT and rotating W 7:00 a.m.-3:30 p.m. Lab B: Jan. 3 only, 10:00 a.m.-12:00 noon; 1:00-5:00 p.m. Thereafter RF and rotating W 7:00 a.m.-3:30 p.m.

### 664312 Nursing 312 WELLNESS REVOLUTION: LIFE STYLE CHOICES FOR TOMORROW

2 or 4 semester hours  
E. Meehan/S. Aikin

This course is designed for people who wish to live to be a hundred! There is an increasing emphasis on wellness today and everyone has a personal concept of wellness. In this course, the participants will have a chance to refine their personal philosophies of wellness based on scientific principles. They will become aware of the fascinating way in which their bodies operate and discover techniques to improve the body's efficiency. The physical and psychological effects of stress and effective coping strategies, relaxation, visualization, and biofeedback will be discussed.

We will also investigate common problems the adolescent and post-adolescent may encounter such as chemical abuse, suicide, accidents and sexual activity. Various methods for preventing these crises will be reviewed. Four major causes of illness in the adult and their treatment, coronary artery disease, stroke, diabetes, and cancer will be examined.

This course will also make the participant aware of diagnostic tests that can be performed at home, side effects which can occur when certain over the counter drugs are taken in combination, the latest information on healthful nutrition, and the various services that different members of the health profession can provide. Students may earn two credits through the classroom activities and four credits with a practicum in addition to the classroom. The practicum will involve visits to four different social and health resource agencies in the community. Students enrolled for four credits will also prepare a short paper on each of their visits.

BIBLIOGRAPHY: Donald M. Vickery, *Life Plan For Your Health*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Individual costs for transportation to and from practicums—located in Tacoma-Pierce County.

MAXIMUM ENROLLMENT: 48

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon TR, IN-122 (lectures); 9:00 a.m.-12:00 noon MW, off-campus (lab)

### 664300 Nursing 300 BASIC MEDICAL MATHEMATICS

4 semester hours  
J. Lingenfelter

A basic understanding of mathematics and its practical relationship to medication administration is vital to any student entering the field of medicine. This course is a beginning level offering to aid the student in reviewing their high school mathematics and learning to use simple algebraic formulas.

The topics to be included are as follows: fractions, decimals, ratios and proportions, abbreviations and computations. It will progress from the very simple to the more complex including all the steps necessary to correctly calculate dosages of medications from existing physician orders. The material will be presented in a lecture, question and answer format with daily assignments, weekly quizzes and a final exam. Grading will be based on test scores, class participation and assignment evaluation.

BIBLIOGRAPHY: Laura Hart, *The Arithmetics of Dosages and Solutions*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 25

MEETING TIME AND PLACE: 1:00-4:30 p.m. daily, IN-122

**REGISTRATION:**

Registration may be completed by mail by using the enclosed form. If registration in person is preferred, it may be done in the Continuing Education Office, Ingram Hall, Room 113, between 8:30 a.m. and 4:30 p.m.

Mail registration form with check or money order, made payable to PLU-CNE, to:

Office of Continuing Nursing Education  
School of Nursing  
Pacific Lutheran University  
Tacoma, WA 98447

The registration form must be received by the date posted for each offering for guaranteed place in the class. Registration at the door will be accepted **only** on a space available basis. However, NO notification of class cancellation can be made unless the applicant has preregistered. Your cancelled check or check record is your receipt. **Applicants should assume acceptance of registration unless otherwise notified.**

**REFUND POLICY:**

Registration fees will be refunded only upon written request received by 12 noon on registration deadline. Full refund will be made for cancellations by the college or when a class limit has been reached.

**CANCELLATION POLICY:**

PLU reserves the right to cancel any offering when registration is insufficient to meet requirements and to set limits for numbers of participants for optimum teaching/learning conditions.

For additional information on CNE offerings, or to be included on our mailing list, call the CNE Office at (206) 535-7683.

**REGISTRATION FORM**

Offerings:

.....  
.....

Name

Complete Address

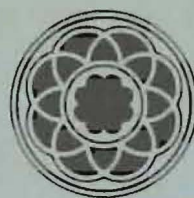
Work Phone

Home Phone

Where Employed

Position

CONTINUING EDUCATION IN NURSING

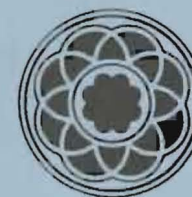
Continuing Nursing Education  
School of Nursing  
PACIFIC  
LUTHERAN  
UNIVERSITY  
Tacoma, Washington 98447

# CONTINUING EDUCATION IN NURSING

## CALENDAR OF EVENTS

January - April, 1984

School of Nursing



PACIFIC LUTHERAN  
UNIVERSITY

NON-PROFIT ORGANIZATION  
U.S. POSTAGE  
**PAID**  
PERMIT NO. 416  
TACOMA, WASHINGTON

# CONTINUING EDUCATION IN NURSING

## PROGRAM APPROVAL:

Pacific Lutheran University Continuing Nursing Education Program is approved as a Program Provider through March, 1984 by the Washington State Nurses' Association, Continuing Education Recognition Program (CERP), which is accredited by the American Nurses Association as an Approver of CE offerings.

We wish to meet your needs for Continuing Nursing Education and will plan an offering with you for special groups. For assistance call: Cynthia Mahoney, Coordinator, Continuing Nursing Education (206) 535-7685.

## EFFECTIVE NURSING MANAGEMENT PART II

A continuation of a basic course in management skills for first and mid-level managers in health care agencies. Part II is generalized and applicable to individuals in any health setting. Content will focus on interviewing, orientation, performance appraisal, counseling, conflict management and labor relations. Participants taking Part I will have priority for enrollment in Part II. Individuals may enroll in individual units on a space available basis. Enrollment is limited in order to facilitate small group activities.

Saturdays (4), 9:00 a.m. to 4:00 p.m.

Unit I	January 14, 1984	Interviewing and Orientation Ruth Baker University Center, Regency Room	\$35.00
Unit II	February 11, 1984	Performance Appraisal and Counseling Kathleen Sanford Ingram Hall, Room 119	\$35.00
Unit III	March 17, 1984	Conflict Management Kathleen Sanford Ingram Hall, Room 119	\$35.00
Unit IV	April 14, 1984	Labor Relations Ruth Baker Ingram Hall, Room 119	\$35.00

**Ruth Baker, M.S., R.N.**, Director, Nursing Services International, Seattle, WA

**Kathleen Sanford, M.A., M.B.A., R.N.**, Assistant Director of Nursing Services, Harrison Memorial Hospital, Bremerton, WA.

Entire course: \$120.00

Registration deadline: Entire course and Unit I - Friday, January 6, 1984  
Units II, III, & IV - Fridays, one week in advance

Enrollment limited to 20 participants

WSNA CERP approved for 6 contact hours for each unit.

## CLINICAL PHARMACOLOGY FOR CRN's

A series of offerings designed for CRN's. The first unit is particularly relevant to CRN's desiring to obtain prescriptive authority. Unit I and III apply to CRN specialists who are either obtaining or maintaining prescriptive authority. In Unit II aspirin and its derivatives acetaminophen, non-steroidal anti-inflammatory and narcotic analgesics for ambulatory care will be presented. Unit III drug therapy include diuretics, beta adrenergic blockers, potassium supplements, central and peripheral-acting antihypertensives, calcium antagonists, angiotensin inhibitors, digitalis glycosides and applications of anti-load and preload reducing agents. Participants may enroll for individual units (I, II, or III) at the established rate or the entire series at a reduced rate. Note: Unit III has two sessions.

Wednesdays (4), 7:00 p.m. to 9:30 p.m., Ingram Hall, Room 100

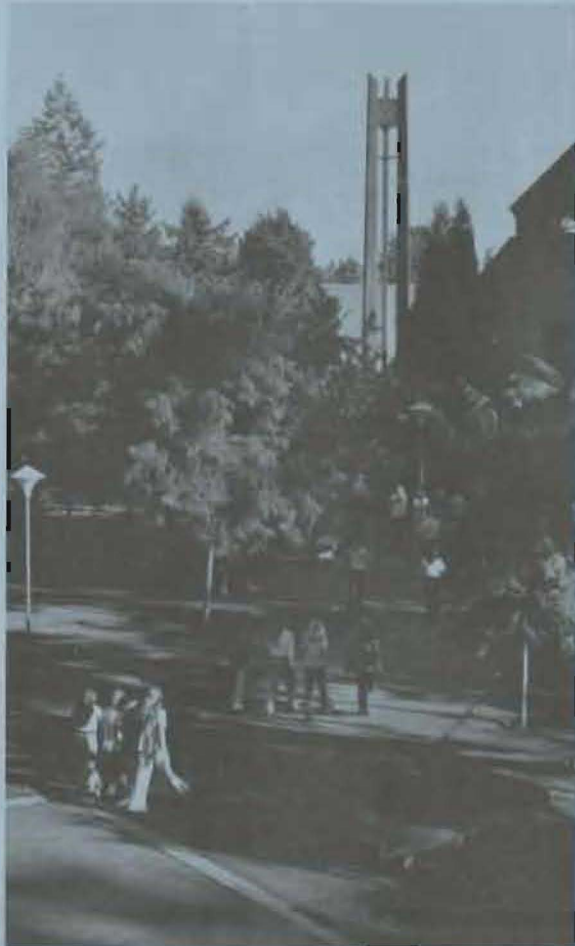
Unit I	January 11, 1984	Basic Principles in Nursing Pharmacology and Pharmacokinetics	\$15.00
Unit II	January 18, 1984	Analgesics and Anti-inflammatory Agents: Prescriptive and "Over-the-Counter"	\$15.00
Unit III	February 15, 1984	Applied Drug Therapy for Hypertension and Congestive Heart Failure - Part 1	\$30.00
	February 22, 1984	Applied Drug Therapy for Hypertension and Congestive Heart Failure - Part 2	

**Larry Pelham, M.S., R.Ph.**, Assistant Director of Pharmacy, St. Joseph Hospital and Health Care Center, Tacoma, WA

Entire Series: \$50.00  
Registration deadline: Entire Series and Unit I - Wednesday, January 4, 1984  
Unit II - Wednesday, January 11, 1984  
Unit III - Wednesday, February 4, 1984

Enrollment limited to 50 participants.

WSNA CERP approved for 3 contact hours for Units I and II and contact hours for Unit III. Note: for CERP credit, two sessions of Unit III must be attended.



## NURSING MANAGEMENT OF THE CLIENT EXPERIENCING ALTERATIONS IN BODY IMAGE

4 semester hours  
L. Normile

This course will

- explore the complex developmental nature of body image and its pervasive effects on life,
- recognize the effect of influential variables and factors which result from a changing health status,
- provide nursing management and promote adaptation to change and reintegration of the body image.

The subject matter will include societal attitudes about our "ideal image" as well as dramatic social change and its effects on body image perception. Identification of events such as mutilating surgery, rape, and problems created by advanced technology will be discussed in relation to altered appearance, control, and function of the body.

Special emphasis will be placed on the use of nursing process and levels of prevention. Students will develop a tool for assessment of body image alterations, then analyze, plan, implement and evaluate adaptation to reintegrating the body image. Didactic classroom experiences, group activities, observations in community agencies and a clinical experience with a body image altered client will provide the student with a comprehensive experience.

Topics will include development of body image throughout life, levels of bodily experience, visible and invisible assaults, environmental variables, influential factors, and nursing concepts and interventions to support reintegration of the body image.

A variety of settings with planned parenthood, cancer support groups, rape centers, rehabilitation and chronic care and home care facilities will be utilized.

Students will attend class 8 hours per week and have 16 hours per week in observation and care of clients. A paper and a final exam will evaluate progress in the course.

**BIBLIOGRAPHY:** Sister Kathleen Black, *Short Term Counseling: A Humanistic Approach for the Helping Professional*; selected periodicals.

**REQUIREMENT FILLED:** Interim

**COURSE LEVEL:** The course is designed for majors or advanced students. Students must have completed Level II.

**GRADING SYSTEM:** A, B, C, D, E

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** Class 8:00 a.m.-12:00 noon MW, IN-122. Clinical 7:00 a.m.-12:00 noon TR, 8:00 a.m.-2:00 p.m. F

March 1984

# Scene

## Nurse Ethicist To Present Helen Long Memorial Lectures

Dr. Ann Davis, nationally-known nurse ethicist, educator and author, will deliver the Helen B. Long Memorial Lectures at Pacific Lutheran University Thursday, March 29.

The co-author of the acclaimed *Ethical Dilemmas and Nursing Practice* and professor at the University of California-San Francisco School of Nursing will present three lectures at PLU'S University Center.

"Modes of Ethical Reasoning" is her 10 a.m. topic. At 1 p.m. she will discuss "Politics of Ethical Decision-Making" and at 4:30 p.m. the topic is "Dilemmas Related to Limited Resources and Costs of Health Care."

Dr. Davis, who teaches in the Department of Mental Health and

Community Nursing, has received many awards and recognitions in the U.S. and abroad, including a World Health Organization Fellowship. A distinguished visiting professor at five major universities, she has presented over 100 papers in this country and abroad.

As a consultant, she has served the Veteran's Administration, National Endowment for the Humanities, and the President's Commission for the Study of Ethical Problems in Medicine and Biomedical and Behavioral Research.

Her book's second edition includes new chapters on ethical dilemmas and value clarification and moral behavior.

For further information on the lectures, call 535-7683.



Dr. Ann Davis



# SCHOOL OF NURSING

A college education lays the foundation for personal and professional achievement and career satisfaction. Baccalaureate preparation for nursing is a combination of general and special education which takes place in senior colleges and universities. Cooperating hospitals and health agencies provide the environment for acquiring clinical skills. Health and helping people is the business of nursing, whether giving direct care or indirect services.

The opportunities, challenges and rewards of careers in nursing are many. Modern nursing offers a greater range of job opportunities than most occupational fields—in hospitals, health agencies, schools, offices, ambulatory care centers, industry, military, and other government services. Nurses are valued members of today's health care team in this country and around the world.

Pacific Lutheran University School of Nursing helps meet the demand for the services of well-prepared nurses in a "high tech—high touch" society. The baccalaureate degree in nursing provides a basis for graduate education in nursing.

*D. Moira Mansell, Dean*





*OPPOSITE PAGE TOP: A familiar experience for all nursing students, Victoria Leavitt conducts a teaching seminar. BOTTOM: Nursing student Kari Creviston discusses aspects of postnatal care with the infant's mother Jane Treleven and Professor Beth Kramer. THIS PAGE TOP: Student Kristi Running cradles her final project, part of an assignment based on pre and postnatal care. Terri Fry, Heidi Urness and the child's mother look on. BOTTOM: Nursing students Particia Lampson and Lisa Holmberg practicing drawing up medicine for future patients.*

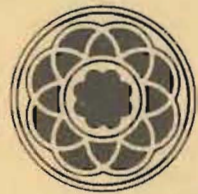
# Capping & Banding Ceremony April 29, 1984

## Level I



## Level I

- Row 1: Beth Goodman, Victoria Leavitt, Elizabeth Beal, Id Yotsunye, Gail Sakamaki, Anna Breivik, Cindy Grath, Wendy Robinson**
- Row 2: Hattie Fender, Susan Bemis, Maureen Johnson, Karla Krebs, Evelyn Wallace, Dianne Keith, Waura Whitworth, Lilli Khatibi, Valerie Benton**
- Row 3: Karen Green, Patricia Anderson, Lisabeth VanSlageren, Lisa Ettlin, Cynthia Klinger, Margie Witt, Sue Bodhaine, Julie Bjornson, Leslie Kastien**
- Row 4: John Tutty, Deborah Fonken, Shelly Burns, Jonathan Sorenson, Cheryl Robinson, Rebecca LeVernois, Marie Rasmussen, Annette Kuhls, Susan Slater, Sandi Fredericks**



PACIFIC LUTHERAN  
UNIVERSITY

Lord, make us instruments of your Peace  
Where there is hatred, let us  
sow love;

Where there is injury, pardon;

Where there is discord, union;

Where there is doubt, faith;

Where there is despair, hope;

Where there is darkness, light;

Where there is sadness, joy.

Grant that we may not so much seek  
to be consoled as to console;

to be understood as to  
understand;

to be loved as to love.

For it is in giving that we receive;

it is in pardoning that  
we are pardoned;

& it is in dying that we are born  
to Eternal Life.

St. Francis of Assisi



PACIFIC LUTHERAN UNIVERSITY  
SCHOOL OF NURSING  
CAPPING AND BANDING CEREMONY  
April 29, 1984  
2:00 p.m.

PROCESSIONAL .....	Lawrence J. Meyer
<i>"Processional of Joy"</i>	Professor of Music, PLU
INVOCATION .....	Reverend Ron Tellefson
	University Pastor
VOCAL PERFORMANCE .....	Terri Boyles (Level II)
<i>"Make my life a Prayer"</i>	Vicki Hallberg (Level II)
GREETING .....	Dr. Moira Mansell, Ph.D., R.N.
	Dean, School of Nursing
STUDENT SPEAKERS .....	Lisa Joy Ettlin (Level I)
	Valerie Maxam (Level II)
ADDRESS .....	Loretta Normile, BSN, MN
	Assistant Professor of Nursing
CAPPING AND BANDING CEREMONY	
Presiding .....	Dr. Moira Mansell, Ph.D., R.N.
	Dean, School of Nursing
Candlelighting .....	Kelly Clarke (Level III)
Capping and Banding .....	Lois Rhoades, BSN, PNP, Instructor
	Merrily Allen, BSN, PNP, Instructor
	Fern Gough, RN, M.N., Assistant Professor
	Shirley Aikin, RN, M.A., Assistant Professor
	Constance Kirkpatrick, RN, M.S., Assistant Professor
Assisted by .....	Sydne Stephens (Level IV)
	Kari Creviston (Level IV)
HYMN .....	No. 406
<i>"Take My Life and Let it Be"</i>	
BENEDICTION .....	Reverend Ron Tellefson
	University Pastor
RECESSIONAL AND POSTLUDE .....	Lawrence J. Meyer
<i>"Processional of Joy"</i>	Professor of Music, PLU
ORGANIST .....	Martin Tel

LEVEL I

Cindy Alcoro  
Patricia Andersen  
Carol Atkinson  
Karen Bard  
Elizabeth Beal  
Susan Bemis  
Valerie Benton  
Julie Bjornson  
Sue Budhaine  
Anna Breivik  
Shelly Burns  
Dedee Cloud  
Linda Crismon  
Lisa Ettlin  
Hattie Fender  
Deborah Fonken  
Sandra Frederick

Beth Goodman  
Karen Green  
Judy Haakons  
Kathleen Hlavaty  
Kari Sue Huber  
Maureen Johnson  
Alberto Jones  
Leslie Kastien  
Dianne Keith  
Lilli Khatibi  
Cynthia Klinger  
Traudl Koenig  
Karla Krebs  
Annette Kuhls  
Victoria Leavitt  
Rebecca LeVernois  
Cindy McGrath

Mary Moberly  
Heather Mudge  
Tricia Pendleton  
Jenny Perkins  
Marie Rasmussen  
Cheryl Robinson  
Wendy Robinson  
Gail Sakamaki  
Susan Slater  
Jonathan Sorenson  
Terri Storaasli  
John Tutty  
Lisabeth VanSlageren  
Evelyn Wallace  
Laura Whitworth  
Margie Witt  
Id Yotsuuye

LEVEL II

Sharon Alton  
Valderina Anderson  
Cynthia Barger  
Hertha Bartling  
Virginia Blacker  
Terri Boyles  
Diane Bromen  
Corrine Calvo  
Dawn Carpenter  
Pamela Charboneau  
Teresa Christensen  
Petra Clark  
Beverly Corcoran  
Valerie Crase  
Nancy Dahlberg  
Deborah DeAtley

Amelia Enlow  
Anne Feuz  
Deborah Gregory  
Vicki Hallberg  
Roxanne Iglesias  
Janet Ihle  
Alix Ilgenfritz  
Jean Kinnaman  
Charles LeVancier  
John McDowell  
Valerie Maxam  
Jann McCann  
Kathlene McCaughey  
Marjorie McCoid  
Cynthia McGuire

Drew Melluzzo  
Kirstin Moeller  
Lori Mulkey  
Linda Nixon  
Susan O'Brien  
Bill Peacher  
Patrice Peterson  
Lenora Pifer  
Whitney Pohl  
Naomi Savage  
Audrey Sawyer  
Susan Snyder  
Gay Twenhafel  
Marika Utzinger  
Barbara Vial

ACKNOWLEDGEMENTS

Shirley Aikin and Fern Gough — Faculty Advisors  
Chris Styron — Photographer  
Lund's Florist — Candle flowers  
And a general thanks to all others who made this ceremony possible.

# Capping & Banding Ceremony

## April 29, 1984

### Level II



### Level II

**Row 1: Valerie Maxam, Janet Ihle, Teresa Christensen, Corrine Calvo**

**Row 2: Sharon Alton, Cynthia Barger, Hertha Bartling, Virginia Blacker, Kirsten Moeller, Lori Mulkey, Patrice Peterson**

**Row 3: John MacDowell, Deborah DeAtley, Nancy Dahlberg, Susan O'Brien, Marika Utzinger, Naomi Savage, Dawn Carpenter.**

**Row 4: Gay Twenhafel, Linda Nixon, Whitney Dahl, Barbara Vial, Susan Snyder, Vickie Hallberg, Amelia Enlow, Valerina Anderson**

# 1984 Summer Session Catalog

## NURSING

Phone: (206) 535-7672

### 424 NURSING CENTRUM (4)

SCN: 864424

June 4-August 24

Introduction to acute deviant behavior patterns and to life threatening medical-surgical problems of children and adults. Emphasis placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisite: Nurs 354, 384, 393; concurrent registration in Nurs 434 and 444. Tuition: \$177 per semester hour. 8:00 a.m.-12:00 noon, W. IN-122. Instructor: Staff.

### 434 CLINICAL PROBLEMS II (4)

SCNs: 864434 (A)/864435 (B)

June 4-August 24

Introduction to nursing actions appropriate to stressful medical, surgical and psychiatric problems and to the new parameters of nursing. Issues in nursing and changes in health care systems are examined. Prerequisites: Nurs 354, 383, 394; concurrent registration in Nurs 424 and 444. Tuition: \$177 per semester hour. Section A: 1:00-5:00 p.m., W. IN-122. & 1:00-3:00 p.m., R. IN-119D. Section B: 1:00-3:00 p.m., T. IN-119D. & 1:00-5:00 p.m., W. IN-122. Instructor: Staff.

### 444 NURSING PRACTICUM II (4)

SCNs: 864444 (A)/864445 (B)

June 4-August 24

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nurs 354, 383, 394; concurrent registration in Nurs 424 and 434. Tuition: \$177 per semester hour. Section A: 7:00 a.m.-3:30 p.m., T. & 8:00 a.m.-12:00 noon, R. Section B: 8:00 a.m.-12:00 noon, T. & 7:00 a.m.-3:30 p.m., R. First class only: 8:00 a.m.-12:00 noon, T. IN-100. Instructor: Staff.

### 464 NURSING CENTRUM IV (4)

SCNs: 864464 (A)/864465 (B)

June 4-August 24

Preparation for future professional roles of the nurse in health delivery system. Emphasis on leadership and management skills, professional judgment, decision making and the nurse as a change agent. You examine legislation, economic security, professional growth and the utilization of health and welfare resources. Tuition: \$177 per semester hour. Section A: 10:00 a.m.-12:00 noon, W. IN-100. & 1:00-3:00 p.m., W. IN-116. Section B: 10:00 a.m.-12:00 noon, W. IN-100. & 1:00-3:00 p.m., W. IN-122. Instructor: Staff.

### 478 SENIOR PRACTICUM (8)

SCN: 864478

June 4-August 24

Clinical application of professional and technical skills in primary or secondary nursing settings. You function in a staff nurse role and progress to a leadership role. Prerequisites: Nurs 424, 434, and 444; concurrent registration in Nurs 464. Tuition: \$177 per semester hour. 32 hours per week TBA. First class only: 8:00 a.m.-12:00 noon & 1:00-3:00 p.m., T. IN-116. Instructor: Staff.

**REGISTRATION:**

Registration may be completed by mail by using the enclosed form. If registration in person is preferred, it may be done in the Continuing Education Office, Ingram Hall, Room 113, between 8:30 a.m. and 4:30 p.m.

Mail registration form with check or money order, made payable to PLU-CNE, to:

Office of Continuing Nursing Education  
School of Nursing  
Pacific Lutheran University  
Tacoma, WA 98447

The registration form must be received by the date posted for each offering for guaranteed place in the class. Registration at the door will be accepted **only** on a space available basis. However, NO notification of class cancellation can be made unless the applicant has preregistered. Your cancelled check or check record is your receipt. **Applicants should assume acceptance of registration unless otherwise notified.**

**REFUND POLICY:**

Registration fees will be refunded only upon written request received by 12 noon on registration deadline. Full refund will be made for cancellations by the college or when a class limit has been reached.

**CANCELLATION POLICY:**

PLU reserves the right to cancel any offering when registration is insufficient to meet requirements and to set limits for numbers of participants for optimum teaching/learning conditions.

For additional information on CNE offerings, or to be included on our mailing list, call the CNE Office at (206) 535-7683.

----- ✂ -----  
**REGISTRATION FORM**

Offerings:

.....  
.....

.....  
Name

.....  
Complete Address

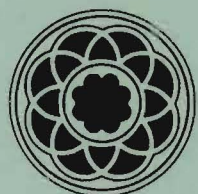
.....  
Work Phone

.....  
Home Phone

.....  
Where Employed

.....  
Position

**CONTINUING EDUCATION IN NURSING**



Continuing Nursing Education  
School of Nursing  
**PACIFIC LUTHERAN UNIVERSITY**  
Tacoma, Washington 98447

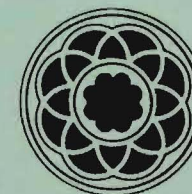
NON-PROFIT ORGANIZATION  
U.S. POSTAGE  
**PAID**  
PERMIT NO. 416  
TACOMA, WASHINGTON

**CONTINUING EDUCATION IN NURSING**

**CALENDAR OF EVENTS**

**April - June, 1984**

School of Nursing



**PACIFIC LUTHERAN UNIVERSITY**



### PHILOSOPHY:

The Continuing Nursing Education Program of Pacific Lutheran University's School of Nursing is committed to offering quality workshops and short courses which enable nurses and others involved in health care to increase their knowledge and skills, and ultimately improve health care for everyone.

### FUNDING:

Development of this Program is partially funded by a bequest to the Pacific Lutheran University School of Nursing from the HELEN LONG estate.



### CLINICAL PHARMACOLOGY FOR CRN's

A series of three units designed for Pediatric Nurse Practitioners having or seeking prescriptive authority. Two units will include a discussion of the practical aspects of prescribing and monitoring commonly used drugs in respiratory diseases and seizure disorders. A special emphasis will be placed on the pharmacotherapy for asthma and identifying and preventing adverse reactions of specific anti-convulsants. Pediatric Emergencies will include the salient factors of stabilizing pediatric patients with the most frequently used emergency drugs. Participants may enroll for individual units (I, II, or III) at the established fee or the entire series at a reduced fee. Note, Units I and II have two sessions each. These offerings are open to all CRN's.

Wednesdays (5), 7:00 p.m. to 9:30 p.m., Ingram Hall, Room 119

Unit I	April 4 & 11, 1984	Respiratory Disorders	\$30.00
Unit II	April 25 & May 2, 1984	Seizure Disorders	\$30.00
Unit III	May 9, 1984	Pediatric Emergencies	\$15.00

Joseph High, B.S., R.Ph., Chief, Inpatient Pharmacy Services, Madigan Army Medical Center, Tacoma.

Entire course: \$50.00

Registration Deadline: Wednesday, March 28, 1984

Enrollment limited to 25 participants

WSNA CERP Approved for 6 contact hours for Units I and II and 3 for Unit III. Note: For CERP credit, both sessions of Units I and II must be attended.

### BULIMAREXIA: FADDISM OR HEALTH PROBLEM?

A workshop designed to aid community and hospital nurses and other health professionals to recognize signs and symptoms of bulimarexia (anorexia nervosa and bulimia). The presentors will define bulimarexia, describe its etiology, physiology, psychologic and physiologic consequences, nursing assessment and management of patients in both hospital and outpatient settings. Community resources available to patients and health care personnel will be emphasized. Friday, April 6, 1984, 9:00 a.m. to 3:00 p.m., University Center, Room 206

Carole Cline, B.S.N., R.N., Assistant Head Nurse, University Hospital, Seattle, WA

Bonita Hickman, M.S.N., R.N., Therapist in private practice, Tacoma, specializing in eating disorders

David P. Pomeroy, M.D., Board Certified Family Practitioner in private practice in Gig Harbor, WA

Registration Deadline: Friday, March 30, 1984

Enrollment limited to 50 participants

WSNA CERP Approved for 6 contact hours \$35.00

### EFFECTIVE MANAGEMENT OF HUMAN RESOURCES

Health care is considered to be America's fastest growing, failing business. This seminar is designed for nursing managers who want to increase the productivity of individuals in their units. It is an opportunity to increase effectiveness in managing human resources. Saturday, April 7, 1984, 9:00 a.m. to 5:00 p.m., University Center, Regency Room

Carolyn Schultz, Ed.D., R.N., Associate Professor of Nursing, Pacific Lutheran University

Registration Deadline: Friday, March 30, 1984

Enrollment limited to 30 participants

WSNA CERP Approved for 8 contact hours \$45.00

### GERONTOLOGICAL HEALTH ASSESSMENT

A course designed to enable RN's in any setting to acquire skill in assessing the health status of elderly clients. Content includes assessment techniques, compliance strategies, the relationship of normal aging process to assessment findings, implication for health care, documentation of findings and communication of findings to the health care team and family. For CERP credit, participants will complete a health assessment of an elderly client. A previous health or physical assessment course is not necessary for enrolling in this offering.

Saturdays (4 plus one hour) April 14, May 5 and 19, June 2 and 9, 1984, 8:30 a.m. to 4:30 p.m., Tacoma Lutheran Home and Retirement Community, 1301 Highlands Parkway North, Tacoma

Janice Morelock, C.R.N., Geriatric Nurse Practitioner, Evergreen Convalescent Center, Olympia, WA

Alice Stoner, C.R.N., Geriatric Nurse Practitioner, Roo Lan Health Care Center, Lacey, WA

Enrollment limited to 15 participants

Registration Deadline: Friday, April 6, 1984

A map will be provided on request

Required textbook: Bates, A Guide to Physical Examination. Approx. \$35.00

WSNA CERP Approved for 35 contact hours \$135.00

### UNDERSTANDING FETAL HEART RATE MONITORING

This offering provides an opportunity for nurses involved in fetal heart rate monitoring to increase their level of expertise and effectiveness. Both antepartum and intrapartum monitoring will be covered. The focus will be on the physiological basis and instrumentation for external and internal monitoring and legal accountability. A special emphasis will be given to abnormal pattern recognition and appropriate nursing intervention.

Mondays (6), April 23 through June 4 (except May 28), 7:00 p.m. to 9:00 p.m., Ingram Hall, Room 119

Linda Chagnon, B.S., C.R.N., Risk Management Consultant, Northwest Nursing Associates; certified in fetal monitoring  
Beverly Easterwood, B.S.N., C.R.N., Risk Management Consultant, Northwest Nursing Associates; certified in fetal monitoring

Registration Deadline: Monday, April 16, 1984

Enrollment limited to 20 participants

WSNA CERP Approved for 12 contact hours \$70.00

### THE INS AND OUTS OF TELEPHONE ASSESSING

This offering is designed to assist the nurse develop or improve skills of assessing the patient's physical and mental needs over the telephone. Communications skills that will best elicit maximum information essential for screening and decision-making will be a focus. Role-playing and discussion will occur on how to deal with the difficult patient, or the patient who disagrees with your assessment. Content includes the nurse's role, establishing goals, and working with agency policy and protocol.

Thursday, April 26, 1984, 9:00 a.m. to 4:00 p.m., University Center, Regency Room

Reba McGear, M.A., R.N., Adjunct Professor of Nursing, Pacific Lutheran University

Registration Deadline: Thursday, April 19, 1984

Enrollment limited to 30 participants

WSNA CERP Approved for 6 contact hours \$35.00

### PSYCHOLOGICAL COMPONENTS OF ILLNESS: INTRODUCTORY WORKSHOP

This workshop includes the roles stress and relaxation play in illness; the mind's ability to influence the course of illness; how attitude and coping strategies translate into illness and wellness; the role of psychological factors in cancer — the Simonton Approach. Students will perform a stress self-assessment and take part in guided visual imagery exercises. Bring crayons or colored pencils and wear comfortable clothing.

Thursday, May 3, 1984, 9:00 a.m. to 4:30 p.m., University Center, Regency Room

Wendy Swan, M.A., Therapist in private practice, trained in the Simonton Approach to cancer treatment.

Assisted by Brad Brege, M.A. Candidate in Social Sciences (Psychological Counseling)

Note: This workshop is open to all health professionals.

Registration Deadline: Thursday, April 26, 1984

Enrollment limited to 25 participants

WSNA CERP Approved for 7 contact hours \$40.00

### about the Faculty . . .

#### **SANDRA SIDDALL, R.N., M.S.N.**

Ms. Siddall has an M.S.N. in teaching clinical nursing, has taught in schools of nursing and has offered C.E. courses. Currently, she is Program Director of the Rural Nurse Placement Project in Northern California, where she supervises clinical preceptorships for nursing students and conducts workshops for the preceptors.

#### **SUZANNE HALL JOHNSON, R.N., M.N.**

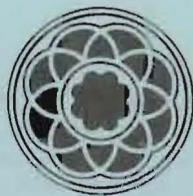
Ms. Johnson is Director of Health Update, active nationally in Continuing Education, author of *High Risk Parenting*, neonatal nurse specialist at UCLA, developed her own private practice over five years ago and has helped numerous others to do the same.

#### **PHILOSOPHY . . .**

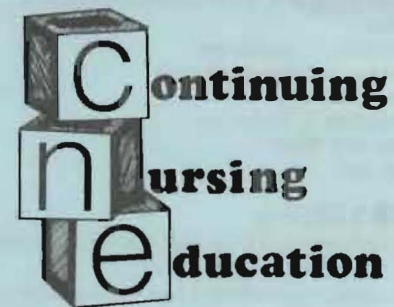
The Continuing Nursing Education Program of Pacific Lutheran University's School of Nursing is committed to offering quality workshops and short courses which enable nurses and others involved in health care to increase their knowledge and skills, and ultimately improve health care for everyone.

#### **FUNDING . . .**

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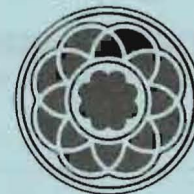


Continuing Nursing Education  
School of Nursing  
PACIFIC  
LUTHERAN  
UNIVERSITY  
Tacoma, Washington 98447



Two Courses  
designed to  
advance professional  
practice:

**PRECEPTORING  
The Concepts  
and The Skills  
and  
DEVELOPING  
CONSULTING SKILLS**



PACIFIC LUTHERAN  
UNIVERSITY  
School of Nursing

NON-PROFIT ORGANIZATION  
U.S. POSTAGE  
**PAID**  
PERMIT NO. 416  
TACOMA, WASHINGTON

## REGISTRATION INFORMATION

Mail form to:

Sylvia Novak, Coordinator  
Continuing Nursing Education  
School of Nursing  
Pacific Lutheran University  
Tacoma, WA 98447

Phone: 383-7683

### REGISTRATION:

Fees are for advanced registration. See class description for dates.

Classes are subject to minimum and maximum enrollment.  
Make check payable to: PLU - C.N.E.

### CREDIT:

Applications in process for designated CERP Points.

### PARKING:

No parking in areas marked RED.  
Obey all street parking signs.

## PRECEPTORING

by Sandra Siddall, R.N., M.S.N.

Do you want to develop your clinical teaching skills? This class is designed to help nurses, nurse practitioners, supervisors, physicians, and any allied health care provider challenged with the role of being a preceptor to a student in a health care field.

Preceptoring is a unique way of teaching that has application in any field of behavioral learning.

The main components of the preceptor role, the relationship between the student, the preceptor and the faculty advisor, methods of teaching and evaluation, rewards and responsibilities, and much more will be covered.

**July 7, Tuesday 8:30 to 4:00, Ingram Hall, Room 100**  
**\$35.00 7 CERP Points**

*For this course, you must register by July 1st.*

## DEVELOPING CONSULTING SKILLS

by Suzanne Hall Johnson, R.N., M.N.

This class is for all health professionals who would like to share their expertise. Emphasis is placed on fitting your consulting practice into your *present* role or position. Any clinician, administrator or teacher can add consulting practice to their work to advance their professional enjoyment and value to agency and clients.

In this *activity* course you develop a plan for the type of practice which meets your needs. Planning, methods, and systems are explored.

**August 14, Friday 8:30 to 3:30, Ingram Hall, Room 100**  
**\$45.00 6 CERP Points**

*For this course, you must register by August 1st.*

# REGISTRATION FORM

Please enroll me in:  Preceptoring  Developing Consulting Skills

Name

Complete Address

Work Phone

Home Phone

Where Employed

Position

## TEMPORARY PARKING

in P.L.U. students lots

Course Name(s) \_\_\_\_\_

Dates: From \_\_\_\_\_ To \_\_\_\_\_

From \_\_\_\_\_ To \_\_\_\_\_

Authorized by Safety and Information for the  
School of Nursing

(Place in rear window - driver's side)



**Commencement  
1984**  
Pacific Lutheran University

Tacoma, Washington  
Olson Auditorium

SCHOOL OF NURSING  
BACHELOR OF SCIENCE IN NURSING

KAREN ANNE BROWN

*Magna cum laude*

SUSAN S.H. CARPENTER

JANINE SUZANNE CLARK

*Magna cum laude*

KAREN JEANNETTE EVANS

BRENDA SUE FAULSTICH

MARY KATHERINE GALE

SHARON HANSEN GELDAKER

*Cum laude*

JULIE LYNN GRAHAM

HEIDI TERESA HAHN

CAROLYN AGNES HALVERSON

*Magna cum laude*

JANEL L. JOHNSON

MYRTLE MONIKA JOHNSON

CHRISTIE LEE KIPP

KANDICE VALERIE KOCH

JENNIFER S. WISHART LARSON

*Magna cum laude*

SANDRA ANNE LEADBETTER

JANE CURRIE LUCIUS

HEIDI CHRISTINE NELSON

LAURIE BETH RIDDLE

CURTIS EUGENE SCHULTZ

NANCY CAIN SICKAFOOSE

CINDY LOUISE SIENKO

LYNETTE MARIE TAYLOR

*Summa cum laude*

AMY LYNNE WACKER

NAOMI LYNN WALSWORTH

*Magna cum laude*

ANNELIESE MARIE WEIK

SUSAN CAROL WOBIG

*Magna cum laude*



**Summer Commencement  
1984**  
Pacific Lutheran University

Tacoma, Washington  
Eastvold Auditorium

SCHOOL OF NURSING  
BACHELOR OF SCIENCE IN NURSING

PATRICIA ANN ADAMS

MERIDIAN ALIHTAEO

ELIZABETH R. BEKEMEIER

*Cum laude*

SHARON GWEN BOUWMAN

SHELLY S. BRENDER

JAZELLE ANNE BUDLONG

JULIE ANN CALDWELL

SUSAN S. H. CARPENTER

JOAN MARY CHRISTNACHT

*Cum laude*

SHARON A. DAVIS

CYNTHIA IRENE DORWIN

LINDA ILSE EBELING

PENNY LEE FERGUSON

SANDRA KAY FICK

*Summa cum laude*

JULIE ANN FITCHITT

*Summa cum laude*

KRISTIN MARIE GLASOE

*Cum laude*

SILVANA CASSAI GOLDA

*Cum laude*

MARLA K. GRIEBENOW

HOLLY ANN GROH

TARA L. HALVORSEN

JOAN ELIZABETH HAMMOND

JUANITA MARIE HOPKINS

BARBARA JO LEAR

*Magna cum laude*

SARAH LYNN LEWIS

*Cum laude*

MI NA LIM

*Magna cum laude*

LAINIE ELIZABETH LINDSTROM

*Cum laude*

CHRISTINA MARIA MATTHEWS

*Summa cum laude*

LARRY JAMES MORRIS

JANET MARIE MORROW

TRACY KIYOKO NAKAMURA (in absentia)

LISA JERINE NEHRING

*Cum laude*

TAMARA S. NEWCOMER

*Cum laude*

CHRISTINA LOUISE OLSON

*Cum laude*

LAURA ANNE REIGER

RHONDA ANN REISWIG

*Magna cum laude*

THORNTON ANDREW ROBINSON

*Magna cum laude*

ANN PENNYPACKER THIELKE (in absentia)

*Cum laude*

JUDI ELIZABETH YOUNG



# Senior Pinning Ceremony August 24, 1984



## August 84 Pinning

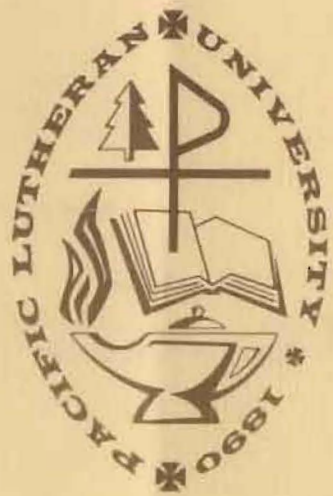
**Back Row:** Juanita Hopkins, Rhonda Reiswig, Christina Olson, Julia Caldwell, Sandra Fick, Kristin Glasoe, Barbara Lear, Jazelle Budlong

**Third Row:** Laine Lindstrom, Shelly Brender, Laura Reiger, Linda Ebeling, Julie Fitchett, Judi Young, Tara Halvorson

**Second Row:** Sharon Bouwman, Joan Christnaht, Silvana Golda, Lisa Nehring, Sarah Lewis, Tamara Newcomer, Holly Groh, Christina Matthews

**First Row:** Cindy Dorwin, Elizabeth Bekemeier, Penny Ferguson, Marla Griebenow, Sharon Davis, Janet Morrow, Joan Hammond, Susan Carpenter, MiNa Lim

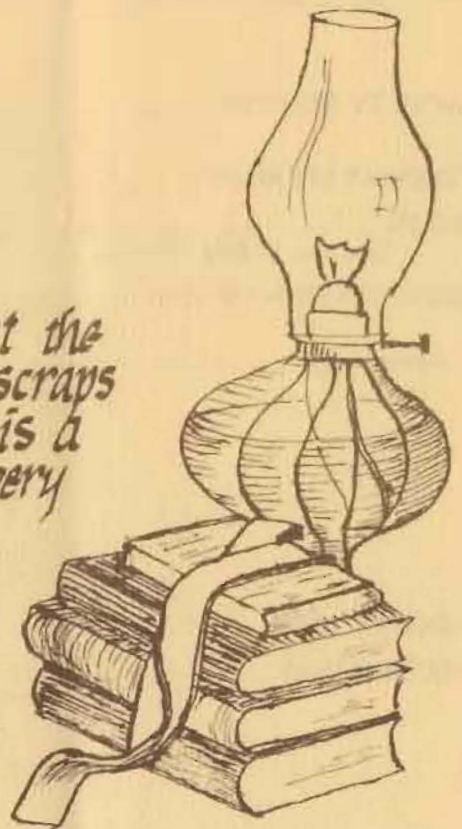
**Absent:** Patricia Adams, Meridian Aliitaeao, Larry Morris, Janet Morrow, Tracy Nakamura, Andy Robinson, Ann Thielke



*To be the best  
that you can be*

*Learning is not the  
accumulation of scraps  
of knowledge, it is a  
growth, where every  
act of knowledge  
develops the  
learner...*

*Husserl~*



School of Nursing  
 Pacific Lutheran University  
 August 24, 1984 1:00 p.m.  
 Trinity Lutheran Church  
**CEREMONY OF PINNING**

PRELUDE ..... Barbara Bullock, Organist  
*"Processional of Joy," Lawrence J. Meyer*

INVOCATION ..... The Reverend George L. Olson

WELCOME ..... Dr. Moira Mansell  
 Dean, School of Nursing

SPECIAL MUSIC ..... Betty Bekemeier  
*"The Greatest Love of All"*  
 Julie Caldwell  
 Tammy Newcomer  
 Judy Young

FACULTY SPEAKER ..... Linda Olson  
 Associate Professor of Nursing

STUDENT SPEAKER ..... Betty Bekemeier

HYMN ..... No. 495  
*"Lead On, O King Eternal"*

PRESENTATION OF PINS ..... Dr. Moira Mansell  
 Dean, School of Nursing  
 Assisted by ..... Connie Hansen  
 Assistant Professor of Nursing  
 Anne Hirsh  
 Associate Professor of Nursing  
 Susan Shumaker  
 Instructor of Nursing  
 Yukie Yumibe  
 Associate Professor of Nursing

BENEDICTION ..... The Reverend George L. Olson

RECESSIONAL ..... Barbara Bullock, Organist  
*(audience please stand)*

**CLASS OF AUGUST, 1984**

Patricia A. Adams	Holly A. Groh
Meridian Aliitaeao	Tara Halvorsen
Elizabeth Ruth Bekemeier	Joan Elizabeth Hammond
Sharon G. Bouwman	Juanita M. Hopkins
Shelly Sue Brender	Barbara Lear
Jazelle A. Budlong	Sarah Lynn Lewis
Julia Anne Caldwell	MiNa Lim
Susan S.H. Carpenter	Laine Elizabeth Lindstrom
Joan M. Christnacht	Christina Matthews
Sharon A. Davis	Janet Morrow
Cindy I. Dorwin	Lisa Jerine Nehring
Linda Ilse Ebeling	Tamara S. Newcomer
Penny L. Ferguson	Christina Louise Olson
Sandra Fick	Laura A. Reiger
Julie A. Fitchitt	Rhonda A. Reiswig
Kristin M. Glasoe	Ann Thielke
Silvana Cassai Golda	Judi Elizabeth Young
Marla Griebenow	

**In Absentia**

Larry Morris                      Tracy Nakamura  
 Thornton A. Robinson

THANK YOU FOR JOINING US ON THIS SPECIAL DAY.

We invite you to celebrate with us  
 at the reception following the ceremony:

Chris Knutzen Hall  
 University Center  
 Pacific Lutheran University

# Being the best you can be

## Nursing Professor Profiles A Microcosm Of A Graduating Class

*Editor's note: As one watches some 800 black-robed graduates receive their degrees from PLU each year, it is easy to see them as homogenous and forget the individual dramas each represents. In a presentation to some 40 summer nursing grads, Professor Linda Olson vividly described some of those individuals — their efforts, their hardships and their dreams. Professor Olson is beginning her 18th year on the PLU nursing faculty.*

**By Linda Olson**

This graduating class is unique and diverse in many ways.

Let me share with you some of the uniqueness and diversity that is represented here. Among the graduates are mothers, fathers, single parents, grandmothers, individuals in the military service and Viet Nam veterans. Several of you are Licensed Practical Nurses. Those who are parents have children that range in age from one month to 37 years. One graduate has 12 children, aged 3-23, and 2 grandchildren. Another graduate raised her own family of three and then adopted and is raising three other children, one who is biracial, and one who is from the Philippines. Two others have grown families. One graduate is a competitive female weight lifter and another is a twin.

Many have worked part time and some have worked almost full time while going to school. Quite a few of you have been active in the PLU student nursing organization; one serving as president. Others also have been officers and several went to the State of Washington Associated Nursing Student's Convention in Spokane. Still others of you have been active in other PLU student organizations and have served as resident assistants in the dormitories. At least two graduates cared for a School of Nursing secretary's son while he was hospitalized and he and his mother proclaimed you as very caring nurses with a fantastic bedside manner.

The range of your racial and ethnic backgrounds includes black, Pacific Islands, and Asia, with individuals from Samoa, Korea, and Estonia. Among your group are members who are fluent in Estonian, Italian, Japanese, Korean, Samoan, and Swedish. Your

religious preferences range from Lutheran and other Protestant denominations, including Seventh Day Adventist, Catholic and others.

A number of you have musical ability and have sung in the PLU Concert Choir or University singers. Some graduates have earned degrees in other areas, such as philosophy, psychology, and nutrition. One has a baccalaureate degree from the Karolinska Institute in Sweden, where she completed her premedical studies more than 30 years ago. Many students have attended two, three, four and even five other colleges and universities — a real testament to your continued pursuit of your goals. Three of you have the distinction of graduating summa cum laude, having earned a 3.9 cumulative grade point average.

You can see that you are, indeed, a lively, active, talented, diverse group.

Excellence refers to any thing highly laudable, meritorious or virtuous in persons. The recent Olympics have given us many examples that excellence is not limited to persons of a particular sex, race, religion, intelligence, national origin, or any other attribute. And, excellence is not always winning the gold medal or breaking a record. Excellence is trying one's best; it may even be exemplified by grace in defeat. An Olympic silver medalist swimmer said, "I just want to walk away and look in the mirror and know I gave everything I had."

Sometimes when we try hard to be the best we can be we make a mistake or fail. We can be very hard on ourselves and may be embarrassed, ashamed or feel defeated if we fall short of the high standards we have set for ourselves. Yet, despite our fervent desire and efforts, no one expects us to be perfect, least of all God. To err is human. Perhaps success is getting up once more than you fall. We are fallible, we all know that only too well. We strive to accept others, but sometimes have difficulty accepting ourselves when we do less than our best, or when our best does not seem to be adequate to the task and circumstances. I believe that it is our responsibility to learn from our mistakes, to grow as a result of them.

Our responsibility is to try to understand, to accept, to value and love ourselves as well as others. It is our challenge to try to make some sense out of our own lives and struggles as well as those of others. It is given to us as human beings to love, work, play, learn, share, and care for one another as well as to question and seek answers to ultimate questions of value, life, and death.

As nurses, we are privileged to learn about the excellence, and sometimes also the meanness of the human spirit with our patients and clients as they deal with all manner of difficulties from chronic illness, emotional and physical pain, disfigurement to death. As nurses, we are privileged to share in all the intense emotions of other human beings as they strive to achieve physical, mental and spiritual wellness, and as they attempt to deal with birth, illness, life and death.

It is doubtful that you and I will win Olympic gold medals. However, there is another sphere of excellence toward which we can all strive and which we can all achieve. I am referring to excellence of character, of the human spirit and will. Examples are the excellence of Martin Luther King and of Mother Teresa. We can all develop and encourage excellence of the human spirit as individuals, families, communities and societies strive for humane living conditions physically, mentally, emotionally, socially, economically and politically.

There were even brief glimpses of this sort of excellence in the recent Olympics. One example was when a basketball player left the victory stand to drape her gold medal round the neck of her twin sister who had been cut during training camp. Another was when a swimmer gave her backstroke gold medal to her younger brother, who is paralyzed from the waist down after an auto accident. Nursing, more than many professions, offers opportunities to exercise this kind of excellence.

You graduates know a good deal about motivation, perseverance, dedication, being the best you can be. Individuals in this group have overcome many hurdles during your baccalaureate nursing education. Among the hurdles are the stresses and demands of marriage and family

responsibilities, the birth of a baby, financial difficulties, divorce, absence from one's family members and native culture, serious and terminal illness in one's family, and personal illness including surgery and radiation therapy. Yet, you are here today.

You have plans to continue to develop your talents and to serve in a variety of ways in the future. You plan to work in a variety of nursing specialties: pediatrics, labor and delivery, emergency room, intensive care, coronary care, neonatal intensive care, and nursing in the Navy, among others. Individuals have expressed interest in research and in becoming a nurse-anesthetist. One has spoken of returning to Samoa to assist her people in their health care. Another will be going into the Peace Corps. One is getting married in Hawaii next Tuesday, so she is not with us today. Another may continue at PLU, earning the final credits for a degree in music and art. One hopes to combine her private practice in dietetics with her nursing knowledge.

We faculty welcome you to our profession of nursing — as you have been learning, it is demanding, challenging, difficult, thought and growth provoking, fascinating and rewarding. Nursing has a proud history of service, intellectual growth, and caring. Now and in the future it will be increasingly sophisticated in technology as well as presenting incredibly difficult moral and ethical dilemmas. You have completed a challenging curriculum designed to confront you with the nursing and health care needs of today and tomorrow. You are ready to carry on a tradition of excellence and compassion.

We, your faculty, salute you as new colleagues who will lead the way to the continued development of nursing and health care in the 21st century. One of the distinct advantages of teaching and learning at PLU is that faculty and students can come to know one another as individuals in an atmosphere that is committed to quality education and the full development of the person. It is now our pleasure to embrace you in a profession where your skill, intelligence, compassion, and spirit can continue to develop and be of service to mankind.





# MID-YEAR COMMENCEMENT 1984

Pacific Lutheran University

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Tacoma, Washington  
Eastvold Auditorium

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SCHOOL OF NURSING  
BACHELOR OF SCIENCE IN NURSING

JUANITA ANDREWS  
CATHY ANN ARCIERO  
BEVERLY JO BERNARDI

*Cum laude*

MYRIAM VALLENTHIA CAREY  
LORRAINE HOPE CLOYD  
CANDACE MAE COATS COREY  
SALLY JANE FALCONE  
ROSEMARY GRACE GOWAN  
CHERYL LEANNE HANSEN  
JUDITH ANN HUBBARD

MARIANNE LYNN IDE  
MARIE ELIZABETH IRVIN (in absentia)

*Summa cum laude*

LARRY EUGENE KERSCHNER  
SUSAN LEE LOEWEN  
ELKE B. PALMER

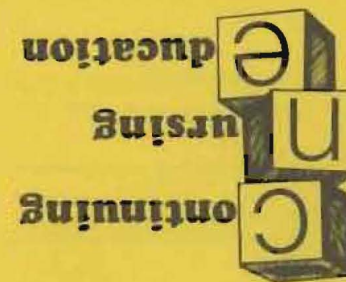
*Cum laude*

MARIANNE MOORE SCHUH  
CAROLYN ANN SHORT  
SONJA WILLIAMS

*Cum laude*

# HEALTH CARE IN THE '80S:

- Improved Practice
- Quality of Life
- Self Care
- New Skills



## **HEALTH CARE ETHICS: INFORMED CONSENT**

**(PHIL. 385-1) Paul Menzel, Ph.D.**

Dr. Menzel has taught and published on ethics for several years.

**15 CERP Pts.**

**Fee: \$50.00**

**\*(2 pts. - \$10 each evening)**

**DESCRIPTION:** The underlying reasons for the legal and moral requirements to obtain the Informed consent of the patient before treating; special considerations in therapeutic settings, including particular surgical consent forms; the consent requirement in clinical research settings; the requirement for special groups, e.g., prisoners and the mentally incompetent.

Wednesdays, September 9-October 21, 6:00 to 7:50 p.m. - 7 evenings. Ingram Hall, Room 116

For CERP pt. credit only, students may attend selected evenings for partial credit.

University credit (1) is also offered at regular University fees. Call the Registrar's Office for information, 535-7131.

\*Call School of Nursing C.N.E. for information on selected evenings.

## **THERAPEUTIC TOUCH**

**Mary Proudfoot, R.N.**

A Psychosocial nurse in private practice who has studied intensively with Delores Krieger and has taught many workshops in Stress Management and Therapeutic Touch.

**8 CERP Pts.**

**Fee: \$35.00**

**DESCRIPTION:** This course focuses on the history, contributors, theory and concepts of Therapeutic Touch, as well as demonstration and practice in the process, sensing energy differences and application in practice.

**Either** Friday, October 2, 8:30 a.m. to 5:00 p.m. **or** Saturday, October 3, 8:30 a.m. to 5:00 p.m. University Center, Room 132

## **HEALTH ASSESSMENT**

**Pacific Lutheran University Faculty**

**34 CERP Pts.**

**Fee: \$130.00**

**DESCRIPTION:** An integral part of the nursing process in all critical settings. This course develops the skills necessary to complete a comprehensive client assessment. Through lecture, demonstration, and supervised practice sessions, PLU School of Nursing faculty with various specialty areas will guide participants in developing their skills in collecting a complete health history and performing a systematic physical and psychological assessment.

Saturdays (4), October 17 and 31, November 14 and 21, 8:30 a.m. to 5:00 p.m. Ingram Hall, Room 100

1000

1000

# Class of 1985

## Class of 1985

Adams, Maria Hunter  
Anderson, Marilyn K. Richardson  
Bernard, Barbara A. Hilken  
Boring, Linda R. Gard  
Carson, Kimberlee Winkelseth  
Charavallotti, Kristi Running  
Cole, Tamera L.  
Coley, Patricia A. Cowart  
Cornnell, Jennifer E.  
Crabs, Sara L.  
Creviston, Kari L.  
Demulling, Dean P.  
Denning, Michelle L. Cheney  
Drew, Lori A.  
Ebinger, Marsha D.  
Engstrom, Elisabeth L. Hohanson  
Erickson, Sally M.  
Ferguson, Jill P.  
Freiday, Lorri K.  
Friesl, Margaret M.  
Galbraith, Sharon R.  
Gillet, Jacqueline Spencer  
Gordon, Britt M. Gordon  
Gregor, Paul  
Greiner, Karen D.  
Grier, Christine L. Coleman  
Grinde, Gayle L.  
Hansen, Roberta C.  
Harrison, Carol M.  
Hoffart, Theresa E.  
Holahan, Sandra G. Ruch  
Holmberg, Lisa A.  
Holt, Roberta L.  
Hosford, Maureen J. Busby  
Houby, Kristen A.  
Howe, William G.  
Humphreys, Lorette E. Hankins  
Irvin, Marie E.  
Jankans, Janet M. Bacon  
Jensen, Ruth E. Halseth  
Johnson, Wanda M. Beth  
Jones, Jennifer M. Hall  
Karlsen, Laura L. Johnson  
Kingery, Bea A. Irwin  
Kleven, Jan M.  
Lampson, Patricia M.  
Langeland, Elizabeth a.  
Leama, Manumalo M.  
Long, Lana M.  
Lookabill, Bettina A. Blanchette  
Luce, Jean M.  
McKay, Teresa A.  
Morrison, Kristine L. Coen

Nelson, Gretchen E.  
Nicholson, Tisa L.  
Oakley, Leanne M. Malmo  
Pantier, Julie  
Parsons, Temple  
Passalacqua, Susan A. Gedstad  
Peterson, Kirsten A.  
Pohl, Diane G. McClure  
Repp, Melita A. Hall  
Retzloff, Tammy J.  
Robinson, Heidi M. Urness  
Rodriguez, Carmen A.  
Rundle, Kimberly R. Karlstrom  
Schmidt, Karla R.  
Schweizer, Lauren Kay Bennett  
Segerman, Valerie L.  
Senechal Margo Lynn  
Shaw, Christine A.  
Smith, Constance J. Curtis  
Smith, Lynnita K.  
Sondker, Cynthia A. Farley  
Standifer, Teresa L. Eaves  
Stangland, Kristi L.  
Stephens, Sydne D.  
Taylor, Lester G.  
Teich-Visco, Barbara E. Teich-Visco  
Terrel, Ann M. Spelman  
Turner, Kelly S. Clarke  
Unruh, Nancy L.  
Van Lierop, April A.  
Vitzthum, Andrea J.  
Wachtel, Dianna L.  
Wait, Ann  
Walton, Dolores, J.  
Weinrich, Raymond A.  
Welsh, Kathy A.  
Zinkan, Jerri L.

## *FACULTY*

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Coombe, Egan, Gough, C. Hansen, Hefty, Hirsch, D. Johnson, Kirkpatrick, Kramer, Lingenfelter, Mason, McGear, L. Olson, Page, Rhoades, Schultz, Shumaker, Stavig, Stiggelbout, Weirick, Yumibe.

# School of *Nursing*

A nursing career offers great opportunity for a rich and rewarding professional life. It affords virtually unlimited choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is of universal concern, and those prepared to maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

The generic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as Registered Nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for Registered Nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## **BACHELOR OF SCIENCE IN NURSING**

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of the student. In addition to nursing requirements, the student is expected to meet university requirements. Nursing courses are sequential in nature and all have prerequisites. A student interested in the Bachelor of Science in Nursing degree should contact the School of Nursing and begin the course sequence upon entrance to the university.

For spring semester enrollment the curriculum generally follows the fall semester format with modifications as necessary to assure completion of all prerequisite courses by the time they are needed. A schedule of courses is developed individually with each student who begins nursing courses in the spring semester. Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and normally extend over six semesters.

## COURSE OFFERINGS

### 214 SOCIALIZATION TO NURSING

Introduction to historical perspectives and current trends in professional nursing and nursing education. Concepts of self and society, wellness, human needs, nursing process, and health care systems. Framework for developing effective communication skills and helping relationships. Community experiences with well elderly clients. Prerequisites: Admission to the nursing major, PSY 101, and prior or concurrent enrollment in SOC 101. (4)

### 220 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adult clients in hospitals or nursing homes. Prerequisites: BIOL 201, 205, and 206; NURS 214; concurrent enrollment in NURS 224. (4)

### 224 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on beginning assessment techniques as part of the nursing process. Introduction to the use of health resources, the influence of eco-systems, and the role of the health team in wellness promotion. Prerequisites: BIOL 205 and 206; CHEM 105; NURS 214; prior or concurrent enrollment in PSY 335 (or EDUC 321); concurrent enrollment in NURS 220. (4)

### 334 NURSING PROCESS: INDIVIDUALS AND FAMILIES

Basic interruptions in human bio-psycho-social processes with resultant health disruptions. Selected situational and maturational crises affecting individuals and families. Development of psychomotor skills and nursing interventions within the framework of the nursing process. Prerequisites: 220, 224; concurrent enrollment in 344. (4)

### 344 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle: Physiological and psycho-sociocultural aspects of childbearing. Theory and clinical application in physicians' offices, hospitals, and home environments. Prerequisites: 220, 224; concurrent enrollment in 334. (4)

### 354 PHYSIOLOGICAL NURSING I

Content focuses on selected complex pathophysiological disorders of children and adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to assist in meeting the physiological and psychosocial needs of clients and families. Prerequisites: 334, 344; concurrent enrollment in 384, 394. (4)

### 384 PSYCHOSOCIAL NURSING

Introduction to selected acute and chronic psychiatric disorders of adults. Emphasis on psychopathological aspects of illness and nursing interventions using interpersonal and other contemporary modalities in the care of clients with mental health problems. Prerequisites: 334, 344; concurrent enrollment in 354, 394. (4)

### 394 CLINICAL PRACTICUM I

Clinical laboratory for Nursing 354 and 384. Application of theoretical principles based on concepts of pathophysiology and psychopathology to the care of clients using the nursing process as a framework for holistic care. Development of interpersonal and technical skills. Prerequisites: 334, 344; concurrent enrollment in 354, 384. (4)

### 424 PHYSIOLOGICAL NURSING II

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: 354, 384, 394; concurrent enrollment in 434, 444. (4)

### 434 COMMUNITY HEALTH NURSING

Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 444. (4)

### 444 CLINICAL PRACTICUM II

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 434. (4)

### 464 LEADERSHIP IN NURSING

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: 424, 434, 444; concurrent enrollment in 478. (4)

### 478 SENIOR PRACTICUM

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: 424, 434, 444; concurrent enrollment in 464. (8)

### 491, 492 INDEPENDENT STUDY

Prerequisite: Permission of the dean. (1-4)

# 1985 Interim Catalog

## *Culture and Technology*

### January 7-February 1, 1985

### 664311 Nursing 311 SURGICAL INTERVENTION 4 semester hours F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The student will gain an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experience. They will spend approximately 20 hours per week in the operating room with selected experiences in "scrubbing," "circulating," and post-anesthesia recovery unit.

Students will be evaluated by written work and clinical performance.

**BIBLIOGRAPHY:** George LaMaitre and Janet Finnegan, *The Patient in Surgery*; Sharon Mantik Lewis and Idolia Cox Collier, *Medical-Surgical Nursing* or Joan Luckmann and Karen Creason Sorensen, *Medical-Surgical Nursing*.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Students must have completed Nursing, Level IV.

**COURSE LEVEL:** Advanced

**GRADING SYSTEM:** P, NC

**COST IN ADDITION TO TUITION:** Transportation and meals.

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** The class will be divided into two lab groups. Meets in IN-111D. Lab A: Jan. 7 only, 7:00-11:00 a.m.; 2:00-4:00 p.m. Thereafter MT and rotating W 7:00 a.m.-3:30 p.m. Lab B: Jan. 7 only, 10:00 a.m.-12:00 noon; 1:00-5:00 p.m. Thereafter RF and rotating W 7:00 a.m.-3:30 p.m.



### *I am Becoming*

*What I hope to be, is what I am now becoming.  
What I am today, is a mere reflection of my  
growth since yesterday and my potential for tomorrow.*

*The defeat and victory I may experience today is  
an essential part of my development. I depend on it  
for my refinement and for my encouragement.*

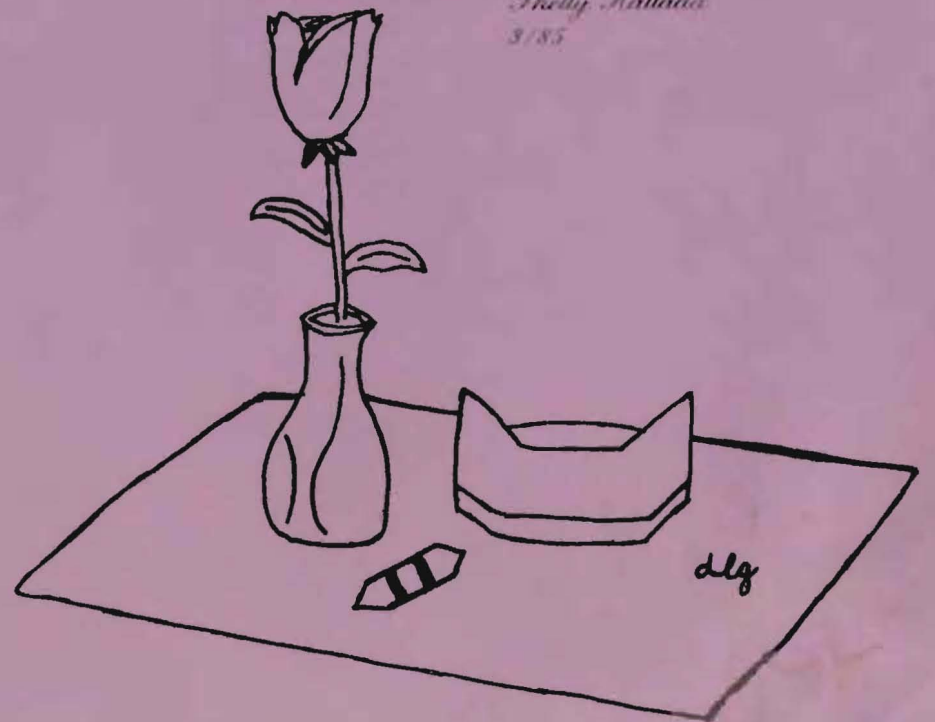
*Today cannot be compared to yesterday, or even to  
tomorrow. For it exists, not by itself, but is woven  
into my past and my future.*

*I could not live without today. It is for me, a stepping  
stone that shapes me into what I shall  
become tomorrow.*

*So while today is here, I'll experience it and embrace  
its ups and downs. I'll hold it close and learn from it  
while it's here, and tomorrow I'll let it go, building  
upon its lessons.*

*I'm going to delight in today. And I'm going to  
rejoice in who I am. For it is by celebrating me that  
I discover my purpose in life.*

*Shelly Kallada  
3/85*



School of Nursing  
 Pacific Lutheran University  
 April 21, 1985, 2:00 P.M.  
 Trinity Lutheran Church

**PROGRAM**

PROCESSIONAL ..... Heidi Emerson, Organist  
 "Processional of Joy"  
 Dr. Lawrence J. Meyer

INVOCATION ..... The Reverend Joanne E. C. Brown, Ph.D.  
 Assistant Professor of Religion

GREETINGS ..... D. Moira Mansell, Ph.D.  
 Dean, School of Nursing

POEM ..... Written and read by Shelly Hallada (Level II)  
 "I am Becoming"

STUDENT SPEAKER ..... Monica Lawwill (Level I)

SOLO ..... Kristen Pederson (Level II)

ADDRESS ..... Anne M. Hirsch, D.S.N.  
 Associate Professor of Nursing

CAPPING AND BANDING CEREMONY  
 Presiding ..... D. Moira Mansell, Ph.D.  
 Dean, School of Nursing

Candlelighting ..... Helen White, M.N.  
 Nursing Skills Lab Assistant

Capping and Banding ..... Shirley C. Aikin, M.A., Assistant Professor  
 Merrily J. Allen, M.N., Instructor  
 Fern Gough, M.N., Assistant Professor  
 Anne M. Hirsch, D.S.N., Associate Professor  
 Barbara Reta Phillips, Administrative Assistant  
 Lois F. Rhoades, M.P.H., Instructor

Assisted by ..... Delta Iota Chi Members

HYMN ..... No. 177  
 "On Our Way Rejoicing"

BENEDICTION ..... The Reverend Joanne E. C. Brown, Ph.D.  
 Assistant Professor of Religion

RECESSIONAL ..... Heidi Emerson  
 Please remain seated during processional and recessional

Class Theme ..... "I am Becoming"  
 Class Color ..... Lavender

Special Thanks to: Shirley Aikin, Faculty Advisor, Student Affairs Committee  
 Fern Gough, Faculty Advisor, Student Affairs Committee  
 Capping Committee Members

Level I

Elaine Barnes  
 Christa A. Baurice  
 Hannah McVitt Bruce  
 Susan Bye  
 Diane L. Cuthbert  
 Cathy Kay Coose  
 LeAnn B. Davidson  
 Michelle Anne Deckerhoff  
 Jennifer Mary Conway  
 Brenda Fox  
 Joyce Ann Fack  
 Paul Galloway  
 Kathryn Gaspard  
 Janice Lynn Gundersen  
 Julie Christine Hansen  
 Lynn Keffman  
 Pamela Paul Hennings  
 Michael G. Hensel  
 Tracy Hubert  
 Donna Humphrey  
 Julie A. Jacobs  
 Janice Jorging  
 Heidi Johnson  
 Lorraine Knapp  
 Monica Lawwill  
 Michelle Anne Lytle  
 Gary Ann Lyman  
 Jennifer E. Mahan  
 LeAnn Marie Maron  
 Deborah Carole Matson  
 Penny Miller  
 Sylvia L. Mueller  
 Anita Mueller  
 Christine M. Mueller  
 Melissa Ann Mykle  
 Nichole Ann Nept  
 Lynn Julienne Nette  
 Patricia F. Park  
 Juliana Perry  
 Pamela M. Paulson  
 Susan Parkson  
 Lisa L. Pearson  
 Elizabeth A. Phillips  
 Alan J. Peterson  
 Karen Jo Powers  
 Corinne Pultenbery  
 Susan Walker  
 Lark M. Zentschel

Level II

Margaret A. Blase  
 Robin M. Blanton  
 Susan C. Borg  
 Sandra J. Brown  
 Paul C. Birmingham  
 Sandra M. Blum  
 Angela F. Brubaker  
 Kristyn A. Brown  
 Karen C. Carlsman  
 Ingrid C. Carlsson  
 John A. Christensen  
 Dana Christie  
 Peggy J. Collins  
 Diane A. Cunningham  
 Cheryl A. DeForest  
 Sherrille J. Doyle  
 James M. Egnall  
 Karen J. Fisher  
 Barbara J. Fossan  
 Shelly L. Galloway  
 Joyce L. Hansen  
 Alvin Henningsen  
 Carol L. Henningsen  
 LeAnn K. Hensman  
 Eva L. Kelley  
 Robin L. Kelley  
 Linda M. Lambrop  
 Denise L. Lynn Gundersen  
 Patti Marching  
 Carol Matley  
 Debbie Matheson  
 Kristen M. Peterson  
 Rita M. Penning  
 Corinne L. Rittmann  
 Lisa A. Richards  
 Linda A. Ross  
 Karen L. Ruby  
 Ingrid Ryan  
 Marvonne H. Schauer  
 Jill D. Skarve  
 James J. Starfield  
 Melvick Thomas  
 Karen M. Sparsrud  
 Joanne A. Swartz  
 Lybeth Van Rogeman  
 Cheryl L. Wabnick  
 Lisa A. Williams

## Nurses capped; change levels

By STAN NELSON

The capping and banding ceremony for level I and II nursing students was held at Trinity Lutheran Church Apr. 21, to symbolize the continuing achievements of its members, Dean of Nursing Dr. Moira Mansell said.

The school of Nursing admits only 50 students into its program each semester. Acceptance into level I is the first phase of the six part nursing program, in which the nursing students advance one level per semester, said Linda Nixon, a Level IV student.

Level II begins the clinical work outside the classroom. Before being considered for acceptance, a year of general studies is required.

The theme of the ceremony was, 'I am becoming', based on a poem by Level II nursing student Shelly Hallada.

Professor Anne Hirsch spoke of the history of nursing and how nursing expectations and qualifications have

changed.

Maintaining traditions in nursing, while adapting to changing circumstances was stressed by Mansell. She said her wish was that her students be future oriented.

The ceremony was well received by the nursing students.

"It has been a long year and it is a good reward," said Darci Cunningham, a Level II nursing student. She believed the theme was very true as she and other students develop in their studies.

At times the audience overpowered the speaker during the ceremony. There were many young children in attendance and adults talking which made listening difficult.

"The ceremony was fine, but the crowd had no proper etiquette. The clapping (for individual nursing students) was offending" during the capping and banding, said one person in attendance.



## Health Fair larger this year

By LANCE KUYKENDALL

The fourth annual PLU Health Fair brought health information, medication samples and health testing to between 800 and 900 students. "It went better than we expected," said Beverly Anderson of the University Center Scheduling Office which co-sponsored the event with the Health Center. "Every year it gets better."

Thirty health-related organizations set up booths in the University Center last Thursday, Mar. 14. The booths offered information on everything from Jazzercise to Gastrointestinal illness.

"It seems to grow every year," Anderson said. "Last year we had 25 groups, and the year before there were even less."

Students on their way to lunch stopped at the FIT Stop, sponsored by the School of Nursing, where they could take a health quiz, have their body fat and blood pressure measured, listen to relaxation tapes, and practice relaxation with a biofeedback machine.

Reba McGear, associate professor in the School of Nursing, said relaxation techniques are especially useful for treating stress-related illnesses such as ulcers, asthma and migraine headaches.

At the Vision Services booth students could use a braille typewriter and try on goggles that

simulated different visual impairments.

Vision Services representative Mike Kinney said their primary goal was to help rehabilitate visually impaired people, giving them skills to help cope with a loss of sight.

The Gutline booth offered information on digestive disorders as well as samples of medications such as laxatives and antacids.

Students enjoyed hand and neck massages by licensed masseur Brad Brege. He said massage stimulated the flow of blood and lymph, relieves soreness, and improves flexibility. "Psychologically," he said, "it's a great stress reliever."

In the Jazzercise booth, a videotape of people practicing the aerobic-like workout played. According to information at the booth, Jazzercise is a system of simplified jazz steps used to provide a complete cardio-vascular workout.

Students waited in line at the American Lung Association booth where a machine measured their lung volume and their speed of exhalation, and compared it to the average for their size and age.

The Health fair provided "a public service and a campus service," Anderson said. "Everyone took part, we got better participation (than in past years)."





# Senior Pinning Ceremony May 25, 1985



**Dr. Mansell, Dean  
School of Nursing**



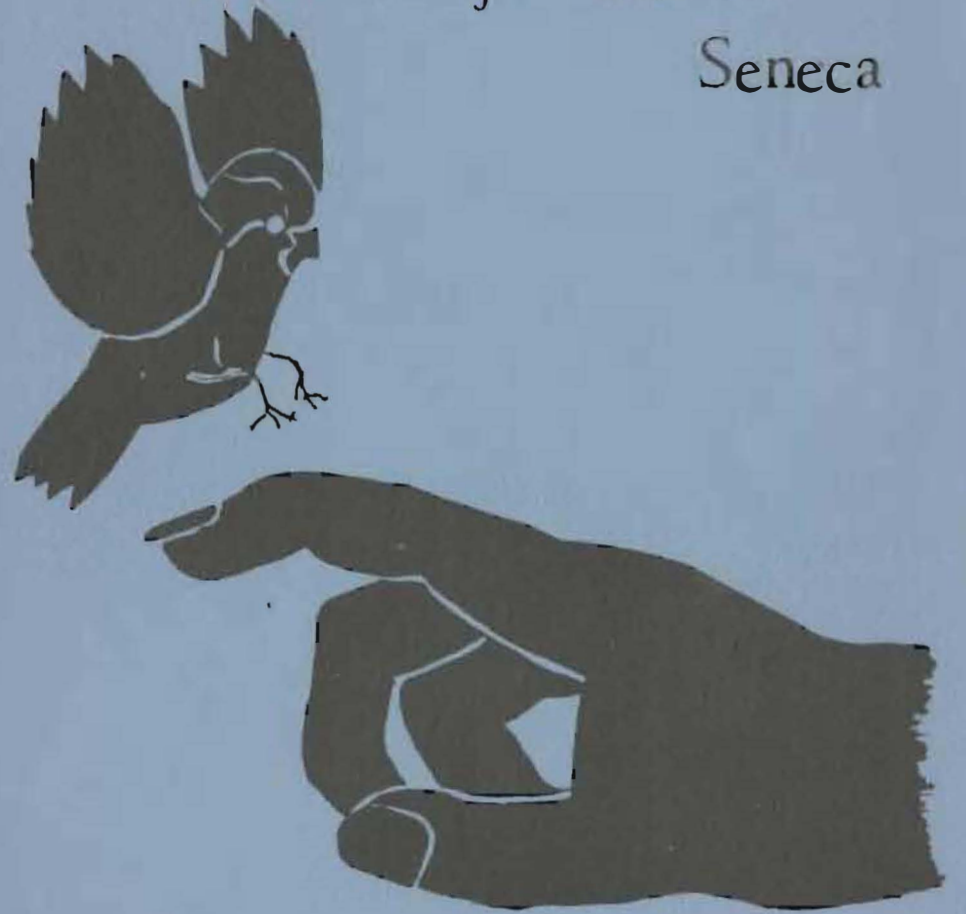
**Prof. Sue Shumaker, (corsage)  
Faculty Speaker for Pinning**





Wherever there is a  
human being  
There is an opportunity  
for kindness.

Seneca





PACIFIC LUTHERAN UNIVERSITY  
SCHOOL OF NURSING  
PINNING CEREMONY

May 25, 1985

1:00 p.m.

PROCESSIONAL .....	Lawrence J. Meyer <i>"Processional of Joy"</i> Professor of Music, PLU
INVOCATION .....	Reverend Ron Vignec University Pastor
HYMN .....	No. 406 <i>"Take My Life and Let It Be"</i>
GREETING .....	Dr. Moira Mansell, Ph.D., R.N. Dean, School of Nursing
STUDENT SPEAKER .....	Sandra Ruch (Level VI)
ADDRESS .....	Sue Shumaker, M.N., R.N. Instructor of Nursing (Level V)
PINNING CEREMONY	
Presiding .....	Dr. Moira Mansell, Ph.D., R.N. Dean, School of Nursing
Pinning .....	Fern Gough, M.N., R.N., Assistant Professor Constance Hansen, M.N., R.N., Assistant Professor Helen White, M.N., R.N., Lab Skills Assistant Carolyn Schultz, Ed.D., R.N., Associate Professor
VOCAL PERFORMANCE .....	Sydne Stephens (Level VI) <i>"Friends"</i> Kristi Stangland (Level VI)
BENEDICTION .....	Reverend Ron Vignec University Pastor
RECESSIONAL AND POSTLUDE .....	Lawrence J. Meyer Professor of Music, PLU
ORGANIST .....	Dennis Perry

Mark Bryant  
Kristine L. Coen  
Tamera L. Cole  
Christine Coleman  
Kari L. Creviston  
Dean DeMulling  
Lorri K. Freiday  
Susan A. Gedstad  
Britt M. Gordon  
Gayle L. Grinde  
Carol M.K. Harrison  
Barbara A. Hilken  
Kirsten A. Houby  
Elisabeth L. Johanson  
Laura Lynne Johnson  
Kimberly R. Karlstrom  
Jan M. Kleven  
Gretchen Nelson  
Julie Rae Pantier  
Temple Parsons  
Tammy Retzloff  
Marilyn Kay Richardson  
Carmen Agnes Rodriguez  
Sandra G. Ruch  
Kristi A. Running  
Lauren K. Schweizer  
Lynnita Kay Smith  
Ann Marie Spelman  
Kristi L. Stangland  
Sydne Stephens  
Heidi M. Urness  
Andrea Vitzthum  
Ray Weinrich  
Jerri Lynn Zinkan

**ACKNOWLEDGEMENTS**

Shirley Aikin and Fern Gough — Faculty Advisors

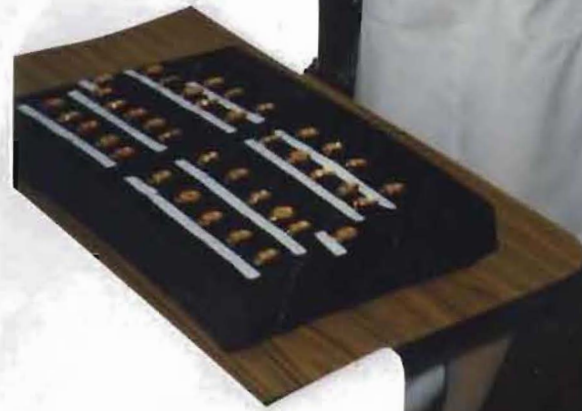
Chris Styron — Photographer

Silvaseed Company for its contributions

And a general thanks to all others who made this ceremony possible.



## Reception after Pinning



# School of Nursing

The School of Nursing was one of PLU's most prestigious and well known schools. The school was divided into six separate levels, each being one semester long and containing approximately forty students. Level one started the sophomore year, after two semesters of prerequisites which included anatomy, chemistry, sociology, and psychology. The first level of nursing gave the students a basic introduction to nursing and a historical background, as well as some insight into communications. In the second semester, health assessment was studied along with concepts of basic care, disorders, and how to give a complete physical. During the third semester, students experienced their first "on the job training," with work in local health clinics. This training continued each semester until graduation. Further levels included courses in medical/surgical nursing, psychiatric nursing, and pediatrics. The final level was a practicum, which was a clinical application of the skills learned in the previous levels. Senior practicum was done under the supervision of a registered nurse, and was the equivalent to student teaching.

PLU's nursing program was uniquely designed to train the students to care for the "whole" person rather than just the physical aspect of it. Because of this, students in the School of Nursing were required to learn something about psychiatrics and communication, as well as anatomy, and biology, etc. Due to this unique view of the nursing profession, PLU's School of Nursing was recognized as a top level organization.

John Young

- ▶ Michelle Cheney demonstrates her nursing ability on this dummy during lab practical testing.
- ▶ Nursing students spend many hours in lecture before they do any practicing.



Ide Yotsuuye inquires at the nursing office about the academic schedule for next semester.



Joanne Tomta finds out what it is like to get a nursing exam returned.

1985 Saga Yearbook, a member of the University Student Publication Board, Pacific Lutheran University





Anne Hirsch Phyllis Page Connie Hansen



Maura Egan Phyllis Page

**SIGMA THETA TAU MEMBERS**

KRISTINE L. COEN  
KARI L. CREVISTON

BRITT M. GORDON  
SANDRA RUCH



Evelyn Coombe Jan Herman-Bertsch



**Commencement  
1985  
Pacific Lutheran University**

Tacoma, Washington  
Olson Auditorium

**SCHOOL OF NURSING  
BACHELOR OF SCIENCE IN NURSING**

MARK JONATHAN BRYANT  
KRISTINE LOUISE COEN  
*Cum laude*  
TAMERA L. COLE  
CHRISTINE L. COLEMAN  
KARI LEE CREVISTON  
*Magna cum laude*  
DEAN PATRICK DeMULLING  
LORRI K. FREIDAY  
SUSAN ANNETTE GEDSTAD  
BRITT MARIAN GORDON  
GAYLE LOUISE GRINDE  
CAROL KREHBIEL HARRISON  
*Cum laude*  
BARBARA ANN HILKEN  
KIRSTEN A. HOUBY  
ELISABETH L. JOHANSON  
LAURA LYNNE JOHNSON  
KIMBERLY RUTH KARLSTROM  
JAN MARIE KLEVEN  
GRETCHEN ELIZABETH NELSON

JULIE RAE PANTIER  
TEMPLE PARSONS  
TAMMY J. RETZLOFF  
MARILYN KAY RICHARDSON  
CARMEN AGNES RODRIGUEZ  
SANDRA GRACE RUCH  
KRISTI ANN RUNNING  
LAUREN KAY SCHWEIZER  
*Cum laude*  
LYNNITA KAY SMITH  
ANN MARIE SPELMAN  
KRISTI LYNETTE STANGLAND  
SYDNE DIANE STEPHENS  
*Cum laude*  
HEIDI MARGUERITE URNESS  
ANDREA JOY LYNN SHOWALTER VITZTHUM  
ANN NELSON WAIT  
RAYMOND ALLAN WEINRICH (in absentia)  
JERRI LYNN ZINKAN  
*Cum laude*

Honors are based on seven semesters only.  
Summa Cum Laude 3.9+; Magna Cum Laude 3.7+;  
Cum Laude 3.4+

*This program does not constitute an official graduation list.*

# A TIME FOR GROWTH!

## 1985 SUMMER SESSION CATALOG

### NURSING

Phone: (206) 535-7672

#### 424 PHYSIOLOGIC NURSING II (4) SCN: 864424

June 3 - August 23

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: Nurs 354, 384, 394; concurrent enrollment in 434, 444. Tuition: \$185 per semester hour. 8:00 - 10:00 a.m., 10:00 a.m. - 12:00 noon, Wednesday. IN-122. Instructor: S. Shumaker.

#### 434 COMMUNITY HEALTH NURSING (4) SCN: 864434 (Section A) 864435 (Section B)

June 3 - August 23

Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: Nurs 354, 384, 394; concurrent enrollment in 424, 444. Tuition: \$185 per semester hour. 1:00 - 3:00 p.m., 3:00 - 5:00 p.m., Wednesday, IN-122; Section A, 1:00 - 3:00 p.m., Thursday, IN-111D; Section B, 1:00 - 3:00 p.m., Tuesday, IN-111D. Instructor: L. Rhoades; S. Shumaker.

#### 444 NURSING PRACTICUM II (4) SCN: 864444 (Section A) 864445 (Section B)

June 3 - August 23

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interper-

sonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: Nurs 354, 384, 394; concurrent enrollment in 424, 434. Tuition: \$185 per semester hour. 8:00 a.m. - 12:00 noon, Section A, 7:00 a.m. - 12:30 p.m., Tuesday & 8:00 a.m. - 12:00 noon, Thursday; Section B, 8:00 a.m. - 12:00 noon, Tuesday & 7:00 a.m. - 3:30 Thursday. Instructor: S. Shumaker; L. Rhoades.

#### 464 LEADERSHIP IN NURSING (4) SCN: 864464 (Section A) 864465 (Section B) 864466 (Section C)

June 3 - August 23

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: Nurs 424, 434, 444; concurrent enrollment in 478. Tuition: \$185 per semester hour. 10:00 a.m. - 12:00 noon, Wednesday, IN-100; Section A, 1:00 - 3:00 p.m., Wednesday, IN-116; Section B, 1:00 - 3:00 p.m., Wednesday, X-114; Section C, 1:00 - 3:00 p.m., X-203. Instructor: A. Hirsch; L. Weirick; C. Hansen.

#### 478 SENIOR PRACTICUM (8) SCN: 864478

June 3 - August 23

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: Nurs 424, 434, 444; concurrent enrollment in 464. Tuition: \$185 per semester hour. 32 clock hours per week, TBA. Instructor: A. Hirsch; L. Weirick; C. Hansen.

#### 491, 492 INDEPENDENT STUDY (1-4) SCN: To Be Assigned

Prerequisite: Permission of the dean.  
Tuition: \$185 per semester hour.



## Summer Commencement 1985

### Pacific Lutheran University

Tacoma, Washington  
Eastvold Auditorium

#### SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

JANET MARIE BACON  
MARY TERESA BOND  
PRISCILLA ESTHER BOSCH  
*Magna cum laude*  
TERRI LANE BRINKMEYER  
BARBARA GLOVER BRISTOL

MARY JANE BROWN  
KELLY SUZANNE CLARKE  
JENNIFER ELAINE CORNELL  
SARA LYN CRABS  
LORI ANN DREW

#### BACHELOR OF SCIENCE IN NURSING (cont.)

MARSHA DAWN EBINGER  
CYNTHIA A. FARLEY  
JILL PAULA FERGUSON  
LINDA RENEE GARD  
JACQUELINE SPENCER GILLET  
*Cum laude*  
PAUL ALAN GREGOR  
JENNIFER MARIE HALL  
*Cum laude*  
LORETTE ELLEN HANKINS  
ROBERTA C. HANSEN  
THERESA ELIZABETH HOFFART  
*Cum laude*  
LISA ANN HOLMBERG  
*Cum laude*  
ROBERTA LYNN HOLT  
*Cum laude*  
RUTH ESTHER JENSEN

PATRICIA MARIE LAMPSON  
ELIZABETH ANN LANGELAND  
MANUMALO M. LEAMA  
LANA M. LONG  
BETTINA ANN LOOKABILL  
TERESA ANN MCKAY  
TISA LOUISE NICHOLSON  
MELITA ANNE REPP  
*Cum laude*  
KARLA RENEE SCHMIDT  
VALERIE LYNN SEGERMAN  
CHRISTINE ANNE SHAW  
CONSTANCE JEAN SMITH  
APRIL ANN VANLIEROP  
KATHERINE ANN WELSH  
KIMBERLEE KAYE WINKELSETH

Honors:  
Summa Cum Laude 3.9+; Magna Cum Laude 3.7+;  
Cum Laude 3.4+

*This program does not constitute an official graduation list.*

## *Nursing Facilities Expanded In Ramstad Hall*

Greater convenience and expanded space are the legacies of the School of Nursing move from Ingram Hall to renovated Ramstad Hall, according to Dean Moira Mansell.

Ramstad's third floor now houses labs and faculty offices. "Labs are all located on one end of the building," she said. "Patient units, simulated and anatomical models, and tables for study and testing are conveniently grouped."

Audio-visual labs are in the process of being rearranged to facilitate student use, and there is a separate expanded health assessment lab, she indicated.

In addition to regular classtime labs, there is an open lab during the day when students may come in for extra practice or special assistance, the dean added.

Seven new classrooms and a more convenient arrangement of administrative offices are features on the second floor.

## Continuing Education For Nurses A Rapidly Growing PLU Service

Continuing education for nurses has become one of the important functions of the Pacific Lutheran University School of Nursing, according to Cynthia Mahoney.

Mahoney, the director of the PLU Continuing Education in Nursing program, called attention to a broad variety of courses offered each semester. Most are one-day events, each of which is approved for four to eight Washington State Nurses Association contact hours.

The program has grown dramatically since Mahoney became the program's first full-time coordinator in 1981. Both the number of offerings and number of participants has doubled since that time. There were 51 programs and 1,052 participants last year.

Although a number of the fall offerings have been held, or the

registration deadline is past, there are still several 1985 offerings available. Mahoney encourages nurses to make contact with her to get on a mailing list for regular course announcements.

Introduction to Therapeutic Touch will be held Oct. 18. A repeat is set for Nov. 16.

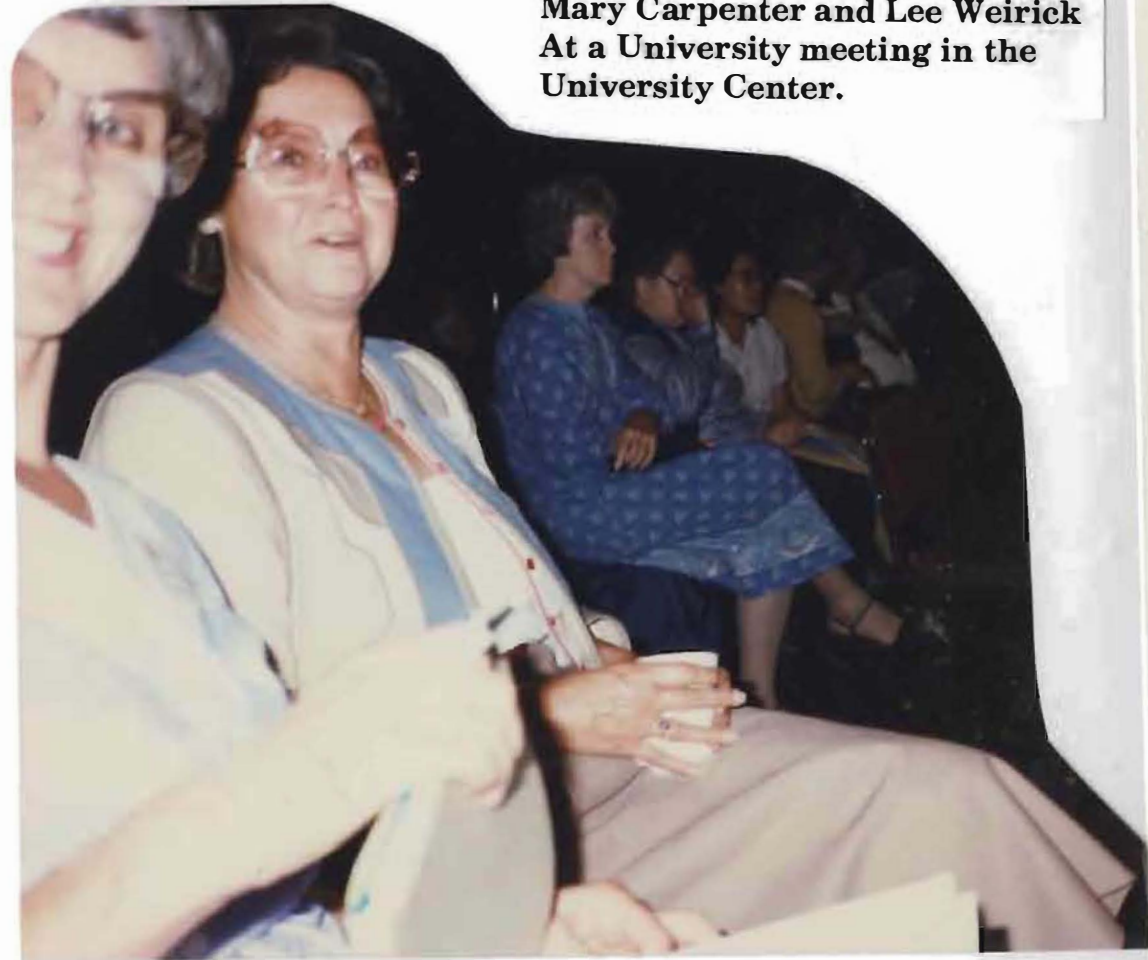
Several units of a Pharmacotherapeutics for CRNs and ARNPs are still to come in October and November. Helping People Change is a Nov. 2 offering.

The Nurse and the Law will be held Oct. 22, and there are several remaining units in the Ambulatory Care series: Oct. 17 and 24, and Nov. 7 and 14.

Registration deadline is one week in advance of each class.

For more information contact Cynthia Mahoney, PLU School of Nursing, or call 535-7685.

**Linda Olson, Joan Stigglebout, Mary Carpenter and Lee Weirick At a University meeting in the University Center.**





# Faculty and staff offer suggestions for stress management

October 11, 1985, The Mast

by Kristi Thorndike  
Projects editor

What can you do to avoid the problem of "stressing out," and to keep tensions within reasonable limits?

The health center, university professors and counselors give some helpful suggestions.

"Learn to identify things that make you stressful," Gary Minetti, director for counseling and testing, said.

"Seek help when you need it," he said. Help is available through Campus Ministry, the Health Center, Counseling Center, RAs and friends.

A good support system is helpful, Anne Hirsch, associate professor of nursing, said. "Know who you can go to and say just about anything."

Taking time out of the regular routine for physical exercise is an important factor in managing stress. "The more active you are, the better you handle stress," Gary Chase, associate professor of physical education, said.

The health center recommends a minimum of three workouts per week of at least 30 minutes each.

"Exercise gets you out. It gets you looking at the world," Hirsch said.

The health center emphasizes time management as an important means of controlling stress. Learn to set priorities and do those things first. Plan ahead and try to do a little each day instead of cramming.

"Plan ahead for big research projects," Wendy Robinson, junior, said.

Another tip is to break down your work load. This makes it a little easier to handle. Don't look at the whole mountain of work that you have for this semester; take it small step by small step.

"Break work down into days, making it measureable and achievable," Robinson said.

"Plan a schedule and stick to it," Judy Wagonfeld, self care-wellness coordinator at the health center, said.

"Plan breaks and fun time," she said. "Students can't study all the time."

Short five to 10 minute breaks give your body and mind a chance to renew their energies. The health center advises that after 45 minutes or an hour of intensive studying to get up and walk outside for a minute, get a drink, stretch, and relax.

"Adjust your schedule and work pretty hard during the week so you can get away on the weekend," Minetti said.

Relaxation and breaks from the daily routine are helpful.

Chase said that active use of leisure time is important to stress management. "Take advantage of it," he said, "and don't feel guilty about it."

A few relaxation ideas are: meditation; mental imagery-- transport yourself to a peaceful spot and bask in the tranquility without feeling guilty; stretching exercises-- slow stretches of back and legs; flexion/extension-- tighten one part of your body at a time, then relax it and note how it feels.

Getting plenty of rest and good nutrition can reduce stress.

"You're more susceptible to diseases when you're not eating and sleeping properly," Wagonfeld said.

Chase described the PLU environment as a place where students stay up late, stop eating breakfast and live on caffeine.

"Caffeine creates a stress-like environment in the body," Wagonfeld said.

Most people need six to eight hours of sleep each night.

Hirsch advised to stay away from junk food, eat fresh fruit and vegetables, and fiber and bulk.

Students need to know their limits, said Minetti. "No one is super-human," he said.

Don't take on more than you can handle, advises the health center. Don't try to be all things to all people, pushing yourself to the breaking point. Be aware of your own internal expectations of yourself.

Optimism and a realistic attitude help combat stress, Kirstin Moeller, said.

"Try to keep things in perspective. Be objective. Focus on the positive aspects of the situation," she said.

New York psychologist George Witkin-Lanoil offers these other stress-reduction tips:

- \* Accept yourself as an imperfect package
- \* Break the habit of feeling guilty
- \* Learn to say "no"
- \* Give yourself permission to change your mind
- \* Become your own best friend
- \* Separate your past from your present
- \* Create self-fulfilling prophecies
- \* Laugh!

## Nursing loans may be frozen until 1986

(CPS) Medical and nursing students who didn't get their Health Education Assistance Loans (HEAL) processed by Sept. 30, are about to find out the U.S. Department of Health and Human Services won't insure any new loans for them.

"It is pretty dreadful if there is no legislation" to correct the situation, said Ruth Bletzinger, student financial planning director at the Georgetown School of Medicine.

Without new legislation, students who have never borrowed under the HEAL program won't be able to start borrowing.

And students who want to continue borrowing cannot because the Office of Management and Budget (OMB) has not processed the paperwork needed to free money to buy new insurance for the

loan program.

The old contracts with the private lenders who insured health student's loans expired at the end of the 1984-85 fiscal year on Sept. 30.

Bletzinger adds health students at private schools such as Georgetown are especially dependent on HEAL-insured loans.

"In the class of 1989, we have 63 borrowers who made it before Sept. 30, 1985, about a third of the class," Bletzinger said, adding the average HEAL loan in the class runs about \$9,500.

"Our students who borrow from HEAL are generally the neediest," explained Bletzinger.

Last year, more than 10 thousand medical students nationwide took out \$84 million in HEAL insured loans, reported Paul Elliot, director of student

programs at the Association of American Medical Schools.

If certain HEAL borrowers want to borrow again, the OMB will have to give Health and Human Services (HHS) the authority to insure private lenders to make the loans, said Alice Swift, deputy director of student aid at HHS.

Swift was unsure when the OMB would give them the authority to buy insurance.

First-time borrowers won't be able to use HEAL loans until a new Higher Education Reauthorization Act is passed, which probably won't happen until 1986.

"Reagan's record for supporting the Manpower bill (which HEAL comes under) is not good. He vetoed Manpower in 1984," Elliot said.

## Nurses happy with new Ramstad home

by Emily Morgan  
Mast reporter

Moira Mansell, dean of the School of Nursing for the past four years, believes the department's move from Ingram Hall to Ramstad Hall has been a good one.

The larger building has centralized the department in a way that Ingram could not, said Mansell. The lack of sufficient space in Ingram forced a certain number of classes to meet in other buildings, which was often confusing to students. Mansell also said that students are now offered greater access to campus resources such as the library, and the UC, in addition to the department's faculty who all have offices in Ramstad.

There are currently 265 nursing students plus 22 full-time and three part-time faculty members accommodated

in Ramstad. The building also holds various student services such as the Writing Center and the Academic Advising Center, as well as classroom space for classes other than nursing.

Nursing student Betsy Ross, said she likes the new location but that students and teachers wish they were able to eat or drink in the rooms.

Another nursing student, Jodi Minnick, also likes the building change and said that she thinks that, "when the newness wears off, they will let people eat there, I hope." People are allowed to eat in the Writing Center, which is also carpeted.

Roberta McMullen, nursing student, pointed out that there were no screens or drapes for film viewing.

"There is a shiny wash on the walls for films which is a bit glarey," she said.

Mansell said she has recently received phone calls from several nursing

graduates who will be visiting the campus this homecoming weekend to see the nursing department's new home.

Since the School of Nursing was established at PLU in 1956, the department's home has bounced among several buildings on campus.

The "Classroom Building" that formerly stood where the UC now exists, was the first home of the Nursing Department. When this building was removed, the department moved to the lower campus Ivy building which has been recently torn down to accommodate a growing PLU. Ingram, once the "College Union Building" (CUB), became available once the U.C. was built, and the department has remained there until this year. The new addition of the Rieke Science Center moved science classes to lower campus and left Ramstad to be renovated for the School of Nursing.

## Alum Joins Volunteers Aiding Earthquake Victims In Mexico

By Judy Davis

For Cindy Sienko, '85, volunteering to aid earthquake victims in Mexico was a rewarding way to help people in a time of need.

"I was interested in using my skills as an emergency department nurse in other than a hospital setting — when the opportunity to go to Mexico came along, it only took me a half hour to decide to go," said Cindy, a nurse in the emergency department at Tacoma General Hospital.

Cindy joined a team of 20 other health-care professionals from the Tacoma area — including physicians, nurses and paramedics — who were flown to Mexico by Mexican Airlines Oct. 2 for eight days to replace a Seattle-based team which had been caring for earthquake victims. In mid-September, the earthquake had devastated sections of Mexico City, killing and injuring thousands.

"When we left, we didn't know what to expect . . . all we took with us was a suitcase, some donated medical supplies and 'scrubs' (uniforms for medical personnel)," Cindy revealed.

She, however, did pack a pillow which became a coveted object since the medical team had to sleep on cots.

The Salvation Army had cut through swaths of red tape to gain permission for the United States teams to aid earthquake victims.

"I have gained tremendous respect for the Salvation Army — the organization is a lot more than volunteers ringing bells and collecting money in buckets at Christmas," Cindy emphasized.

In Mexico, the team staffed a clinic near Morelos, a poverty-stricken area outside Mexico City. It had been transformed by the Salvation Army from a detoxification center undergoing remodeling to a makeshift clinic within 24 hours of the earthquake, Cindy said.

Meals for the staff, as well as victims, were provided by Salvation Army volunteers. In addition, area residents who spoke English volunteered to serve as interpreters for the clinic staff.

"Many of our patients were dealing with the psychological aftermath of the earthquake; they were suffering from insomnia and were very fearful . . . we treated mainly children," said Cindy.

Since many of the patients' homes, as well as schools and hospitals, had been destroyed, they were living in "tent cities." Because water lines had broken during the earthquake, many residents were drinking from sewer lines and became ill.

"We had to educate the victims about boiling drinking water and taking precautions on preventing the spread of disease," said Cindy, indicating the medical team saw from 150-200 patients a day.

"We were amazed at how clean the children were, despite the conditions they were living in," she said.

When she arrived home, Cindy had a greater appreciation for things often taken for granted — beds, blankets and hot showers.

However, even though she was ready to come home, Cindy said, "I felt so needed and appreciated by the earthquake victims, I wouldn't hesitate at all to help out in a disaster again." □



## MID-YEAR COMMENCEMENT 1985

Pacific Lutheran University

Tacoma, Washington  
Olson Auditorium

### SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

MICHELLE LORRAINE CHENEY  
PATRICIA ANN COLEY (in absentia)  
*Magna cum laude*  
MARGARET MARY DANEKER-FRIESL  
SALLY MAE FANSHIER  
SHARON RAE GALBRAITH  
KAREN DIANE GREINER  
MAUREEN JOY HOSFORD  
*Magna cum laude*  
WILLIAM GORDON HOWE  
MARIA ANTOINETTA HUNTER  
WANDA M. JOHNSON  
BEA A. KINGERY

JEAN MARIE LUCE  
LEANNE MARIE OAKLEY  
KIRSTEN ANNE PETERSON  
DIANE McCLURE POHL  
MARGO LYNN SENECHAL  
TERESA LYNNE STANDIFER  
*Summa cum laude*  
LESTER G. TAYLOR  
BARBARA ELLEN TEICH-VISCO  
NANCY LYNN UNRUH  
DIANNA LANPHEAR WACHTEL  
*Cum laude*  
DOLORES J. WALTON

# Class of 1986

## Class of 1986

Alves, Kathleen L.  
Andersen, Patricia Cline  
Atkinson, Carol L.  
Authorlee, Alfred Gerard  
Ballard, Patrice R. Peterson  
Bard-Pierce, Karin S.  
Barth, Deborah Jane Gregorgy  
Bartling, Hertha A.  
Bemis, Susan M. Larson  
Benton, Valerie J.  
Bjornson, Julie A.  
Bodhane, Suzanne D.  
Bowden, Allison W.  
Brenchley, Lilli A. Khatbi  
Bromen, Diane B. Butler  
Christensen, Teresa A.  
Clark, Perta W. Pfeifer  
Cloud, Dedee I.  
Cornwell, Anne Brouillard  
Corcoran, Beverly J. Cox  
Dobbs, Debora J. Hoyt  
Dudley, Joann  
Einspair, Cynthia Dawn Barger  
Enlow, Amelia  
Ettlin, Lisa J.  
Feuz, Anne E.  
Frederick, Sandra K. Espeland  
Galvin, Sara H.  
Goodman-Moe, Beth Goodman  
Green, Karen K. Kelly  
Hawkins, Judy E. A  
Halberg, Vicki G.  
Hansen, Sharon L Alton  
Hickman, Sharon D.  
Hopkins, Rebecca R. LaVernois  
Houk, Karla M. Krebs  
Ihle, Janet C. DeWitt  
Ilgenfritz, Alix Whalley  
Jones, Alberto P.F.  
Kastien, Leslie E.  
Keith, Diane C.  
Keller, Evelyn J. Wallace  
Kinnaman, Jean E. Jonasson  
Kitts, Virginia L. Blacker  
Klinger, Cynthia R.  
Koenig, Traudl Autenrieth  
Kuhls, Annette L.  
LeVancier, Charlse F.  
Leavitt, Victoria D.  
Maurins, Corrine Lee Calvo  
Maxam, Valerie A.  
McCafferty, Valerie Diane Crase  
McCann, Jann Marie Barber  
McCaughy-Black, Kathlene Marie  
McCoid, Marjorie J. Keselburg

McDermott, Dawn R. Carpenter  
McGrath, Cindy A.  
McGuire, Cynthia S. Westbrook  
Merrell, Terri D.  
Miller, Ann Larson  
Moeller, Kirsten Marie  
Moore, Katherine E.  
Mulkey, Lori M.  
Mullin, Shelly G. Burns  
Newbold, Patsy K.  
Nixon, Linda J.  
Nordfors, Debra L. Deatley  
O'Brien, Susan D.  
Oltman, Diane H.  
Peacher, Bill R.  
Peche, Marra E.  
Perkins, Jenny L.  
Person, Patricia  
Pohl, Whitney Marie  
Robinson, Wendy E.  
Rose, Lois M.  
Rundle, Susan Mary Snyder  
Russell, Linda M.  
Sakamaki-Grief, Gail K. Sakamaki  
Sawyer, Audrey M.  
Shupien, Diane M.  
Silva, Jeanne  
Singletary, Tami M.  
Smith, Gabrielle P.  
Sorenson, Jonathan L.  
Soth, Kari S. Huber  
Terry, Margaret J.  
Toren, Andrea C.  
Tuia, Talitoga  
Twenhafel, Gay Lynn  
Vial, Barbara A.  
Vojir, Susan K. Briggs  
Walen, Anna M. Brevik  
Weber, Debra M.  
Witt, Margaret H.  
Yotsuuye, Ide Yumi  
Zornes, Marie Rasmussen

# School of *Nursing*

A nursing career offers great opportunity for a rich and rewarding professional life. It affords virtually unlimited choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is of universal concern, and those prepared to maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

The generic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as Registered Nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for Registered Nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## *FACULTY*

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Coombe, Egan, Gough, C. Hansen, Hefty, Herman-Bertsch, Hirsch, D. Johnson, Kirkpatrick, Lingenfelter, Mason, McGear, L. Olson, Page, Rhoades, Schultz, Shumaker, Stavig, Stiggelbout, Weirick, Yumibe.

## *COURSE OFFERINGS*

### 100 MEDICAL TERMINOLOGY

Study of over 350 word elements and the application of those terms in understanding over 10,000 complex medical words in their appropriate context. Application of these terms to anatomical and pharmacological references. (1)

### 214 SOCIALIZATION TO NURSING

Introduction to historical perspectives and current trends in professional nursing and nursing education. Concepts of self and society, wellness, human needs, nursing process, and health care systems. Framework for developing effective communication skills and helping relationships. Community experiences with well elderly clients. Prerequisites: Admission to the nursing major, PSY 101, and prior or concurrent enrollment in SOC 101. (4)

### 220 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adult clients in hospitals or nursing homes. Prerequisites: BIOL 201, 205, and 206; NURS 214; concurrent enrollment in NURS 224. (4)

## 224 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on beginning assessment techniques as part of the nursing process. Introduction to the use of health resources, the influence of eco-systems, and the role of the health team in wellness promotion. Prerequisites: BIOL 205 and 206; CHEM 105; NURS 214; prior or concurrent enrollment in PSY 335 (or EDUC 321); concurrent enrollment in NURS 220. (4)

## 334 NURSING PROCESS: INDIVIDUALS AND FAMILIES

Basic interruptions in human bio-psycho-social processes with resultant health disruptions. Selected situational and maturational crises affecting individuals and families. Development of psychomotor skills and nursing interventions within the framework of the nursing process. Prerequisites: 220, 224; concurrent enrollment in 344. (4)

## 344 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle: Physiological and psycho-sociocultural aspects of childbearing. Theory and clinical application in physicians' offices, hospitals, and home environments. Prerequisites: 220, 224; concurrent enrollment in 334. (4)

## 354 PHYSIOLOGICAL NURSING I

Content focuses on selected complex pathophysiological disorders of children and adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to assist in meeting the physiological and psychosocial needs of clients and families. Prerequisites: 334, 344; concurrent enrollment in 384, 394. (4)

## 384 PSYCHOSOCIAL NURSING

Introduction to selected acute and chronic psychiatric disorders of adults. Emphasis on psychopathological aspects of illness and nursing interventions using interpersonal and other contemporary modalities in the care of clients with mental health problems. Prerequisites: 334, 344; concurrent enrollment in 354, 394. (4)

## 394 CLINICAL PRACTICUM I

Clinical laboratory for Nursing 354 and 384. Application of theoretical principles based on concepts of pathophysiology and psychopathology to the care of clients using the nursing process as a framework for holistic care. Development of interpersonal and technical skills. Prerequisites: 334, 344; concurrent enrollment in 354, 384. (4)

## 424 PHYSIOLOGICAL NURSING II

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: 354, 384, 394; concurrent enrollment in 434, 444. (4)

## 434 COMMUNITY HEALTH NURSING

Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 444. (4)

## 444 CLINICAL PRACTICUM II

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 434. (4)

## 464 LEADERSHIP IN NURSING

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: 424, 434, 444; concurrent enrollment in 478. (4)

## 478 SENIOR PRACTICUM

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: 424, 434, 444; concurrent enrollment in 464. (8)

## 491, 492 INDEPENDENT STUDY

Prerequisite: Permission of the dean. (1-4)

# INTERIM 1986 CATALOG

## GLOBAL VISIONS

### January 6-31, 1986

### Off-Campus

698307 Nursing 307  
CULTURE AND HEALTH—FOCUS ON THE PACIFIC BASIN  
4 semester hours  
M. Allen, L. Rhoades

Issues of global proportions are many and varied but none are more central to a region and its peoples than those related to health and health care delivery in a culturally sensitive manner. Hawaii serves well as a focal point for the study of health and related issues in the context of a multi-ethnic population. No single racial group constitutes a majority, as the island's population is rooted in Asian, Caucasian and Pacific Island cultures. In addition, Hawaii is the site of the East West Center, an outstanding resource of international stature.

Futurists such as John Naisbitt and Herman Kahn provide insight for exploring issues which will affect the direction of health care both regionally and internationally.

The purpose of this course is to explore issues central to the health of the peoples of the Pacific Basin. Becker's "Health Belief Model" will be used as a vehicle to enhance understanding of ethnocentric perspectives. The students will experience the region as "community" as they identify some of the current and potential health issues confronting the region and address them in a culture-specific manner. Examples of issues include aging, nutrition, life style, environmental hazards, and socio-economic and political structures which impact the health of this population.

Activities will include lecture, discussion, readings and field experiences in a variety of health delivery settings. Classes will meet Monday through Thursday 9-12. Faculty led field trips to major resource sites such as the Polynesian Cultural Center and the East West Center will be included. Evaluation will be based on class participation and presentation of a field study.

**BIBLIOGRAPHY:** Tseng, McDermott and Maretaki, People and Cultures in Hawaii; plus current readings from the literature to be selected. Pre-Interim recommended reading, John Naisbitt, Megatrends; Herman Kahn, The Next Two Hundred Years; James Michener, Hawaii.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required. Open to non-majors. Permission of the instructor. Down payment of 25% due on October 15, 1985.

**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$1200.00 (airfare and housing); individuals are responsible for own meals.

**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** Departure on January 6 and return on January 31, 1986

698316 Nursing 316  
VISIONS OF THE SOUTH PACIFIC: A TRANSCULTURAL TOUR OF SAMOA AND NEW ZEALAND  
4 semester hours  
J. Stiggelbout

Travel provides an expanding awareness of ethnic populations and a vision of their place, as well as ours, within these global horizons. This class will focus on the cultural, social, economic, and political differences and similarities of New Zealand and the Samoan Islands. We will examine health care systems, social change, and the current Participation in a sailing regatta will be an option. In Rotorua the class will study the Maori culture, with architecture, language, dress, dances, and Treaty sites of special interest. Thermal hot springs, geysers, and forestry and fishing projects are also to be viewed here. Certainly a trip to New Zealand must include a visit to a high-country sheep ranch to learn of the economics of the sheep and wool industry. Our intention is to visit both the North Island and the South Island, which includes Christchurch, the "city of garden." The itinerary includes visits to the university, schools, and hospitals.

The purpose of this class is to expand cultural awareness through travel, direct observation, interviewing, and study. The class will meet with prominent citizens in a variety of settings, both private and government, in both Samoa and New Zealand. Housing will be provided in private homes and university dormitories.

Class participation is required. Readings, discussions, lectures, and field experiences will enhance students' understanding of cultural diversity. Each student will present a research project on a cultural topic. Students will be evaluated according to group participation and research project presentation.

**BIBLIOGRAPHY:** Ann Clark, Culture and Child-Rearing; Tseng, McDermott, & Maretaki, People and Cultures in Hawaii; Gordon McLauchlan, Inside Guides: New Zealand.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** \$2,000.00

**INSURANCE COVERAGE:** Required

**MAXIMUM ENROLLMENT:** 15

**MEETING TIME AND PLACE:** Departure Date: January 2, 1986; Return Date: February 2, 1986.

## Nursing

664302 Nursing 302  
**ELECTROCARDIOGRAPHY**  
 2 semester hours  
 S. Shumaker

This course introduces the basic concepts of electrocardiography and identifies cardiac rhythms and arrhythmias. The concepts of 12 Lead ECG interpretation will be introduced including determining axis, chamber enlargement, strain and infarction. In addition to learning the concepts of interpretation and practice, content will also incorporate the clinical situations, precipitating factors and anticipated interventions with each arrhythmia covered.

Using lecture, visual aids and a multiple of practice rhythm strips (workbook) the students will participate actively in the interpretation of cardiac rhythm strips and 12 Lead ECG's (Electrocardiograms).

Student assignments will include attendance, participation in class and completing workbooks and practice rhythm strips. Grading will be based on the workbook and a final exam.

**BIBLIOGRAPHY:** D. Dubin, Rapid Interpretation of EKG's and Arrhythmia workbook (required); M.B. Conover, & C.V. Mosby, Understanding Electrocardiography (optional).

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** Biology 205 and 206

**COURSE LEVEL:** This course is designed for majors such as Nursing, Pre-Med, Physical Education or Advanced Students who have an anatomy and physiology background.

**GRADING SYSTEM:** A, B, C, D, E

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 9:30 a.m.-12:30 p.m. MW, R-202

698307 Nursing 307  
**CULTURE AND HEALTH—FOCUS ON THE PACIFIC BASIN**  
 (See off-campus listing)

664308 Nursing 308  
**MEETING THE CHALLENGES OF AN AGING POPULATION**  
 2 semester hours  
 E. Coombe

As America's population ages, attitudes about age are also changing. Attitudinal shifts could enable persons in this society to enjoy a better quality of life as they grow older, as well as to create a climate for the development of appropriate new services for older persons.

The objective of the course is to enable the student to acquire a broader view of aging in order to be more sensitive to the special needs of one's own older family members, more knowledgeable as a citizen about policy-making in regard to aging, and a more effective worker in a human service career.

This course will explore four main topics: 1) cultural myths related to aging, 2) common ways in which growing old affects individuals psychologically and socially, 3) major health problems of older persons, and 4) policy issues and potential alternatives to current social problems affecting older persons.

Assignments will include interviews with older persons and written summaries of articles from gerontological journals. Students will also participate in a two hour practicum. Students will record their reflections on the various learning resources in journal form, which will serve for evaluation.

**BIBLIOGRAPHY:** Schwartz and Peterson, Introduction to Gerontology.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** 1:00-3:00 p.m. MW, clinical day on Friday with times to be arranged, R-201

664312 Nursing 312  
**PERIOPERATIVE NURSING**  
 4 semester hours  
 F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as they relate to the patient in surgery. The student will gain an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per week-day in the operating room with selected experiences in "scrubbing" and "circulating," in post-anesthesia recovery area, and in out-patient ambulatory surgery.

Students will be evaluated by written work and clinical performance.

**BIBLIOGRAPHY:** Linda K. Groah, Operating Room Nursing: The Perioperative Role.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** The student must have completed Nursing 354 and 394.

**COURSE LEVEL:** The course is designed for majors or advanced students.

**GRADING SYSTEM:** H, P, NC

**COST IN ADDITION TO TUITION:** Transportation, meals, text

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** First meeting January 6, 1:00-3:00 p.m., R-203

664315 Nursing 315  
**THE HISTORY OF NURSING**  
 2 semester hours  
 A. Hirsch

This course will provide the student with an overview of the history of the nursing profession. A clear idea of where nursing has been provides us with insights about current and recurrent problems and issues for the profession. The development of nursing will be discussed from Ancient Greece and Rome, through Medieval times, to the Nightingale Era and on to the 20th Century.

The format of the class will include lectures, discussions, audiovisual materials, and oral presentations. Students will write a paper on a topic of their choice and present the topic to the class. The paper will comprise 80% and the presentation 20% of their grade.

**BIBLIOGRAPHY:** P.A. Kalisch and B.J. Kalisch, The Advance of American Nursing.

**REQUIREMENT FILLED:** Interim

**GRADING SYSTEM:** A, B, C, D, E

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 3:00-5:00 p.m. MWR, R-204

698316 Nursing 316  
**VISIONS OF THE SOUTH PACIFIC: A TRANSCULTURAL TOUR OF SAMOA AND NEW ZEALAND**  
 (See off-campus listing)

664317 Nursing 317  
**BEYOND THE BACKRUB**  
 1 semester hour  
 M. Carpenter

This experiential course in basic massage is designed for nurses to use in the hospital, extended care facility, or home. The content will include principles, movements, demonstration, and application of massage techniques. This course is open to nursing and pre-nursing students who have completed the course in anatomy and physiology. Daily attendance and participation are required for a passing grade. Students must provide their own massage oil and sheets.

**BIBLIOGRAPHY:** Ashley Montagu, Touching—The Human Significance of Skin.

**REQUIREMENT FILLED:** Interim

**RESTRICTIONS OR PREREQUISITES:** This course is open to nursing and pre-nursing students who have completed the course in anatomy and physiology.

**COURSE LEVEL:** The course is designed for majors or advanced students.

**GRADING SYSTEM:** H, P, NC

**MAXIMUM ENROLLMENT:** 10

**MEETING TIME AND PLACE:** 6:00-7:30 p.m. M-R, R-201

698318 Health/Nursing 318  
**I AM SPECIAL, I AM WOMAN, I AM ME.**  
 (See interdepartmental listing)

664319 Nursing 319  
**GOOD HEALTH FOR ALL BY THE YEAR 2000?**  
 2 semester hours  
 S. Shumaker, J. Herman-Bertsch

Will good health be possible for all by the year 2000? Come explore with us advances in the health care system and its availability to all people of the world. The course will include topics ranging from advances in diagnostic procedures, life support systems and health costs.

Discussion will include the ethical, legal and economic concerns raised by organ transplants, test tube babies and prolonged life support. This course will explore the emotional impact of health systems on individuals, families and health care providers. To examine these health issues, students will participate in such learning experiences as panel discussions, field trips, AV materials, debates and lecture presentations.

Student assignments will range from assigned readings, class participation, one final paper and a five minute class presentation summarizing the primary objective of the paper written. Grades will be based on class participation and final paper submitted.

**BIBLIOGRAPHY:** Majority of readings will come from recent periodicals; examples include Marilyn Ferguson, "Healing Ourselves," The Aquarian Conspiracy, Los Angeles: J.P. Tarcher, Inc., 1980, 241-277. Joann Rodgers, "Life on the Cutting Edge," Psychology Today, Oct. 84:58-67.

**REQUIREMENT FILLED:** Interim

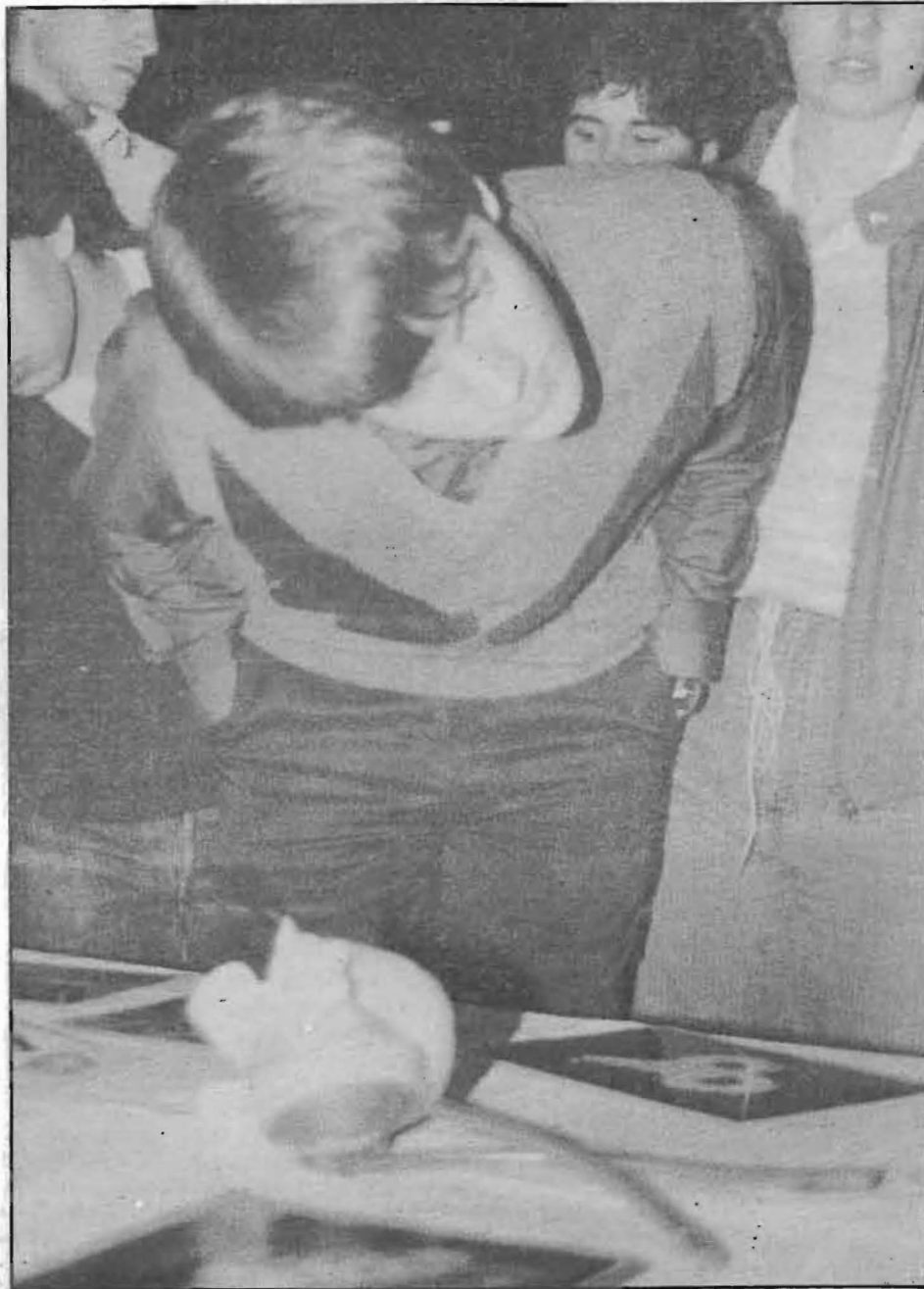
**GRADING SYSTEM:** A, B, C, D, E

**COST IN ADDITION TO TUITION:** Individual costs for transportation to and from the field trip areas—all located within the Tacoma-Pierce County area.

**MAXIMUM ENROLLMENT:** 50

**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon daily, IN-116

# Medical issues debated at Presidential Forum



Students observed the Jarvik-7 artificial heart during the Presidential Forum.

by Clayton Cowl  
Mast Staff Reporter

It was a matter of life and death for those in attendance at the Jan. 22 Presidential Forum.

Over 200 students, faculty and members of the public gathered in Chris Knutzen Hall to analyze and discuss important problems and potentials of biomedical technology during the second of three PLU presidential forums sponsored by the Consortium for Higher Education and the Burlington Northern Foundation.

PLU philosophy professor Paul Menzel discussed the moral limits of suing and dying, while biology professor Tom Carlson explained the prospects of human gene therapy in the featured addresses of the day.

University President William Rieke said the most pleasant surprise of the day was the high attendance figures and the quality of forum discussion.

"It's very gratifying to have so many more people here than at the first forum," Rieke said after bemoaning the low attendance at the first symposium, held Oct. 21, which concentrated on information systems and technology.

"At a place like PLU, we can successfully bring together people from different disciplines to discuss various socio/economic problems that face all of us," Rieke said. "Bigger schools just can't do that. This is definitely something we'd like to continue in the future."

Other featured speakers included Connie Kirkpatrick from the School of Nursing; Richard Jones, English; Angelia Alexander, biology; and Dick Olufs, political science.

Although student attendance was sparse at the first meeting, the strong publicity of the second forum appeared to draw a large student population, and the use of audio-visual equipment was one of the ingredients that kept the younger audience in their seats.

"It seemed very organized and well-packaged," said junior Terry Kylo. "It was the right kind of atmosphere for

this kind of event. They raised some really good points without going over everyone's head."

Menzel discussed the problems of malpractice and the technological costs of keeping terminally ill patients alive. He explained that individuals need to talk about the personal moral duties to die, not just the legal rights to life. He also noted that society must weigh the assets and liabilities of keeping terminally ill patients alive. His utilitarian approach focused on spending fiscal resources used to keep terminally ill individuals alive for other areas of medicine, forcing individuals to carry out their "duty to die."

"Some people are really offended by that statement and argue, 'Oh, that's just trading money for life,'" explained Menzel after his address. "Money is

money for one person, but it can be a tool to save lives (of other individuals) for others. We need to stop hiding behind the right to die language and address the personal moral rights to die."

Gene therapy is needed immediately by the medical field, said Carlson in the evening address. He explained the technical aspects and framework of what gene therapy actually involves and pointed out the factor of high cost, lack of success in early research and disapproval of many ethical and moral-conscious groups.

"I believe we should continue to develop strategies for somatic cell gene therapy," Carlson insisted. "They (certain individuals in society) suffer because the human gene pool contains and always will contain defective genes which, in the right combination, leave their inheritor a helpless victim of chance."

"The use of these treatments must be weighed carefully by ethics committees and the voice of the general public should also be heeded," Carlson said. "Gene therapy is an outgrowth of moral and justifiable techniques in medicine and as long as it is used to prevent disease and suffering, it seems both justifiable and moral."





# Capping & Banding Ceremony April 29, 1986



## Level I

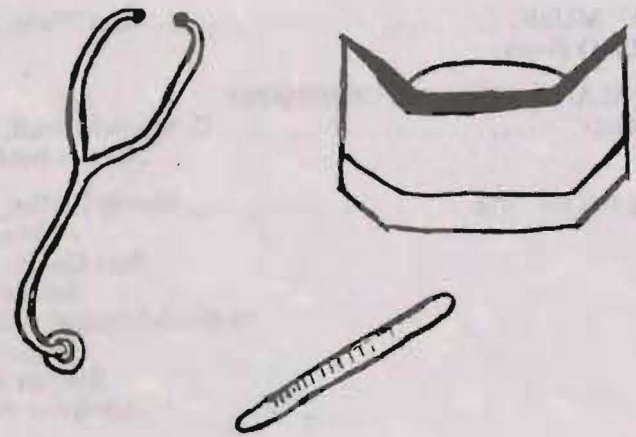
**Back Row: Andi Manary, Susan McNeil, Jeannie Adams, Lisa Kruse, Nan Erickson, Arletta Reese**

**Middle Row: Lisa Waslenko, Andrea Lovejoy, Julie Bibby, Barbara Benevito Leah Hominds**

**Front Row: Stephanie Kop, Crystal Johns, Marguerite Isaacs, Nellie Gillam**



*To achieve all that is possible,  
we must attempt the impossible  
To be as much as we can be,  
we must dream of being more.*



PACIFIC LUTHERAN UNIVERSITY  
SCHOOL OF NURSING  
**CAPPING AND BANDING CEREMONY**

APRIL 29, 1986  
11:00 AM

PROCESSIONAL ..... Hannah Brice, organist  
*"Processional of Joy"* By Lawrence J. Meyer, Ed.D.

INVOCATION ..... The Reverend Stephen Rieke  
 Associate University Pastor

GREETINGS ..... D. Moira Mansell, Ph.D., R.N.  
 Dean, School of Nursing

SONG ..... Sara Frey (Level II)  
*"We've Only Just Begun"* by the Carpenters

ADDRESS ..... Anne M. Hirsch, D.N.Sc., R.N.

SPECIAL MUSIC ..... Lisa Waslenko (Level I)  
*"The Lord's Prayer"* by Mallotte

CAPPING AND BANDING CEREMONY  
 Presiding ..... D. Moira Mansell, Ph.D., R.N.  
 Dean, School of Nursing

Capping and Banding ..... Merrily J. Allen, M.N., R.N.  
 Assistant Professor  
 Fern Gough, M.N., R.N.  
 Assistant Professor  
 Deborah J. Johnson, M.S.N., R.N.  
 Adjunct Professor  
 Barbara Reta Phillips  
 Administrative Assistant

Candlelighting ..... Helen White, M.N., R.N.  
 Nursing Skills Lab Assistant

Assisted by ..... Leona Mason-Brown (Level II)  
 Karri Sowers (Level II)

HYMN ..... No. 488  
*"Breathe On Me Breath of God"*

BENEDICTION ..... *The Reverend Stephen Rieke*  
 Associate University Pastor

RECESSIONAL AND POSTLUDE ..... *Hannah Brice, organist*

*Please remain seated during the  
 processional and the recessional.*

### LEVEL I

<i>Jean Lisa Adams</i>	<i>Marguerite Carmel Isaacs</i>	<i>Gina M. Miller</i>
<i>Barbara Ann Benevento</i>	<i>Crystal Ann Johns</i>	<i>Ellen Elizabeth Morton</i>
<i>Julie A. Bibby</i>	<i>Kimberly Ann Kinkel</i>	<i>Marybeth Pribilsky</i>
<i>Danielle R. Eason</i>	<i>Stefanie L. Kop</i>	<i>Arleta Ann Reese</i>
<i>Nan Erickson</i>	<i>Lisa Jill Kruse</i>	<i>Amber L. Rogers</i>
<i>Cassandra Maria Gabriel</i>	<i>Theresa W. Lim</i>	<i>Paula Rutherford</i>
<i>Nellie Josephine Gillam</i>	<i>Andrea Womack Lovejoy</i>	<i>Nancy Lynn Synonds</i>
<i>Valerie M. Hilden</i>	<i>Audi Lynne Manavy</i>	<i>Leslie Ward</i>
<i>Leah Louise Hominda</i>	<i>Susan Marie McNeil</i>	<i>Lisa R. Waslenko</i>

### LEVEL II

<i>Karen Ann Auestad</i>	<i>Laurie Toshiko Kawasaki</i>	<i>Betty Plummer</i>
<i>Kristin Ball</i>	<i>Greg Kruger</i>	<i>Diane Pratt</i>
<i>Christine Louise Brooks</i>	<i>Cynthia Adele Laur</i>	<i>Monica Petra Ranger</i>
<i>Kimber Buckholz</i>	<i>Sheila Michelle Lomas</i>	<i>Alison Barbara Redeye</i>
<i>Catherine Jean Conklin</i>	<i>Jeff Manza</i>	<i>Cathy Ann Robbins</i>
<i>Kari-Faye Eastman</i>	<i>Beverly Mauermann</i>	<i>Betsy L. Ross</i>
<i>Naomi Erickson</i>	<i>Joanne G. May</i>	<i>Sabrina Schultz</i>
<i>Sara C. Frey</i>	<i>Shannon Marie McGill</i>	<i>Michelle Snodgrass</i>
<i>Theresa L. Harrold</i>	<i>Roberta Lynne McMullen</i>	<i>Laurie Ann Soine</i>
<i>Len Horton</i>	<i>Karen Faith Mulkey</i>	<i>Britt Lynn Thuring</i>
<i>Laura Ann Jacobson</i>	<i>Jodi Lynn Minnick</i>	<i>Tracy Unger</i>
<i>Elizabeth Ann Johnson</i>	<i>Marcia Nachowey</i>	<i>Lavina M. Wilkins</i>
<i>June Christine Johnson</i>	<i>Diane Lynn Palmer</i>	<i>Renee Wischnofski</i>
<i>Susan Kane</i>		

### ACKNOWLEDGEMENTS

Merrily Allen and Fern Gough, *Faculty Advisors*  
 Kenneth Dunmire, *Photographer*  
 Capping Committee Members  
 Delta Iota Chi Students

*And a general thanks to all others who made  
 this ceremony possible.*

# Capping & Banding Ceremony April 29, 1986



## Level II

**Back Row:** Karen Austad, Greg Kruger, Kari-Faye Eastman, Theresa Harrold, Susan Kane, Diane Pratt  
Betsy Ross, Jeff Manza, Renee' Wischnofske,

**Third Row:** Kristin Ball, Christine Brooks, Shannon McGill, Ann Miller, Karen Mulkey, Betty Plummer,  
Michelle Snodgrass, Tracy Unger

**Second Row:** Britt Thiering, Roberta McMullen, Laurie Kawasugi, Jodi Minnick, Sara Frey, Cathy  
Crowe, Naomi Erickson, Sheila Loomis

**Front Row:** Beverly Mauermann, Cathy Conklin, Beth Johnson, Monica Rangor, Marcia Nachturey,  
June Johnson

**Pinning Ceremony  
May 24, 1986**

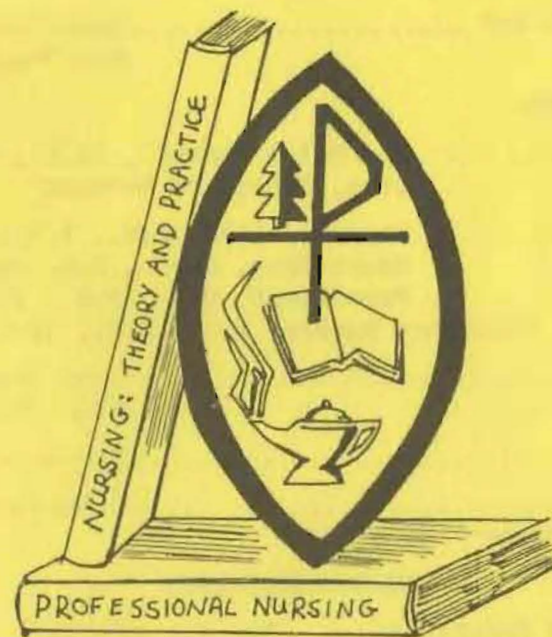


May the road rise up to meet you  
May the wind be always at your back  
May the sun shine warm upon your face  
And the rains fall soft upon your fields  
and until we meet again  
May God hold you in the palm of his hand

Irish Blessing

Wherever there is a  
human being  
There is an opportunity  
for kindness.

SENECA



PACIFIC LUTHERAN UNIVERSITY

SCHOOL OF NURSING

PINNING CEREMONY

May 24, 1986

11:00 A.M.

Processional.....Susan Foster  
"Processional of Joy" Lawrence J. Meyer  
Welcome.....Jann McCann  
Invocation.....Diane Bromen  
Hymn.....Page 448  
"Amazing Grace"  
Greeting.....Dr. Moira Mansell, Ph.D., R.N.  
Dean, School of Nursing  
Student Speaker.....Valerie Maxam  
Address.....Shirley Aikin, M.N., R.N.  
Assistant Professor, Nursing  
"All I Have To Be".....Janet Ihle  
Anne Feuz  
Pinning Ceremony  
Presiding.....Dr. Moira Mansell, Ph.D., R.N.  
Dean, School of Nursing  
Pinning.....Merrily Allen, M.N., R.N., Instructor  
Maura Egan, Ph.D., R.N. Asst. Professor  
Fern Gough, M.N., R.N., Asst. Professor  
Constance Hansen, M.N., R.N., Asst. Professor  
"Friends".....Terri Boyles  
Vicki Hallberg  
Benediction.....Sharon Alton  
Recessional.....Susan Foster  
"Cannon in D Major" Bach

ACKNOWLEDGEMENTS

Fern Gough and Merrily Allen - Faculty Advisors  
Ken Dunmire - Photographer

Sharon Louise Alton  
Alfred G. Authorlee  
Cynthia Dawn Barger  
Deborah Jane Barth  
Hertha Andrea Bartling  
Terri Dawn Boyles  
Diane Butler Bromen  
Teresa Antionette Christensen  
Petra W. A. Clark  
Nancy Lynn Dahlberg  
Debra L. DeAtley  
Debora Jean Dobbs  
Amelia Bridget Enlow  
Anne Elizabeth Feuz  
Sarah M. Galvin  
Vicki Sue Hallberg  
Janet Carol Ihle  
Alix Virginia Ilgenfritz  
Jean Elisabeth Kinnaman  
Virginia Lee Kitts

Charles F. LeVancier  
Corrine Lee Maurins  
Valerie Ann Maxam  
Valerie Diane McCafferty  
Jann M. McCann  
Kathlene Marie McCaughey  
Marjorie McCoid  
Kirsten Marie Moeller  
Lori Marlene Mulkey  
Linda Joanne Nixon  
Susan Debra O'Brien  
Bill Ray Peacher  
Patricia Person  
Patrice Ruth Peterson  
Whitney Marie Pohl  
Audrey Maria Sawyer  
Jeanine Silva  
Susan Snyder  
Taliitoga S. Tuia  
Gay Lynn Twenhafel  
Barbara A. Vial

Please join us for a reception in Thompson Hall



# COMMENCEMENT

## 1986

PACIFIC LUTHERAN UNIVERSITY  
Tacoma, Washington      Olson Auditorium

### SCHOOL OF NURSING

#### *Bachelor of Science in Nursing*

SHARON LOUISE ALTON  
ALFRED GERARD AUTHORLEE  
CYNTHIA DAWN BARGER  
DEBORAH JANE BARTH  
HERTHA ANDREA BARTLING  
*Magna cum laude*  
TERRI DAWN BOYLES  
*Cum laude*  
DIANE BUTLER BROMEN  
ANNE MARIE BROUILLARD  
TERESA ANTOINETTE CHRISTENSEN  
PETRA WALTRAUD ANNE MARIE CLARK  
*Magna cum laude*  
NANCY LYNN DAHLBERG  
DEBRA L. DeATLEY  
DEBORA JEAN DOBBS  
AMELIA BRIDGET ENLOW  
ANNE ELIZABETH FEUZ  
SARAH M. GALVIN (in absentia)  
VICKI SUE HALLBERG  
*Cum laude*  
JANET CAROL IHLE  
*Cum laude*  
ALIX VIRGINIA ILGENFRITZ  
JEAN ELIZABETH KINNAMAN  
*Magna cum laude*  
VIRGINIA LEE KITTS  
CHARLES FRANCOIS LeVANCIER  
CORRINE LEE MAURINS

VALERIE ANN MAXAM  
*Summa cum laude*  
VALERIE DIANE McCAFFERTY  
*Magna cum laude*  
JANN MARIE McCANN  
*Cum laude*  
KATHLENE MARIE McCAUGHEY  
*Cum laude*  
MARJORIE JEAN McCOID  
ANN LARSON MILLER  
*Magna cum laude*  
KIRSTEN MARIE MOELLER  
*Summa cum laude*  
LORI MARLENE MULKEY  
LINDA JOANNE NIXON  
SUSAN DEBRA OBRIEN  
BILL R. PEACHER  
PATRICIA ANN PERSON  
PATRICE RUTH PETERSON  
WHITNEY MARIE POHL  
AUDREY MARIA SAWYER  
*Cum laude*  
JEANINE LENORE SILVA  
SUSAN MARY SNYDER  
*Magna cum laude*  
TALIITOGA S. TUIA  
GAY LYNN TWENHAFEL  
*Cum laude*  
BARBARA ANN VIAL

### SIGMA THETA TAU MEMBERS

SHARON L. ALTON	PETRA CLARK	JANN M. McCANN
HERTHA A. BARTLING	JEAN E. KINNAMAN	ANN W. MILLER
TERRI D. BOYLES	VIRGINIA L. KITTS	KIRSTEN M. MOELLER
DIANE B. BROMEN	VALERIE A. MAXAM	LORI M. MULKEY
	VALERIE D. McCAFFERTY	

1986 SUMMER SESSIONS  
Early Session: May 27 - June 20  
Session One: June 23 - July 18  
Mid-Session: July 21 - July 25  
Session Two: July 28 - Aug. 22

### SCHOOL OF NURSING

Phone: (206) 535-7672

NURS 424 PHYSIOLOGICAL  
NURSING II(4)      SCN: 864424

June 2 - August 22

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the biopscho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: NURS 354, 384, 394; concurrent enrollment in 434, 444. Tuition: \$198 per semester hour. 8:00 - 11:15 a.m., Tuesdays, R-202; Sec A, 1:00 - 4:00, Tuesdays; Sec B, 1:00 - 4:00, Thursdays; R-317. C. Mason.

NURS 434 COMMUNITY HEALTH  
NURSING (4)      SCN: 864434

June 2 - August 22

Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of research in nursing. Prerequisites: NURS 354, 384, 394; concurrent enrollment in 424, 444. Tuition: \$198 per semester hour. 8:00 - 11:15 a.m., Thursdays, R-203; Sec A, 1:00 - 3:15 p.m., Tuesdays, R-202; Sec B, 1:00 - 3:15 p.m., Thursdays, R-203. E. Coombe.

NURS 444 CLINICAL  
PRACTICUM II (4)      SCN: 864444

June 2 - August 22

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: NURS 354, 384, 394; concurrent enrollment in 424, 434. Tuition: \$198 per semester hour. Clinical: Sec A, Mondays, 7:00 a.m. - 3:30 p.m. and Wednesdays, 8:00 a.m. - 1:00 p.m.; Sec B, Mondays 8:00 a.m. - 1:00 p.m. and Wednesdays, 7:00 a.m. - 3:30 p.m. E. Coombe, C. Mason.

NURS 464 LEADERSHIP  
IN NURSING (4)      SCN: 864464

June 2 - August 22

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: NURS 424, 434, 444; concurrent enrollment in 478. Tuition: \$198 per semester hour. 8:00 - 11:15 a.m., Wednesday, R-204; Discussion: Sec A, Wednesday, 1:00 - 3:15 p.m., R-204; Sec B, Wednesdays, 1:00 - 3:15, R-205. C. Schultz, J. Fanslow.

NURS 478 SENIOR PRACTICUM  
(8)      SCN: 864478

June 2 - August 22

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. 32 hours per week, TBA. Prerequisites: NURS 424, 434, 444; concurrent enrollment in 464. Tuition: \$198 per semester hour. TBA. R-203. C. Schultz, J. Fanslow.

NURS 491/492 INDEPENDENT  
STUDY (1-4)      SCN: To Be Assigned

June 2 - August 22

Prerequisite: Permission of the dean. Tuition: \$198 per semester hour. TBA. M. Mansell.



# On the Move

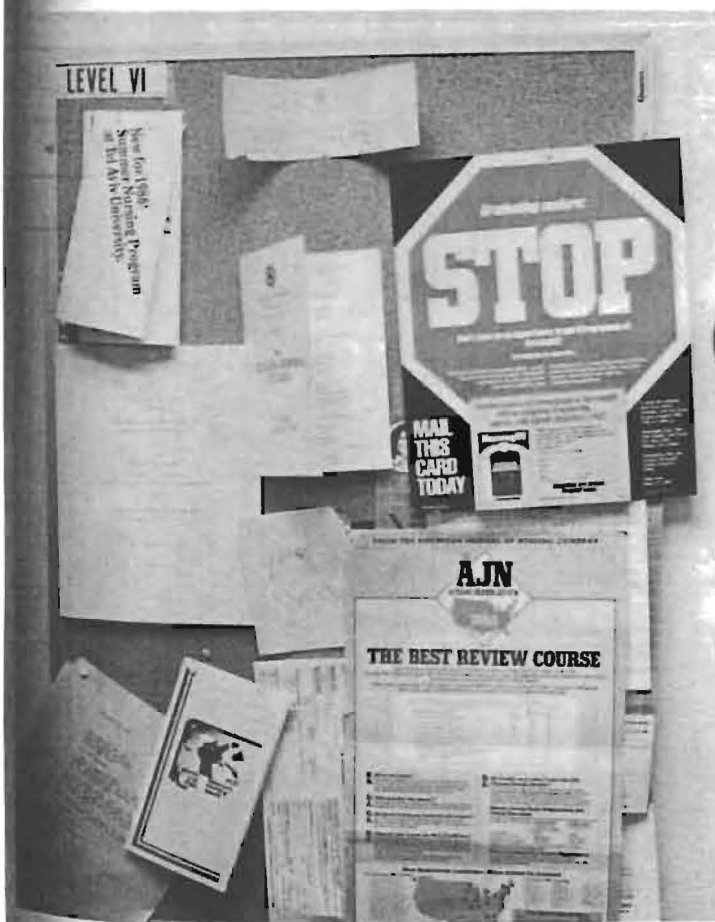
PLU's nursing program was on the move in 1985-1986. In past years, nursing classes were held in Harstad, Ingram Hall, the Administration Building, and East Campus. Classroom space would often have to be shared with others, causing crowding and high noise levels. However, after major reconstructive surgery, Ramstad Hall was ready to house all of PLU's nursing facilities. The new facilities contained, among other things, updated labs and a new Health Assessment Center. Faculty offices and labs were on the third floor, while classrooms were located on the second floor. Students were finally able to enjoy elbow room—a rare commodity in their former situation.

Student response was positive toward this change, and how could it not have been? Getting away from the noise of East Campus and the cramped spaces of Ingram could only have been a change for the better. The School of Nursing's great faculty and reputation, coupled with its new facilities, gave PLU's nursing program no choice but to continue moving up.

Lisa Grass

**Top:** Ramstad Hall is the new home of the nursing program. Although it has not changed much on the outside, inside it is a brand new place. **Right:** Evelyn Wallace takes advantage of one of the many new labs.





**Top:** Carol Atkinson and Sue Bodhaine take care of their "patient" in the recreated hospital room. **Bottom Left:** Anything from test scores to meeting times are posted on each level's message board. **Bottom Right:** The nursing program plays a major roll in the annual Health Fair. Here, Jim Mischler gets his hearing checked as Tim Schoenheit and nursing student Erin Kelley look on.



*PLU School Of Nursing Observes  
35th Year; Technologies Expand  
The Profession's Historic Role*

# Tradition in transition

By Jim Peterson

"The more things change, the more they stay the same" is a common thought, but perhaps an apt description of the nursing profession.

From one perspective, one sees the nurse of today and tomorrow as a high-tech professional, concerned about management teams and computer programs.

Still . . . there is a side of nursing that hasn't changed at all. Nursing is still a "caring" profession, and an ill person's closest link to humanity in what sometimes might otherwise be a frightening Orwellian world.

As the PLU School of Nursing observed its 35th anniversary this spring, it was, and is adapting rapidly to prepare professional nurses of the future for increasingly complex career roles.

One of the School's many educational functions is the sponsorship of the Helen Long Memorial Lectures, which brings nursing professionals of national repute to campus. This year's lecturer, Dr. Katherine Vestal, associate executive director at the renowned Texas Medical Center's Herman Hospital in Houston, Tex., talked extensively about nursing's future.

"Nurses are becoming more involved in management," she said, adding that "their presence there is crucial because they may be the only person on a management team who has ever cared for a patient."

Additionally, computers are becoming important nursing tools — for administration, lab work and patient condition and treatment evaluation. Vestal pointed out that nurses must learn to deal with the new technologies or risk being less desirable in a competitive job market.

But then she returned to the importance of the traditional role. "When patients talk about quality care, they aren't referring to a nurse's knowledge of how a cyclotron works," she said. "They are thinking about whether a nurse called them by name, or said something that made them feel better.

"We represent the patient's family, their community," she added. "We're the ones that bridge the gap for them."

Nursing was not nearly so complex when the PLU Department of Nursing was founded in 1951 under the direction of Freida Al Peterson.

Nursing students spent two years on the PLC campus and received their clinical education at Emanuel Hospital in Portland, Ore., where Eline Kraabel was director of nursing. The first graduate of that program earned her degree in the spring of 1953. That fall Kraabel came to campus to head the nursing department and met her soon-to-be husband as a direct result of that move. As Eline Morken she directed the PLU program until 1966.

She served alone on campus until 1958, when the entire program was moved on campus with clinical experiences in local hospitals. Up to that time 125 nurses had graduated from the combined program.

National League of Nursing accreditation was first earned in 1965 and has been held continuously since. Following the most recent NLN visit in 1984, accreditation was granted through 1992.

Dr. Doris Stucke became director in 1967. Many elements of the present curriculum were introduced during her tenure, which ended with her retirement in 1982.

Her successor and current dean is Dr. Moira Mansell. Under her leadership the PLU School has found new opportunities to interact in the surrounding community. Coincidentally, Dr. Mansell was surgical instructor for the Emanuel Hospital School of Nursing in 1951 when the PLU program was founded.

While in earlier years most nurses were employed by hospitals, today there are many career options. In addition to technical and managerial functions, patient contact has expanded into homes and public, community, and extended health care facilities. Health promotion and disease prevention are other important specializations.

In addition to the regular four-year academic program, the

School offers a 16-month sequence for RNs who wish to earn a BSN. A growing Continuing Nursing Education Program helps practicing nurses keep pace with the rapid changes in their field. Now in its fifth year and recently accredited as a provider by the American Nurses Association, CNEP serves over 1,000 participants annually.

Numbers of graduates have increased gradually and steadily. There were 15 in the class of '57, 24 in the class of '66 and 43 in the class of '72. Classes have averaged 90 during the past decade with a high of 100 in 1980. The 1986 class will bring the 35-year total to near 1,600.

Dr. Mansell observed that the School can be pleased with a stable enrollment. A decade and more ago the School could only accept half its applicants. Today, the twin factors of a shrinking high school graduate pool and the many other career options for women have vastly depleted the number of candidates. And in recent years, some young women with health care interests have opted for medical school.

Today there are many career motivations; creativity, challenge, academic interest, skills, travel and money are just a few. Mansell indicated that there is one other that seems to motivate potential nurses.

Reflectively she observed, "Nursing candidates are still a special kind of person. They are concerned most about helping people." ■

## *First Graduate*

Marianne (Sunset) Moore was the first graduate of the PLU nursing program in 1953.

She spent more than three decades practicing her profession, first as an Air Force officer and later in hospitals and community health.

The mother of four children recently decided to "take a break" from nursing and holds a clerical position at Dammasch State Hospital in Wilsonville, Ore., near Portland.

SCHOOL OF NURSING  
**PINNING CEREMONY**

*To achieve all that is possible, we  
must attempt the impossible. To be as  
much as we can be, we must dream of  
being more.*



PACIFIC LUTHERAN UNIVERSITY



Pacific Lutheran University  
School of Nursing  
Pinning Ceremony  
December 12, 1986  
8:00 p.m.

**PROCESSIONAL** ..... Organist  
(remain seated)

**INVOCATION** ..... Valerie Benton

**GREETINGS** ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

**SPECIAL MUSIC** ..... Merishka Pilch, *flute*  
*"How Great Thou Art"* Susan Driver, *piano*

**FACULTY SPEAKER** ..... Jerome Lejeune, Ph.D.  
*Associate Professor, Psychology*

**SPECIAL MUSIC** ..... Merishka Pilch, *flute*  
Beethoven Sonata Susan Driver, *piano*  
*"Pathetique", I, III Movements*

**STUDENT SPEAKERS** ..... Andrea Toren, R.N.  
Beth Goodman

#### PINNING CEREMONY

**Presentation of Graduates** ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

**Pinning** ..... Julia Fanslow, Ed.D., R.N.  
*Associate Professor, Nursing*  
Lenora Weirick, M.S.N., R.N.  
*Associate Professor, Nursing*

**BENEDICTION** ..... Sharon Hickman, R.N.

**RECESSIONAL AND POSTLUDE** ..... Organist

#### December 1986 Graduates

Kathleen L. Alves, R.N.  
Carol Atkinson  
Valerie Benton  
Allison Bowden, R.N.  
JoAnn Dudley, R.N.  
Beth Goodman  
Lynda L. Hanna, R.N.  
Sharon Hickman, R.N.  
Kari Huber  
Kathi Moore, R.N.  
Annette Kuhls

Patsy K. Newbold, R.N.  
Diane H. Oltman, R.N.  
Marra E. Pech'e, R.N.  
Lois Rose, R.N.  
Linda Russell  
Diane M. Shupien, R.N.  
Tami Singletary, R.N.  
Gabrielle P. Smith, R.N.  
Marge Terry, R.N.  
Andrea Toren, R.N.  
Debra Weber, R.N.

#### ACKNOWLEDGEMENTS

Shirley Aikin and Fern Gough - Faculty Advisors

Ray Mesler - Photographer

Farmer's Daughter - Flowers and Arrangements

*A general thanks to all who made this  
ceremony possible*

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RECEPTION IMMEDIATELY FOLLOWING IN THE  
CHURCH HALL



# SUMMER COMMENCEMENT 1986

PACIFIC LUTHERAN UNIVERSITY  
Tacoma, Washington      Eastvold Auditorium

## SCHOOL OF NURSING *Bachelor of Science in Nursing*

PATRICIA CLINE ANDERSEN (in absentia)	CYNTHIA RUTH KLINGER
MARTHA VALDERINA ANDERSON	TRAUDL KOENIG
SUSAN M. BEMIS	KARLA MARIE KREBS
JULIE ANN BJORNSON	VICTORIA WORTMAN LEAVITT
SUZANNE DENISE BODHAINE	<i>Cum laude</i>
ANNA MARIE BREIVIK	REBECCA RAE LeVERNOIS
SHELLY G. BURNS	DAWN RAE McDERMOTT
DEDEE LYN CLOUD	CINDY ANN McGRATH
BEVERLY JO ANN CORCORAN	CYNTHIA SUSAN McGUIRE
LISA JOY ETTLIN	<i>Cum laude</i>
DEBORAH L. FONKEN	JENNY LYNN PERKINS (in absentia)
SANDRA MARIE FREDERICK	KARIN SUZANNE PIERCE
KAREN K. GREEN	<i>Cum laude</i>
<i>Cum laude</i>	WENDY ELIZABETH ROBINSON
JUDY ELIZABETH HAAKONS	<i>Cum laude</i>
ALBERTO PAOLO FERRARI JONES	GAIL K. SAKAMAKI
LESLIE ELLEN KASTIEN	SUSAN KAY VOJIR
DIANE CAROLYN KEITH	EVELYN JEAN WALLACE
LILLI ANN KHATIBI	MARGARET HELEN WITT
<i>Summa cum laude</i>	IDE YUMI YOTSUUYE
	MARIE ZORNES

Honors are based on seven semesters only.  
Summa Cum Laude 3.9+; Magna Cum Laude 3.7+;  
Cum Laude 3.4+

*This program does not constitute an official graduation list.*

Pacific Lutheran University Scene June 1986

## Nursing Student Receives Fellowship To Attend Cancer Congress in Hungary

Ingrid Carlbom, a junior nursing major at PLU, has received a Fuld Fellowship to attend the nursing program of the 14th International Cancer Congress in Budapest, Hungary, Aug. 21-27.

Carlbom was selected from among 400 applicants on the basis of grades, recommendations, and an essay which expressed her sincere interest in oncology.

The fellowship is funded by the Helene Fuld Health Trust of New York City.

The 25-year-old nursing student from Lund, Sweden, said she was interested in cancer nursing because it is an area where nurses have an opportunity to use the full range of their skills.

"Nursing teaches you to treat clients in a holistic manner, and you can do that with cancer patients," she said.

Eighty students nationwide were selected to attend the congress.



Ingrid Carlbom

# Student



# COMMENCEMENT DECEMBER 13, 1986

PACIFIC LUTHERAN UNIVERSITY  
Tacoma, Washington      Olson Auditorium

## SCHOOL OF NURSING *Bachelor of Science in Nursing*

KATHLEEN LOUISE ALVES	DIANE HINELINE OLTMAN
<i>Cum laude</i>	<i>Cum laude</i>
CAROL L. ATKINSON (in absentia)	MARRA ELAINE PECHE
VALERIE J. BENTON	LOIS M. ROSE
<i>Cum laude</i>	LINDA MARIE RUSSELL
ALLISON WAMBUI BOWDEN	DIANE M. SHUPIEN
JO ANN DUDLEY	TAMI MARIE SINGLETARY
<i>Cum laude</i>	GABRIELLE PATRICIA SMITH
BETH GOODMAN	<i>Magna cum laude</i>
SHARON DEE HICKMAN	JONATHAN LEE SORENSON
<i>Magna cum laude</i>	MARGARET JAYNE TERRY
KARI S. HUBER	ANDREA SHERVEY TOREN
ANNETTE LYNNE KUHL	<i>Cum laude</i>
KATHERINE E. MOORE	DEBRA MARIE WEBER
PATSY KELLEY NEWBOLD	<i>Magna cum laude</i>

# Class of 1987

## Class of 1987

Allerton, Robin M.  
Anderson, Martha V.  
Barnes, Elaine  
Bauer, Sandra I. Skidmore  
Birmingham, Gail E.  
Bosanco, Christie A.  
Bowker, Angela F.  
Brander, Douglas A.  
Brice, Hannah  
Bye, Teresa A.  
Carlbom, Ingrid C.  
Charboneau, Pamela S.  
Clark-Titley, Janna R.  
Clauson, Dana J. Gustavson  
Collis, Diane D.  
Coltrin, Peggy J.  
Craft, Carol Medley  
Cunningham, Darci L.  
Davidson, Leeann B.  
Davis, Donna M.  
Degroot, Sheryl A.  
Dumas, Yolanda C. Medina  
Elston, Michelle A. Lyda  
Engvall, Lamar M.  
Erickson, Jolene R. Charlston  
Feir, Kimberly R.  
Fender, Hattie L.  
Gale, Sandra M. Blair  
Galloway, Paul E.  
Gilbert, Ingrid P. Ryan  
Gunnerson, Janice L.  
Hamsik, Susan M.  
Hanna, Linda L.  
Heffernan, Lynn M.  
Hendrickson, Marid  
Herd, Karen, J. Foster  
Holliday, Susan L.  
Homestead, Cara L.  
Humphrey, Donna M.  
Inselman, Lenise R.  
Jaquez, Janine  
Johnson, Maureen A. Kendall  
Joyce, Margaret C.  
Kean, Roslyn R.  
Kelley, Erin L.  
Kelley, Robin L.  
Kluth, Annette J. Doyle  
Kusler, Duane A.  
Lampson, Kirsten M. Pedersen  
Leon-Guerrero, Denice L.  
Livernash, Vicki L.  
Loflin, Patricia A.  
Lowe, Michelle M. Deardeuff  
Lynema, Gary A.

Manoloules, Lisa A. Snay  
Martin, Katherine E.  
McKee, Patricia  
Miller, Aleta J.  
Moffitt, Linda M. Lathrop  
Montosa, Sylvia L.  
Mudge, Heather R.  
Mueller, Brita E.  
Myrbo, Melanie A.  
Nochtweih, Jennifer M. Ewing  
Noyd, Natalie A.  
Nutto, Lynne J.  
Park, Patricia F.  
Parker, Leona M. Mason-Brown  
Parkinson, Caryl L. Waldock  
Pautz, Debra M.  
Penny, Jolynne  
Picinich, Rita M.  
Richards, Lori A.  
Rieger, Dorothy C.  
Robb, Bonnie K.  
Ross, Linda A.  
Ruby, Karen, L.  
Saviers, Darlene L.  
Schuur, Maureen Y. Doherty  
Seay, Monica C.  
Shelton, Elizabeth A.  
Sherman, Cathy K. Crowe  
Shoup, Debbie R. Mortensen  
Skinner, Jill D. Underberg  
Smith, Linda K.  
Sowers, Karri J.  
Stanfill, Teresa J. Martin  
Stelling, Kathryn G. Grayson  
Stoltenberg, Connie M.  
Suver, Susan M.  
Taylor, Barbara A.  
Thomas, Mellenda M. Sweetman  
Tomta, Joanne A.  
Tutty, John R.  
Tyler, Barbara J. Funrue  
Van Slageren, Lizbeth R.  
Vincent, Diana E.  
Wallace, Susanne K.  
Whitworth, Laura A.  
Wittmers, Lisa A. Myers  
Yarborough, Sonja D. Harrison  
Zuetschel, Leah M.

# School of *Nursing*

A nursing career offers great opportunity for a rich and rewarding professional life. It affords virtually unlimited choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is of universal concern, and those prepared to maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

The generic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as Registered Nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for Registered Nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## *FACULTY*

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Egan, Fanslow, Gough, C. Hansen, Herman-Bertsch, Hirsch, Kirkpatrick, Kliewer, Klisch, Lingenfelter, Mason, L. Olson, Page, Rhoades, Schultz, Shumaker, Smith, Stavig, Stiggelbout, Weirick, Yumibe.

## *COURSE OFFERINGS*

The following courses are being phased out for nursing students. The term of final offering is indicated at the end of course descriptions.

### 214 SOCIALIZATION TO NURSING

Introduction to historical perspectives and current trends in professional nursing and nursing education. Concepts of self and society, wellness, human needs, nursing process, and health care systems. Framework for developing effective communication skills and helping relationships. Community experiences with well elderly clients. Prerequisites: Admission to the nursing major, PSY 101, and prior or concurrent enrollment in SOC 101. (4) RN/BSN students only.

### 220 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adult clients in hospitals or nursing homes. Prerequisites: BIOL 201, 205, and 206; NURS 214; concurrent enrollment in NURS 224. (4) RN/BSN students only.

### 224 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on beginning assessment techniques as part of the nursing process. Introduction to the use of health resources, the influence of eco-systems, and the role of the health team in wellness promotion. Prerequisites: BIOL 205 and 206; CHEM 105; NURS 214; prior or concurrent enrollment in PSY 335 (or EDUC 321); concurrent enrollment in NURS 220. (4) RN/BSN students only.

### 334 NURSING PROCESS; INDIVIDUALS AND FAMILIES

Basic interruptions in human bio-psycho-social processes with resultant health disruptions. Selected situational and maturational crises affecting individuals and families. Development of psychomotor skills and nursing interventions within the framework of the nursing process. Prerequisites: 220, 224; concurrent enrollment in 344. (4) RN/BSN students only.

### 344 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle. Physiological and psycho-sociocultural aspects of childbearing. Theory and clinical application in physicians' offices, hospitals, and home environments. Prerequisites: 220, 224; concurrent enrollment in 334. (4) RN/BSN students only.

### 354 PHYSIOLOGICAL NURSING I

Content focuses on selected complex pathophysiological disorders of children and adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to assist in meeting the physiological and psychosocial needs of clients and families. Prerequisites: 334, 344; concurrent enrollment in 384, 394. (4) (last offered fall 1988)

### 384 PSYCHOSOCIAL NURSING

Introduction to selected acute and chronic psychiatric disorders of adults. Emphasis on psychopathological aspects of illness and nursing interventions using interpersonal and other contemporary modalities in the care of clients with mental health problems. Prerequisites: 334, 344; concurrent enrollment in 354, 394. (4) (last offered fall 1988)

### 394 CLINICAL PRACTICUM I

Clinical laboratory for Nursing 354 and 384. Application of theoretical principles based on concepts of pathophysiology and psychopathology to the care of clients using the nursing process as a framework for holistic care. Development of interpersonal and technical skills. Prerequisites: 334, 344; concurrent enrollment in 354, 384. (4) (last offered fall 1988)

### 424 PHYSIOLOGICAL NURSING II

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: 354, 384, 394; concurrent enrollment in 434, 444. (4) (last offered summer 1989)

### 434 COMMUNITY HEALTH NURSING

Identification of major public health problems, level of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 444. (4) (last offered summer 1989)

### 444 CLINICAL PRACTICUM II

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 434. (4) (last offered summer 1989)

### 464 LEADERSHIP IN NURSING

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: 424, 434, 444; concurrent enrollment in 478. (4) (last offered fall 1989)

### 478 SENIOR PRACTICUM

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: 424, 434, 444; concurrent enrollment in 464. (8) (last offered fall 1989)

The following courses have been phased in for nursing students, as of the fall semester 1987.

### 100 MEDICAL TERMINOLOGY

Study of over 350 word elements and the application of those terms in understanding over 10,000 complex medical words in their appropriate context. Application of these terms to anatomical and pharmacological references. (1)

### 212 INTRODUCTION TO THE HEALTH CARE SYSTEM

Socio-cultural, political, economic, ethical, and legal issues influencing contemporary health care. Focus on major health problems and health care delivery systems. Historical perspectives and trends in professional nursing and nursing education. Open to non-majors. Prerequisite: Sophomore standing. (2)

### 222 SELF CARE COMPETENCIES

Factors contributing to healthy life styles and personal responsibility for health maintenance. Nursing roles in health promotion including stress management, nutrition, self medication, and substance abuse. Framework for effective communication skills and helping relationships. Open to non-majors. Prerequisites: Sophomore standing, consent of instructor. (2)

253 Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adults in extended care facilities. Prerequisites: Admission to the School of Nursing, BIOL 201, 205, 206; NURS 212, 222. (3)

### 263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 222. (3)

### 273 PATHOPHYSIOLOGY

Pathophysiological concepts associated with human responses to real and potential threats to health. Immune response, reaction to injury and infection, pain, disturbances of circulation and respiration, neurological dysfunction and abnormal cell growth as clinical manifestations of selected disorders organized around a framework of categories of human functioning. Prerequisites: BIOL 201, 205, 206. (3)

### 322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: Prior or concurrent enrollment in NURS 324. (2)

### 324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 253, 263, 273 and concurrent enrollment in 322. (4)

### 333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psycho-social processes with resultant health deviations. Focus on selected pathophysiological disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 253, 263, 273, and concurrent enrollment in 342. (3)

### 342 PHYSIOLOGICAL NURSING I: CLINICAL

Clinical application of concepts of pathophysiology and psychopathology to the care of adult clients in hospital settings. The nursing process as framework for professional practice. Prerequisites: Concurrent enrollment in 333. (2)

### 352 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle. Physiological and psychosocial-cultural aspects of childbearing. Prerequisites: 322, 324, 333, 342; SOC 330 (2) (first offered spring 1989)

### 362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Concurrent enrollment in 352. (2) (first offered spring 1989)

### 372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOC 330, and concurrent enrollment in NURS 382. (2) (first offered spring 1989)

### 382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Concurrent enrollment in 372. (2) (first offered spring 1989)

### 392 NURSING RESEARCH

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: 322, 324, 333, 342. (2) (first offered spring 1989)

### 423 PHYSIOLOGICAL NURSING II

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362, and concurrent enrollment in 433. (3) (first offered fall 1989)

### 433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Concurrent registration in 423. (3) (first offered fall 1989)

### 436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 352, 362, and concurrent enrollment in 453. (3) (first offered fall 1989)





# Interim January 5-30 1987 THE HUMAN IMAGINATION: Search For Order and Freedom

## Off-Campus

### CULTURE AND HEALTH—FOCUS ON HAWAII

664307 Nursing 307  
4 semester hours  
M. Allen, L. Rhoades, Y. Yumibe

The imagination of a people or cultural group and their search for order and freedom is readily apparent in their regard for health and their individual systems of health care. Hawaii, with its multiethnic population, serves well as a focal point for the study of these issues. No single racial group constitutes a majority, as the island's population is rooted in Asian, Caucasian and Pacific Island cultures.

The purpose of this course is to explore the role of culture in all of its dimensions as it affects the health of the people in the Pacific Basin. Becker's Health Belief Model will be used as a vehicle to enhance the students' understanding of ethnocentric perspective. The students will have an opportunity to contemplate the creative approaches taken by the people of this region in addressing environmental, life style, socio-political and economic issues as they relate to culture and health.

Learning activities will include lectures, discussion, selected readings and field experiences. Classes will meet Monday through Thursday 9-12. Faculty led field trips to major resource sites such as the Polynesian Cultural Center, Kawaiahao Church, Ethnobotanical Gardens at Waimea Falls and the Bishop Museum will be included. Evaluation will be based on class participation, and presentation of a field study and a daily journal. Instructors will provide direction and assistance throughout the Interim period to facilitate the learning experience.

**BIBLIOGRAPHY:** Richard W. Brislin (ed.), Culture Learning; Gavan Daws, Shoal of Time, A History of the Hawaiian Islands; June Gutamanis, Kahuna La'au Lapa'au; John F. McDermott, Wen-Shing Tseng and Thomas W. Maretzki, People and Cultures of Hawaii; Lorna Moore, Peter Van Arsdals, Joann Glittenberg and Robert Aldrich, The Bio-cultural Basis of Health; Eleanor Nurdyke, The Peopling of Hawaii; Territorial Board of Health, Hawaiian Herbs of Medicinal Value. Pre-Interim recommended reading: John Naisbitt, MegaTrends; Herman Kahn, The Next Two-Hundred Years; James Michener, Hawaii.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required. Open to non-majors. Freshmen need permission of instructors.  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$1,250.00 (includes airfare, hotel and selected class activities). Individuals are responsible for own meals.  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 21

### HEALTH PROMOTION: CHOICES AND CHALLENGES IN THE U.S. AND ENGLAND

664310 Nursing 310  
4 semester hours  
M. Egan, J. Hennan-Bertsch

This course will offer students an opportunity to compare health, social, and educational services offered in the United States and England. The focus of the program will be on health and life-style patterns of American and British citizens across the life span.

Seminar sessions and field trips will be planned for examination of the educational system and health and social services available in England. On site visits to both private and state run schools, hospitals and other agencies are planned. Students will have an opportunity to investigate the educational backgrounds of health care providers in England and compare their preparation to the U.S. system. Other programs to be considered include elder housing for the sick and well; psychiatric facilities and treatment modalities; midwifery services; programs for the disabled; hospice care; substance abuse programs and preventative health care services. Students will review how British citizens with private medical coverage vary from those with national health insurance. A partial tentative schedule includes visits to the Wellcome Museum of the History of Medicine in London, London sites, Stratford, the wedgewood factory in Stoke on Trent, a grammar and a high school, a university campus plus possible day visits to Chester, York and other quaint English villages.

There will be six hours of didactic presentations prior to leaving for two weeks in England. Students will select a topic (educational, health or social services) prior to departure. Students are expected to maintain a daily journal documenting comparison data on the U.S. and British approaches for providing services. Students will present an oral report of their study at the end of Interim.

After departing from Vancouver, British Columbia, the group will land at Manchester airport and proceed to check into Bed and Breakfast accommodations. Classes will be in Lichfield, Sheffield and Manchester. A long week-end in London is planned for touring and site-seeing. Classes are scheduled four days during the week to allow optimal time for browsing, exploring and shopping as well as journeying to more distant areas of the British Isles.

**BIBLIOGRAPHY:** Carole Edelman and Carol Lynn Mandle, Health Promotion Throughout the Lifespan; Willard C. R. Chan, Social Service Politics in the U.S. and Britain; John C. Goodman, National Health Care in Great Britain: Lessons for the USA; J.F. Handler, The Coercive Social Worker: British Lessons for American Social Services; Marshall W. Raffel, Comparative Health Systems: Descriptive Analyses of Fourteen National Health Systems; and W.A. Robson, Welfare State and Welfare Society: Illusion and Reality.

**REQUIREMENT FILLED:** Interim  
**COURSE LEVEL:** The course is designed for all students.  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** Approximately \$1,800.00; includes airfare, housing, breakfasts, Brit-Rail/in-country transportation  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 16

## Nursing

### UNVEILING THE TAPESTRY OF THE MIND

664305 Nursing 305  
4 semester hours  
C. Mason, J. Lingenfelter

The course is designed to explore the order and creativity of the human mind. Topics to be covered include endorphins, and psychotropic drugs; research and technological advances, visual imaging, motivational theory; myths of the mind; and societal approaches to the learning disabled. Presentations and group discussion sessions will be scheduled. In addition, guest speakers and/or site visits will be arranged to rehabilitation facilities, research and psychological testing facilities, special education centers and trauma centers.

Student activities will include an interpretive paper; exercises in cognitive learning; relaxation therapy; identification of left and right brain dominance and participation in group discussion.

Evaluation will be based on student participation, written assignment and comprehensive examination.

**BIBLIOGRAPHY:** Richard Strub & F.W. Black, The Mental Status Examination in Neurology; Sandra DeYoung, The Neurologic Patient; "Coping with Neurologic Disorders," Nursing Photobook; M.V. Van Allen, Pictorial Manual of Neurological Tests; Sasa Sanford, "Dynamics of Sleep Deprivation," Proceedings of the Seventh Annual 1980 National Teaching Institute; Margaret Wallhagen, "The Split Brain: Implications for Care and Rehabilitation," American Journal of Nursing; Lyl Miller, Counseling Leads and Related Concepts; and "The Nervous System: Circuits of Communication," The Human Body Series.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** \$10.00 for transportation  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 12:00-4:00 p.m. MTWR, R-204

### CULTURE AND HEALTH—FOCUS ON HAWAII

664307 Nursing 307  
4 semester hours  
M. Allen, L. Rhoades, Y. Yumibe  
(See off-campus listing)

### LIVING WHILE DYING: SELECTED ISSUES RELATED TO THE PROFESSIONAL, PATIENT AND FAMILY

664309 Nursing 309  
2 semester hours  
J. Fanslow

This course is directed toward those who care for persons confronted with death. The overall objective is to increase awareness and knowledge of the dying process and each person's unique response to the process.

Topics will include theories related to death and dying, and grief and grieving; relevant information and principles related to informed understanding of the dying; behaviors and attitudes of the patient, family and health care provider toward death and dying; relevant and timely ethical issues and concepts, such as no code decisions, informed refusal of treatment, euthanasia, right to die laws; and current aspects of care for the dying patient and family.

The class will meet six hours weekly. Students will receive the core material outlined in the course description through lecture format. Adequate class time will be allowed for class discussion and presentation. Assignments and evaluation will be based on class participation and a critique of a case study with class presentation.

**BIBLIOGRAPHY:** Thomas Gonda and John Ruark, Dying Dignified.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m. TR, R-205

### PERIOPERATIVE NURSING: SEARCH FOR HIGH-LEVEL WELLNESS

664312 Nursing 312  
4 semester hours  
F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The student will gain an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per week-day in the operating room with selected experiences in "scrubbing" and "circulating," in post-anesthesia recovery area, and in out-patient ambulatory surgery.

Students will be evaluated by written work and clinical performance.

**BIBLIOGRAPHY:** Linda Groah, Operating Room Nursing: The Perioperative Role.  
**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required.  
**COURSE LEVEL:** The course is designed for majors or advanced students.  
**COST IN ADDITION TO TUITION:** Transportation, meals, text  
**MAXIMUM ENROLLMENT:** 10  
**MEETING TIME AND PLACE:** Students will spend eight hours during week days in the clinical facility, rotating through selected assignments. With the exception of 2-3 days of late afternoon assignments students will be scheduled from 7:00 a.m.-3:00 p.m.

### TOO OLD, TOO SICK, TOO BAD

664314 Nursing 314  
2 or 4 semester hours  
S. Aikin

Nursing home stigma: Too old, too sick, too bad!! We will explore the attitudes of families, individuals and ourselves regarding nursing home care, abandonment and elder abuse. We will critique from economic and ethical standpoints, the structure of nursing homes and the care of the elderly or those who are in need of long-term care. The course will cause us to examine our attitudes as potential consumers or care givers. Is placement in a nursing home a death sentence, financially or otherwise? Is this a career dead end or a career challenge? We need good nursing homes, and therefore we need to look at the problem and set goals for change.

- Nursing homes--the greatest fear of the elderly
- Nursing home abuse, elder abuse, drug abuse, fires, profiteering
- Nursing homes as depositories--no vacancy
- Substandard nursing homes--what are the standards
- Nursing home policies--federal, state, local, private
- Nursing homes without nurses
- America's finest, worst; how to choose a nursing home
- Should I work in a nursing home--a career
- Suggestions for improvement

The course will include lectures, panel discussions, field trips, and site visits on an individual basis to local nursing home facilities to conduct interviews and evaluations. Students will be required to complete a nursing home assessment, interview a nursing home resident, and write two small papers. Those who elect to take class for 4 credits will also write a formal paper.

**BIBLIOGRAPHY:** Frank E. Moss and Val J. Halamandaris, Too Old, Too Sick, Too Bad: Nursing Homes in America.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 5:00-8:00 p.m. MTWR, R-206 (Tuesday mornings might be used for any off-campus activities. Students will need to provide their own transportation.)

### BRINGING ORDER & FREEDOM TO THE BODY THROUGH TOUCH (AN INTRODUCTION TO MASSAGE)

664317 Nursing 317  
1 semester hour  
M. Carpenter

Research studies cite touch as a factor in regulating and organizing responses in the body. The effects of massage are psychological, mechanical, physiological and reflexive in nature.

This course is an introductory experiential foundation in massage. Topics include history; purpose; effects; principles; procedures; attitudes; results of research; techniques and use of effleurage, petrissage, friction, tapotement, vibration; application to the back, chest, abdomen, extremities and face; use by nursing and physical education; and foot reflexology.

Attendance and participation at every class is required for a passing grade. Students demonstrating a working knowledge of the major muscles and bones of preassigned parts of the body each week will receive Honors.

Each student will bring to each class session two clean sheets and olive oil OR a massage oil of their choice.

**BIBLIOGRAPHY:** Frances M. Tappan, Healing Massage Techniques.  
**REQUIREMENT FILLED:** Interim  
**COURSE LEVEL:** The course is designed for majors or advanced students.  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 14  
**MEETING TIME AND PLACE:** 6:00-7:30 p.m. MTWR, R-201

### IMAGINE YOUR FUTURE IN NURSING

664319 Nursing 319  
2 semester hours  
A. Hirsch

This course will provide students the opportunity to imagine and explore their future in health care. The roles and functions of nurses in a variety of diverse settings will be discussed and the "expanded role" of the nurse explored. Through lecture, discussion, guest speakers and field trips students will be exposed to the realities of rehabilitation, oncology, psychiatric trauma, critical care, renal dialysis, burn, flight, military and overseas nursing and the roles of practitioners, midwives, educators, researchers and anesthetists. Issues related to the expanded role of the nurse, such as liability, cost containment and third-party reimbursement, will be discussed.

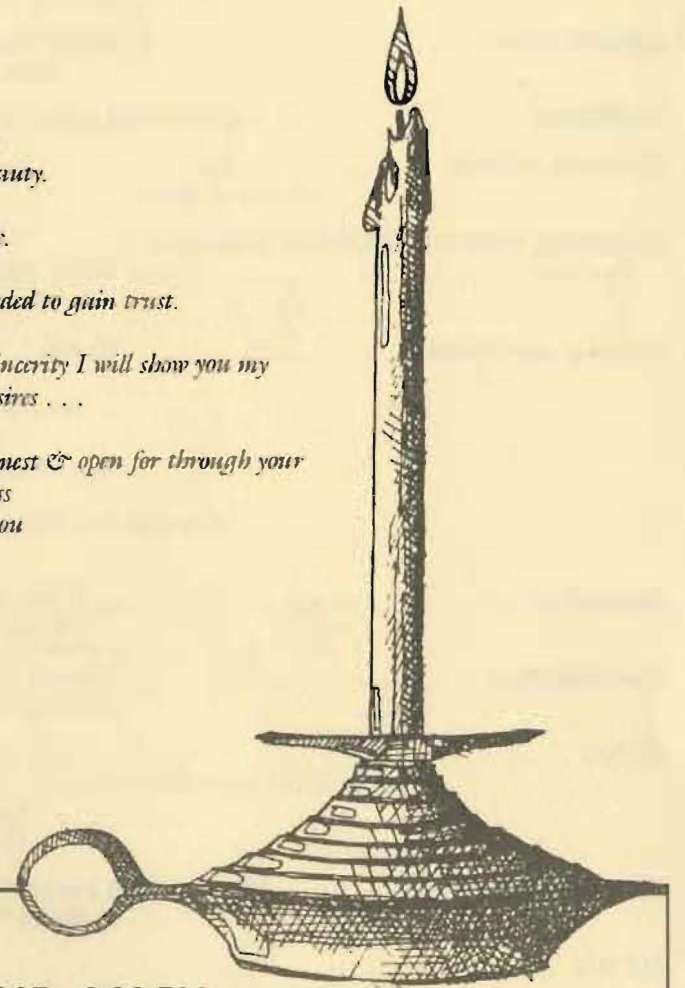
Objectives for the course include the ability to: 1) relate the various roles of nurses within the health care systems today, 2) describe the functions of nurses in a variety of roles, 3) discuss the "expanded role" of the nurse and the issues involved, and 4) explore their own aspirations and expectations about nursing.

Students will be evaluated on the basis of class participation and a paper exploring a topic of choice related to professional nursing practice.

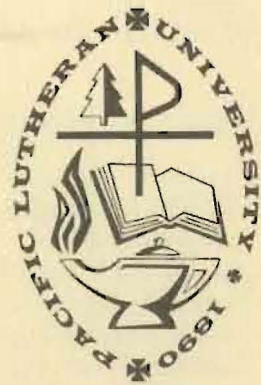
**BIBLIOGRAPHY:** Lucie Young Kelly, Dimensions of Professional Nursing.  
**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m. MW, R-205

*Where there is a human being  
there is an opportunity  
for kindness.*

*I offer you laughter  
for laughter is beauty.  
I offer you honesty  
for honesty is pure.  
I offer you patience  
for patience is needed to gain trust.  
I offer you sincerity  
for through my sincerity I will show you my  
inner being & desires . . .  
All I ask in return  
is for you to be honest & open for through your  
honesty & openness  
I will receive from you  
all that I offer.*



April 5, 1987 2:00 PM  
School of Nursing  
Pacific Lutheran University  
Trinity Lutheran Church



PACIFIC LUTHERAN UNIVERSITY

**PROCESSIONAL** ..... Joan Johnson, *organist*  
*"Processional of Joy"* Dr. Lawrence J. Meyer

**INVOCATION** ..... The Reverend Joanne E.C. Brown, Ph.D.  
*Assistant Professor of Religion*

**GREETINGS** ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

**ADDRESS** ..... The Reverend Joanne E.C. Brown, Ph.D.

**SPECIAL MUSIC** ..... Robin Wells, *pianist*  
*"St. Elmo's Fire"*

**CAPPING AND BANDING CEREMONY**  
**Presiding** ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

**Capping and Banding** ..... Merrily J. Allen, M.N., R.N.  
*Assistant Professor*  
 Fern Gough, M.N., R.N.  
*Assistant Professor*  
 Lois Rhoades, M.P.H., R.N.  
*Assistant Professor*  
 Constance S. Kirkpatrick, M.S., R.N.  
*Assistant Professor*

**Assisted by** ..... Natalie Noyd (*Level V*)  
 Roslyn Brame (*Level V*)

**Candlelighting** ..... Helen E. White, M.N., R.N.  
*Nursing Skills Lab Assistant*

**SONG** ..... Kathy Bensetter (*Level II*)  
*"Do You Know Where You're Going"* by Diana Ross  
 Robin Wells, *pianist*  
 Cindy Lapid, *flutist*

**BENEDICTION** ..... The Reverend Joanne E.C. Brown, Ph.D.  
*Assistant Professor of Religion*

**HYMN** ..... No. 444  
*"With the Lord Begin Your Task"*

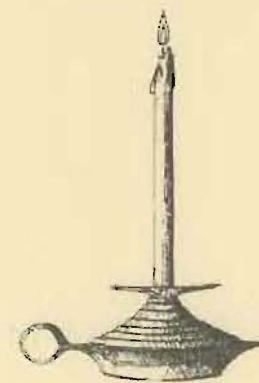
**RECESSIONAL AND POSTLUDE** ..... Joan Johnson, *organist*

## LEVEL II

Nikki L. Adams	Jana Ghosh	Karin Rutherford
Carey Alvestad	Shannon Hinderer	Carrie L. Sanquist
Amy S. Barret	Elizabeth Holifield	Patty Schmitz
Traci Beckel	Anne M. Huffman	Smith Roma
Kathy Bensetter	Louise M. LaForest	Lynn Stomsvick
Susan A. Biles	Cynthia P. Lapid	Beth Swenson
Ramona Bontemps	Theresa Wilkenson Lim	Nancy C. Thomas
Lyn L. Buendia	Lean Linguist	Doris Thompson
Christina Cooper	Debbie Markin	Chi Truong
Thanh Duong	Erin Mykiabust	Julie Van Slyke
Doris J. Evans	Anita Oswald	Joe Wargacki
Jodi Foslien	Cindy Pelley	Pamela Yandrich
Kim Gerras	Kathleen N. Richardson	Marianne Zurflu

## ACKNOWLEDGEMENTS

Shirley Aikin and Fern Gough, *Faculty Advisors*  
 Delta Iota Chi Students  
 Margaret Zuver  
 Nikki Adams, *Capping Chairperson*  
 Elizabeth Holifield, *Capping Co-chairperson*  
 Sue Larson, *Capping Treasurer*  
 Pamela Yandrich, *Flower Arrangements*  
 Cynthia P. Lapid, *Music & Theme*  
 Anne Huffman, *Photography*  
 Lyn L. Buendia, *Programs and Invitations*  
 Karen Rutherford, *Reception*



# Capping & Banding Ceremony April 5, 1987



**Back Row:** Susan Larson, Christine Cooper, Traci Beckel, Pamela Yandrich, Patricia Schmutz, Deborah Marken, Beth Swenson, Karen Rutherford

**Middle Row:** Patricia Kerrigan, Joan Ghosn, Lyn Stomvick, Amy Barnett, Doris Thompson, Erin Myklebust, Anne Huffman, Jodi Foslien, Elizabeth Holifield

**First Row:** Chi Truong, Susan Biles, Ramona Bontemps, Doris Evans, Julie Van Slyke, Carrie Sanquist, Nikki Adams, Cynthia Lapid, Lyn Buendia

# Developing the Future Nurse



The 1986-1987 school year was one of internal progress and growth for the School of Nursing. The Nursing Curriculum Committee was busy examining the program and its application to the changing profession of nursing. Nursing itself was slowly changing from a technically skilled job to a process of wellness and mind-set, a profession. PLU's nursing professors were active participants in strengthening and developing this profession. They were highly respected examples of this ideal, as was shown by their devotion and involvement in professional organizations and community and social activities.

Delta Iota Chi, the PLU student nurses association, brought in monthly speakers from the community to help explore the options and opportunities available to the future nurse. The organization sent a representative, as it did each year, to the National Student Nurses Association (NSNA) in New Orleans. By sending a representative to the NSNA, the students at PLU had a voice in developing the future nursing role.

The PLU nursing program was greatly respected within the Tacoma-Seattle area, as well as throughout the country. The program was known for its strength in developing the whole nurse. The School of Nursing developed individuals and allowed them to build their own unique and much needed talents.

Laurie Solne



Top Left: Traci Beckel checks Debbie Marken's blood pressure. Top Right: The familiar eye chart. Left: Upper division nursing students do psychiatric rotation at Western State Hospital.



Top Left: Carrie Sanquist takes the pulse and temperature of Lyn Buendia. Top Right: Kimberly Kiekel and Lisa Kruse practice giving shots to their patient, in this case, a dummy. Above: Cynthia Lapid takes the blood pressure of Doris Evans during a second level nursing lab. Right: Kimberly Kiekel writes up a lab report.



## 1987 SUMMER SESSIONS

Early Session: May 26-June 19

One-Week Session: July 20-24

Term 1: June 22-July 17

Term 2: July 27-August 21

### Nursing

#### **NURS 424 Physiological Nursing II (4)**

12-Week Session: June 1-August 19 SCN: 864424  
Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: NURS 354, Physiological Nursing; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 434, Community Health Nursing and NURS 444, Clinical Practicum. Tuition: \$230 per semester hour.  
9:45 am-12:45 pm, W, R-203. Labs: Sec A, 8-9:30 am, F; Sec B, 9:30-11 am, F; R-317. A. Hirsch

#### **NURS 434 Community Health Nursing (4)**

12-Week Session: June 1-August 19 SCN: 864434  
Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introduction to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 444, Clinical Practicum II. Tuition: \$230 per semester hour.  
8-9:15 am, W, R-203. Discussion: Sec A, 1:30-3:30, W, R-203; Sec B, 3:30-5:30 W, R-203. E. Smith

#### **NURS 444 Clinical Practicum II (4)**

12-Week Session: June 1-August 21 SCN: 864001/864002  
Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 434, Community Health Nursing. Tuition: \$230 per semester hour.  
Clinical: Sec A, T, 7 am-3:30pm and R, 8 am-12:30 pm; Sec B, T, 8 am-12:30 pm and R, 7 am-3:30 pm. E. Smith/A. Hirsch

#### **NURS 464 Leadership in Nursing (4)**

12-Week Session: June 1-August 19 SCN: 864464  
Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: NURS 424, Physiological Nursing II and NURS 434, NURS 444, Clinical Practicum II; concurrent enrollment in NURS 478, Senior Practicum. Tuition: \$230 per semester hour.  
8-11:15 am, W, R-204. Discussion: Sec A, W, 1-3:15 pm, R-204; Sec B, W, 1-3:15 pm, R-205. J. Fanslow/L. Weirick

#### **NURS 478 Senior Practicum (8)**

12-Week Session: June 1-August 21 SCN: 864478  
Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: NURS 424, Physiological Nursing II and NURS 434, NURS 444, Clinical Practicum II; concurrent enrollment in NURS 464, Leadership in Nursing. Tuition: \$230 per semester hour.  
32 hours per week, TBA. First class meets Jun 1, 8 am-4 pm, R-204. J. Fanslow/J. Weirick

#### **NURS 491 Independent Study (1-4)**

June 1-August 21 SCN: TBA  
Prerequisite: Permission of the dean. Tuition: \$230 per semester hour.  
M. Mansell

#### **NURS 492 Independent Study (2)**

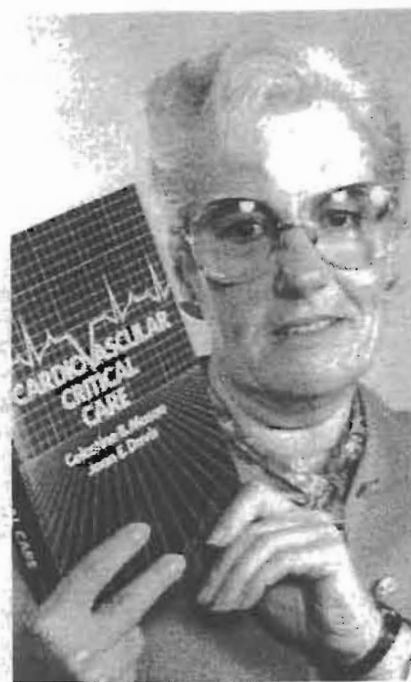
June 22-July 17 SCN: TBA  
School nurses only. Prerequisite: Permission of the dean. Tuition: \$150 per semester hour.  
M. Mansell

#### **NURS 521 Introduction to School Nursing (4)**

Early Session: June 22-July 17 SCN: 864521  
Focus on the total assessment of school age children and adolescents, including exceptionalities. Application of the nursing process to problems common to the K-12 age group and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Tuition: \$150 per semester hour.  
8-10:45 am, MTWRF, R-206. \*Lab TBA, R-317. C. Synoground

# Scene

June 1987



Cel Mason



Connie Kirkpatrick

## PLU Professors Author New Nursing Textbooks

Two Pacific Lutheran University professors have published books which fill needs in contemporary nursing education.

*Cardiovascular Critical Care* is the second text published by Celestine Mason (the first was *Neurological Critical Care*) with nurse practitioner Joan Davis. It covers all kinds of circulatory disorders in addition to the heart.

The sale of the first book was tremendous," said Mason. Consequently the publisher has undertaken a major marketing effort on behalf of the second book.

Both works have been adopted for use by Mount Sinai Medical Center in New York City. The PLU School of Nursing has adopted the most recent book for its Level V curriculum.

Constance Kirkpatrick is the author of

*Nurses' Guide To Critical Care*. The text covers practices and issues appropriate for a primary provided or manager of an oncology unit.

"The oncology field needs a strong library," she said. "With a new certification program developed for nurses working in the field, I felt there was a need for a comprehensive text beyond the safe nursing practices expected of any nurse.

There are many articles and some books on aspects of cancer care, but, she added, "Few address economic, historical, social and epidemiologic components in addition to technological and treatment information.

Mason has taught at PLU for 13 years; Kirkpatrick is completing her seventh year on the faculty.



PACIFIC LUTHERAN  
UNIVERSITY

*“ . . . all We need is:  
an Ear to listen,  
an Eye to behold,  
and  
a Heart to feel.”*

Anonymous



PACIFIC LUTHERAN UNIVERSITY

School of Nursing

*Pinning Ceremony*

May 23, 1987 1:00 P.M.

Trinity Lutheran Church

Processional ..... Janice Mabin, *Organist*  
 (Remain Seated)

"Trumpet Voluntary" ..... Purcell

Invocation ..... Rev. John Clauson

Welcome ..... Dr. Moira Mansell Ph.D., R.N.  
*Dean, School of Nursing*

Faculty Speaker ..... Anne Hirsch D.N.S., R.N.  
*Associate Professor of Nursing*

Student Speaker ..... Jolene Charlston  
*Level VI Student*

Presentation of Pins ..... Dr. Moira Mansell Ph.D., R.N.  
*Dean, School of Nursing*

Assisted by: ..... Julia Fanslow Ed.D., R.N.  
*Associate Professor*

..... Anne Hirsch D.N.S., R.N.  
*Associate Professor*

Flowers: ..... Jan Herman-Bertsch M.S.N., R.N.  
*Assistant Professor*

..... Joan Stigglebout M.N., R.N.  
*Assistant Professor*

Solo ..... Kirsten M. Lampson  
*Level VI Student*

Benediction ..... Rev. John Clauson

Recessional ..... Janice Mabin, *Organist*  
 "With Trumpets and Horn" From the Water Music, *Handel*

Robin M. Allerton  
 Sandra I. Bauer  
 Sandra Blair  
 Angie Bowker  
 Karen C. Calhoun  
 Ingrid Carlbon  
 Jolene Charlston  
 Dana Clauson  
 Peggy J. Coltrin  
 Karen Joan Foster  
 Barbara J. Funrue  
 Marid Hendrickson  
 Sue Holliday  
 Cara Homestead  
 Lenise Inselman  
 Maureen A. Johnson  
 Erin L. Kelley  
 Robin L. Kelley

Annette J. Kluth  
 Kirsten M. Lampson  
 Denice L. Leon-Guerrero  
 Lisa A. Manoloules  
 Carol Medley  
 Linda M. Moffitt  
 Debbie Mortensen  
 Heather R. Mudge  
 Rita M. Picinich  
 Linda Ross  
 Karen Ruby  
 Ingrid P. Ryan  
 Maureen Schuur  
 Jill U. Skinner  
 Teresa J. Stanfill  
 Millenda Thomas  
 Joanne Tomta  
 Laura Whitworth  
 Lisa A. Wittmers

**ACKNOWLEDGEMENTS**

Our thanks to our advisors Shirley Aikin and Fern Gough for their guidance and support. A general thanks to all those who made this ceremony possible.

*\*Reception to follow in Thompson Hall*

# Pinning Ceremony August, 1987



Back Row (Left to Right)

1. Audrey Toren, RN: 2. Margaret Terry, RN: 3. Annette Kuhls  
4. Joanne Dudley, RN: 5. Sharon Hickman, RN: 6. Valerie Benson  
7. Carol Atkinson

Front Row (Left to Right)

1. Diane Shupien, RN: 2. Linda Ross, 3. Marra Peché, RN:  
4. Allison Bowman, RN: 5. Gabriella Smith, RN: 6. Beth Goodman

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# COMMENCEMENT

May 24, 1987

## Pacific Lutheran University

Tacoma, Washington Olson Auditorium

### SCHOOL OF NURSING *Bachelor of Science in Nursing*

ROBIN MARCENE ALLERTON  
SANDRA IRENE BAUER  
SANDRA M. BLAIR  
ANGELA FAY BOWKER  
KAREN CECILIA CALHOUN

*Cum laude*

INGRID CHRISTINE CARLBOM  
*Summa cum laude*

JOLENE RUTH CHARLSTON  
DANA JOAN CLAUSON  
PEGGY JANE COLTRIN  
KAREN JOAN FOSTER

BARBARA JANE FUNRUE  
LYNDA LOUISE HANNA  
MARID HENDRICKSON  
SUSAN LEE HOLLIDAY  
CARA LYNN HOMESTEAD

*Cum laude*

LENISE ROGENE INSELMAN  
MAUREEN A. JOHNSON  
*Cum laude*

ERIN LYNN KELLEY  
ROBIN LYNN KELLEY  
ANNETTE JOY KLUTH  
KIRSTEN M. LAMPSON  
DENICE L. LEON GUERRERO  
LISA ANN MANOLOULES  
CAROL MEDLEY  
LINDA MARIE MOFFITT

*Cum laude*

DEBBIE RENÉE MORTENSEN  
HEATHER RUTH MARIE MUDGE

*Cum laude*

RITA MARIE PICINICH  
LINDA ANN ROSS  
KAREN LISA RUBY

*Magna cum laude*

INGRID PETRINE RYAN  
MAUREEN YVONNE SCHUUR  
JILL UNDERBERG SKINNER  
TERESA JO MARTIN STANFILL  
MILLENDA M. THOMAS

### SIGMA THETA TAU MEMBERS

SANDRA BAUER

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# COMMENCEMENT

August 21, 1987

## Pacific Lutheran University

Tacoma, Washington Eastvold Auditorium

ELAINE BARNES (in absentia)  
GAIL ELAINE BERMINGHAM (in absentia)  
CHRISTIE A. BOSANCO  
DOUGLAS ALVIN BRANDNER  
HANNAH McNUTT BRICE  
TERESA ANN BYE  
PAMELA SUE CHARBONEAU  
*Magna cum laude*  
DIANE DENISE COLLIS  
LEE ANN BETTY DAVIDSON  
MICHELLE MARIE DEARDEUFF  
SHERYL A. DeGROOT  
LAMAR ENGVALL  
JENNIFER M. EWING  
HATTIE FENDER  
PAUL E. GALLOWAY  
*Cum laude*

KATHRYN JUDITH GRAYSON  
JANICE LYNNE GUNNERSON  
LYNN M. HEFFERNAN  
DONNA MARIE HUMPHREY  
JANINE JAQUEZ  
ROSLYN R. KEAN

VICKI LYNN LIVERNASH  
GARY ALAN LYNEMA  
PATRICIA LOUISE McKEE  
YOLANDA CARREÑO MEDINA  
ALETA PENNY JOY MILLER  
SYLVIA LUCRECIA MONTOSA  
*Magna cum laude*  
MELANIE ANN MYRBO  
*Magna cum laude*  
NATALIE ANN NOYD  
PATRICIA FRANCES PARK  
JOLYNNE PENNY  
DARLENE LORRAINE SAVIERS  
MONICA CHRISTINE SEAY  
*Cum laude*  
ELIZABETH ANN SHELTON  
KARRI JO SOWERS  
CONNIE MARIE STOLTENBERG  
SUSAN M. SUVER  
JOHN ROSWELL TUTTY, JR.  
CARYL LOUISE WALDOCK  
SUSANNE ELIZABETH WALLACE  
SONJA D. H. YARBOROUGH  
LEAH MARIE ZEUTSCHEL

Summa Cum Laude 3.9+; Magna Cum Laude 3.7+;  
Cum Laude 3.4+

*This program does not constitute an official graduation list.*

**Pinning Ceremony  
December, 1987  
Spanaway Lutheran Church**



*Pinning  
Dec 87*

**Back Row:** *M Michelle* Lyda, Darci Cunningham, Cathy Crowe, Leona Parker, Lizbeth Van Slageran,  
Britt Mueller

**Front Row:** Bonnie Robb, \_\_\_\_\_, \_\_\_\_\_, Martha Murray

## New Nursing Outreach Program Will Aid Area Public Health Efforts

Problem public health populations, such as the homeless, the aged, and pregnant adolescents, will benefit from a new continuing education program being offered for community health nurses by the PLU School of Nursing.

Funded by a \$68,268 grant from the U.S. Department of Health and Human Services, the program will emphasize improved skills in group-focused "assessment, planning, intervention and evaluation," said PLU nursing professor Maura Egan, director of the project.

The program will help CHNs identify community health needs and initiate programs to address those needs. About 120 CHNs, or half the number working in public health departments in Western Washington, are expected to participate in the program.

"It is often assumed that CHNs possess these skills," Egan continued. "But most of our nursing education is focused on care of individuals. Baccalaureate-prepared



Maura Egan

nurses have primarily a conceptual, rather than practical knowledge of methods for dealing with larger client groups, and others lack even a theoretical background," she said.

The six-month course series will be offered in Pierce, Skagit, King and Cowlitz counties.

A follow-up impact study will help determine how nurses are incorporating new knowledge in their practices, she added.

More information is available from Egan at the PLU School of Nursing, (Tacoma) 535-7689.

# COMMENCEMENT

December 12, 1987



PACIFIC LUTHERAN UNIVERSITY

Tacoma, Washington Olson Auditorium

## SCHOOL OF NURSING

*Bachelor of Science in Nursing*

JANNA RUTH CLARK-TITLEY  
CATHY KAY CROWE  
DARCI LEEDRA CUNNINGHAM  
DONNA MAE DAVIS  
KIMBERLY RAE FEIR  
SUSAN MARIE HAMSIK  
MARGARET CECILIA JOYCE

*Magna cum laude*

DUANE ALLAN KUSLER  
PATRICIA ANN LOFLIN  
MICHELLE A. LYDA

□ KATHERINE ELIZABETH GERALDINE MARTIN

LEONA MARIE MASON-BROWN  
BRITA EMILIA MUELLER  
LYNNE JULIANNE NUTTO  
DEBRA MARIE PAUTZ  
LORI ANN RICHARDS  
DOROTHY EGGLESTON RIEGER  
BONNIE KATHLEEN ROBB  
LINDA HAGEN SMITH  
BARBARA ANN TAYLOR  
LIZBETH RAE VAN SLAGEREN  
DIANA ELIZABETH VINCENT

*Cum laude*

*This program does not constitute an official graduation list.*

□ (in absentia)

# Class of 1988

## Class of 1988

Auestad, Karen  
Ball, Kristin  
Bean, Suzette L.  
Benedict, Nan H. Erickson  
Bibby, Julie A.  
Carr, Heidi Johnson  
Centko, Marietta J.  
Coats, Gale M.  
Conklin, Catherine J.  
Cook, Jamie L.  
Czerwinski, Judith L.  
Deal, Lisa  
Eason, Danielle R.  
Eastman, Kari-Faye  
Fink, Richard P.  
Foster, Mafybeth Pribilsky  
Frey, Sara C.  
Gabriel, Cassandra M.  
Gallagher, Margaret Akau  
Goodwin, Leah L. Hominda  
Hall, Susan L. Trotter  
Harris, Christine L. Brooks  
Hilden, Valerie M.  
Hinderlie, Ellen E.  
Horton, Lenora P.  
Issacs, Marguerite C.  
Johnsonm Elizabeth a.  
Johnson, June C.  
Johnson, Marlene K. Lindberg  
Johnson, Theresa L. Harrold  
Kahn, Julie C. Hanson  
Kane, Susan E.  
Kawasugi, Laurie T.  
Kiekel, Kimberly A.  
Knapp, Arcenia N.  
Laur, Cynthia A.  
Lewis, Dathryn A.  
Lippold, Richard J.  
Loomas, Sheila M.  
Mahan, Jennifer E.  
Manza, Jeff H.  
Mauermann, Beverly J.  
May, Joanne G.  
McMullen, Rogerta L.  
McNeil, Susan M.  
Miller, Pamela  
Minnick, Jodi L.  
Moberly, Mary L.  
Morehouse, Jeanette L. Jensen  
Mulkey, Karen A.

Nachtwey, Marcia J.  
Nagler, Betsy R. Ross  
Nordeen, Peggy A.  
Pratt, Diane L.  
Prideaux, Becky J.  
Redeye, Alison B.  
Reese, Arleta A.  
Robbins, Cathy A.  
Rutherford, Paula R.  
Schultz, Sabrina a.  
Snodgrass-Grinne, Michelle M.  
Soine, Laurie A.  
Speirs, Carol L.  
Strandness, Jill M.  
Thuring, Britt L.  
Tjersland, Karen M.  
Tregoning, Charisse H.  
Unber, Tracy A.  
Vanaman, Denise L. Smith  
Ward, Leslie  
Williams, Wanda C. Cheney  
Wischnofske, Renee Jeane  
Zimmermann, Kim L. Lawrence

# School of *Nursing*

A nursing career offers great opportunity for a rich and rewarding professional life. It affords virtually unlimited choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is of universal concern, and those prepared to maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

The generic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as Registered Nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for Registered Nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## *FACULTY*

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Egan, Fanslow, Gough, C. Hansen, Herman-Bertsch, Hirsch, Kirkpatrick, Kliewer, Klisch, Lingenfelter, Mason, L. Olson, Page, Rhoades, Schultz, Shumaker, Smith, Stavig, Stiggelbout, Weirick, Yumibe.

## *FACULTY*

Mansell, *Dean*; Aikin, Allen, Carpenter, Cone, Egan, Fanslow, Gabel, Gaspar, Gough, C. Hansen, Herman-Bertsch, Hirsch, Kirkpatrick, Klisch, Kottal, Lambert, L. Olson, Page, Rhoades, Schultz, Smith, Stiggelbout, Yumibe.

**The following courses have been phased in for nursing students, as of the fall semester 1987.**

### **100 MEDICAL TERMINOLOGY**

Study of over 350 word elements and the application of those terms in understanding over 10,000 complex medical words in their appropriate context. Application of these terms to anatomical and pharmacological references. (1)

### **212 INTRODUCTION TO THE HEALTH CARE SYSTEM**

Socio-cultural, political, economic, ethical, and legal issues influencing contemporary health care. Focus on major health problems and health care delivery systems. Historical perspectives and trends in professional nursing and nursing education. Open to non-majors. Prerequisite: Sophomore standing. (2)



## 222 SELF CARE COMPETENCIES

Factors contributing to healthy life styles and personal responsibility for health maintenance. Nursing roles in health promotion including stress management, nutrition, self medication, and substance abuse. Framework for effective communication skills and helping relationships. Open to non-majors. Prerequisites: Sophomore standing, consent of instructor. (2)

## 253 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adults in extended care facilities. Prerequisites: Admission to the School of Nursing, BIOL 201, 205, 206; NURS 212, 222. (3)

## 263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 222. (3)

## 273 PATHOPHYSIOLOGY

Pathophysiological concepts associated with human responses to real and potential threats to health. Immune response, reaction to injury and infection, pain, disturbances of circulation and respiration, neurological dysfunction and abnormal cell growth as clinical manifestations of selected disorders organized around a framework of categories of human functioning. Prerequisites: BIOL 201, 205, 206. (3)

## 322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: Prior or concurrent enrollment in NURS 324. (2)

## 324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 253, 263, 273 and concurrent enrollment in 322. (4)

## 333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiological disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 253, 263, 273, and concurrent enrollment in 342. (3)

## 342 PHYSIOLOGICAL NURSING I: CLINICAL

Clinical application of concepts of pathophysiology and psychopathology to the care of adult clients in hospital settings. The nursing process as framework for professional practice. Prerequisites: Concurrent enrollment in 333. (2)

## 352 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle. Physiological and psychosocial-cultural aspects of childbearing. Prerequisites: 322, 324, 333, 342; SOC 330 (2) (first offered spring 1989)

## 362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Concurrent enrollment in 352. (2) (first offered spring 1989)

## 372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOC 330, and concurrent enrollment in NURS 382. (2) (first offered spring 1989)

## 382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Concurrent enrollment in 372. (2) (first offered spring 1989)

## 392 NURSING RESEARCH

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: 322, 324, 333, 342. (2) (first offered spring 1989)

## 423 PHYSIOLOGICAL NURSING II

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362, and concurrent enrollment in 433. (3) (first offered fall 1989)

## 433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Concurrent registration in 423. (3) (first offered fall 1989)

## 436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 352, 362, and concurrent enrollment in 453. (3) (first offered fall 1989)

## 453 COMMUNITY HEALTH NURSING: CLINICAL

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Concurrent enrollment in 443. (3) (first offered fall 1989)

## 462 LEADERSHIP IN NURSING

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: Senior standing in nursing. (2) (first offered spring 1990)

## 472 ISSUES AND TRENDS IN NURSING

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: Senior standing in nursing. (2) (first offered spring 1990)

## 473 COMMUNITY AS CLIENT

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 443, 453, prior or concurrent enrollment in 462, 472, and senior standing in nursing. (3) (first offered spring 1990)

## 474 NURSING SYNTHESIS

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462, 472, senior standing in nursing. (4) (first offered spring 1990)

## 491, 492 INDEPENDENT STUDY

Prerequisite: Permission of the dean. (1-4)

## ADMISSION AND CONTINUATION POLICIES

Students seeking admission to either the generic program or the sequence for registered nurses must make formal application to both the university and the School of Nursing.

Applications for admission to the School of Nursing are accepted twice during the year. Students desiring admission to either fall or spring semester of the following academic year should submit applications between January 1 and February 15. Additional applications from students wishing to be considered for any remaining admissions for the spring semester should be submitted by September 15. Applications are reviewed only if the applicants have been admitted to PLU and have provided official transcripts as requested by the School of Nursing Admissions Committee.

Students accepted to begin the nursing sequence in either fall or spring semester, and who have applied by the February 15 deadline, are selected for both terms and notified by May 1. Students are admitted to the term of their choice insofar as it is possible. Deferred admission to the next term may be necessary. Additional selection for the spring semester is made in the fall with notification by November 1. Late applicants are considered on a space available basis.

With satisfactory progress, six semesters are required to complete the sequence of nursing courses leading to the Bachelor of Science in Nursing. All potential or pre-nursing students are urged to seek early academic advisement through the School of Nursing Office in order to enroll for appropriate prerequisites and thereby avoid unnecessary loss of time.

The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate withdrawal from the clinical component.

Minimal criteria for admission to or continuation in the School of Nursing are as follows:

1. Admission to the university. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.
2. Completion of or current enrollment in Psychology 101 (Introduction to Psychology) and three of the following: Biology 201 (Introductory Microbiology), Biology 205, 206 (Human Anatomy and Physiology), Chemistry 105 (Chemistry of Life). The remaining courses will be completed after enrolling in the nursing program; however, both Biology 205 and 206 must be completed before enrollment in Nursing 253, 263, and 273. Students need to plan their schedules accordingly.
3. Completion of a minimum of 26 semester credit hours. Some of these may be in progress at the time of application.
4. A minimum grade of 2.00 (C) in all required nursing and prerequisite courses. A student receiving a grade point of less than 2.00 in any course which is a prerequisite for a nursing course may not continue in that nursing course until the prerequisite course is repeated with a grade point of 2.00 or above.
5. A minimum cumulative grade point average of 2.33.
6. Physical health and stamina necessary to withstand the demands of nursing.
7. Emotional stability sufficient to cope with the stresses inherent in learning and practicing nursing.
8. Completion of a math proficiency test before or during the first semester of the nursing program with a minimum score of 80% on each section (prerequisite to entry into the third semester of the nursing program). Tests will be administered by the testing center with the student responsible for the nominal cost of each test. Students receiving a grade of less than 80% may not continue in the nursing sequence until the prerequisite test is repeated with a grade of 80% or above. Students who do not have two years of high school algebra are advised to enroll for intermediate algebra.
9. Progression in the nursing sequence is dependent upon satisfactory performance (a grade of C or higher) in the prerequisite nursing courses. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses. Registered nurses are admitted to the RN/BSN special sequence each fall semester. They may choose to be enrolled full-time for a total of sixteen months, or to extend their program and enroll on a part-time basis. Registered nurse students must have completed all non-nursing course prerequisites and a minimum of 24 semester credits of the core requirements and electives for a total of 56 semester credits before admission. Other minimal criteria for admission to or continuation in the nursing program are as outlined above for generic students. Registered nurses who are considering making application for admission to the nursing program are advised to contact the School of Nursing for advice about prerequisites to be completed, other requirements to be met, and the program to pursue after admission.

## HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

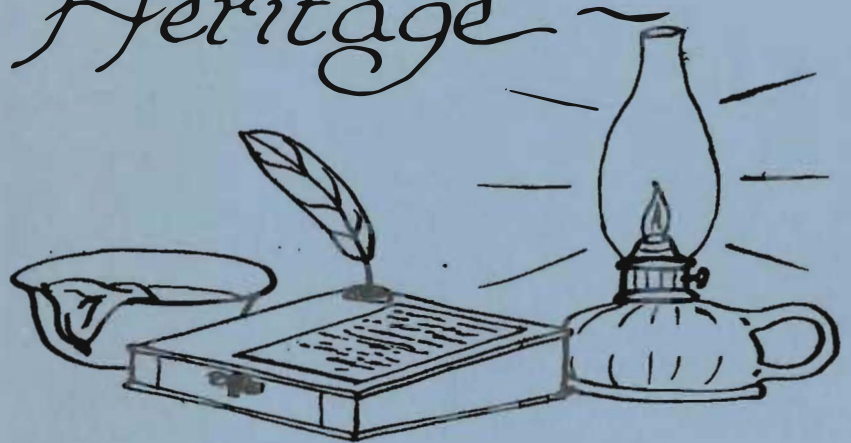
## ADDITIONAL COSTS

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical laboratory areas beginning with the first nursing course. Available public transportation is limited, so provision for private transportation is essential. Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. This is available under a group plan at a nominal cost to the student. Health examination fees, student uniforms (approximately \$200.00) and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

A \$25.00 testing fee, payable directly to the School of Nursing, is assessed at the time of enrollment in Nursing 424. This is the cost of standardized testing.



*A Proud  
Heritage*



*A Dynamic  
Future*



PACIFIC LUTHERAN UNIVERSITY

School of Nursing  
 Pacific Lutheran University  
 April 24, 1988 2:00 pm  
 Trinity Lutheran Church

Processional  
 Invocation Suzanne Dull, pianist  
 The Reverend Joanne E.C. Brown, Ph.D.  
 Assistant Professor of Religion  
 Greetings D. Moira Mansell, Ph.D., R.N.  
 Dean, School of Nursing  
 Poem Katherine M. Betancourt (Level II)  
 Student Speaker Joyce E. Newlun (Level II)  
 Solo Suzanne Dull  
 Address Helen R. Gabel, M.N., CNM, ARNP  
 Assistant Professor of Nursing

Capping and Banding Ceremony  
 Presiding D. Moira Mansell, Ph.D., R.N.  
 Dean, School of Nursing  
 Candlelighting Shirley C. Aikin, M.A., R.N.  
 Assistant Professor of Nursing

Capping and Banding  
 Level I Barbara Reta Phillips  
 Administrative Assistant  
 Sheila Goodwin, M.S.N., R.N.  
 Assistant Professor of Nursing  
 Level II Patricia H. Gaspar, M.N., CNM, ARNP  
 Assistant Professor of Nursing  
 Anne M. Hirsch, D.S.N., R.N.  
 Associate Professor of Nursing  
 Sheila Goodwin, M.S.N., R.N.  
 Assistant Professor of Nursing  
 Level III Elaine Lambert, M.S.N., R.N., CCRN  
 Assistant Professor of Nursing  
 Helen White, M.N., R.N.  
 Laboratory Skills Coordinator  
 Assisted by Delta Iota Chi members

Hymn "They Will Know We Are Christians By Our Love"  
 lead by Melinda S. Chouinard  
 (Level II)

Benediction The Reverend Joanne E.C. Brown, Ph.D.  
 Assistant Professor of Religion  
 Recessional Suzanne Dull, pianist

Please remain seated during the Processional and Recessional

Level I

Deidra M. Brown  
 Roberts Carter  
 Laura Duncan  
 Laura Elliott  
 Philip Furth  
 Lori Hilliker  
 Beverly Lehman  
 Lisa Linterman  
 Holly Love  
 Karen Morgan  
 S. Lee Norton  
 Amy Orr  
 Lori Reinsma  
 Lisa Royer  
 Eunice Vliet  
 Sharon Wilson

Level III

Lori S. Anderson  
 Kristin L. Ball  
 Teri Lynn Baughman  
 Kathleen Bensetler  
 Teresa Bruder  
 Gladys Davis  
 Marie Grosen  
 Audrey L. Keeton  
 Angelia May  
 Lisbet Nichols  
 Julie J. Phelps  
 Lori Rasmussen  
 Helen M. Schwab  
 Lynn Stomsvik  
 Lisle Tonnesen  
 Chi Truong  
 Marianne Zurfluh

Level II

Teresita Badger  
 Nancy Kruger Bergeson  
 Katherine M. Betancourt  
 Patti Bray  
 Sabrina K. Bryant  
 Maria Veronica Vejar Brown  
 Melinda S. Chouinard  
 Tracy Diane Colter  
 Barbara Jean Davis  
 Perceal Dillon  
 Lesli L. Farnsworth  
 Kelly Eileen Finnegan  
 Sonja R. Fossum  
 Karen L. Gillies  
 Kristine M. Gorud  
 Lisa Anna Harris  
 Janet K. Hokenstad  
 Judy Lynn Houser  
 Jennifer L. Leon  
 Beba Magnuson  
 Renee M. Meya  
 Amy Jo Minnick  
 Joyce E. Newlun  
 Mary Ann Norris  
 Susan L. Remmerden  
 Marilee Amerman Rowe  
 Jeanette Sowards  
 Florence C. Stine  
 Marta Swensen

Level IV

Sandra E. Velliquette

Special Thanks to: Shirley Aikin, Faculty Advisor,  
 Student Affairs  
 Elaine Smith, Faculty Advisor,  
 Student Affairs  
 Capping Committee Members  
 Delta Iota Chi Members

Program Cover by: Donald J. Rowe

Reception immediately following in Thompson Hall

#### ACKNOWLEDGEMENTS

##### Faculty Advisors:

Shirley Aikin, M.A., R.N., *Assistant Professor*

Elaine Smith, Ph.D., R.N., *Associate Professor*

##### Pinning Ceremony Chairpersons:

June Johnson & Roberta McMullen

##### Committee Persons:

Karen Austad, Julie Hanson, Theresa Harrold, Elizabeth Johnson,

Heidi Johnson, Laurie Kawasugi, Sheila Loomas, Jennifer Mahan,

Jodi Minnick, Betsy Nagler, Cathy Robbins,

Michelle Snodgrass-Grinnell, & Laurie Soine.

*Special thanks to faculty, family and friends for continued support and encouragement in our educational endeavors.*



PACIFIC LUTHERAN  
UNIVERSITY

# Celebrate A New Beginning!

*"Life is meant to be a celebration!  
It shouldn't be necessary  
to set aside special times  
to remind us of this fact.  
Wise is the person who finds  
a reason to make every day  
a special one."*

— Leo Buscaglia

School of Nursing  
**PINNING CEREMONY**  
 May 21, 1988  
 1:00 p.m.

PROCESSIONAL ..... Mark Douglass, *organist*  
*"Trumpet Voluntary in D"* ..... *Purcell*

INVOCATION ..... The Reverend Daniel Erlander  
*University Pastor*

SPECIAL RECOGNITION ..... Presented by Jodi Minnick  
*Level VI*

GREETINGS ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

ADDRESS ..... Carolyn W. Schultz, Ed.D., R.N.  
*Associate Professor*

SPECIAL MUSIC ..... Sara Frey  
*"That's What Friends Are For"* ..... *Level VI*  
 Words and music by B. Bacharach & C. Sager

PINNING CEREMONIAL

Presiding ..... D. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing*

Pinning ..... Maura Egan, Ph.D., R.N., *Associate Professor*  
 Anne Hirsch, D.N.S., R.N., *Associate Professor*  
 Terri Kottal, M.S.N., R.N., *Assistant Professor*  
 Helen White, M.N., R.N., *Assistant Professor*

STUDENT SPEAKER ..... June Johnson  
*Level VI*

BENEDICTION ..... The Reverend Daniel Erlander  
*University Pastor*

PROCESSIONAL AND POSTLUDE ..... Mark Douglass  
*(Original music)* ..... *organist*

*\*\*Please join us for a reception in the fellowship hall after the ceremony!*

**May 1988 Nursing Graduates**

Karen A. Auestad  
 Christine L. Brooks  
 Catherine Conklin  
 Kari-Faye Eastman  
 Sara C. Frey  
 Julie Christine Hanson  
 Theresa L. Harrold  
 Elizabeth A. Johnson  
 Heidi A. Johnson  
 June C. Johnson  
 Susan Kane  
 Laurie T. Kawasugi  
 Arcenia Knapp  
 Cynde A. Laur  
 Sheila M. Loomas  
 Jennifer E. Mahan  
 Jeff Manza  
 Beverly J. Mauermann  
 Joanne G. May  
 Roberta L. McMullen  
 Jodi L. Minnick  
 Mary Lynn Moberly  
 Karen Mulkey  
 Betsy R. Nagler  
 Diane L. Pratt  
 Allison Barbara Redeye  
 Cathy Ann Robbins  
 Sabrina Ann Schultz  
 Michelle Snodgrass-Grinnell  
 Laurie A. Soine  
 Britt L. Thuring  
 Tracy Unger  
 Renee J. Wischnofske

# Interim ◊ January 4-29, 1988

## Nursing

### COPERS, MOPERS, EXAGGERATORS AND MALINGERERS: CONCEPTS RELATED TO PAIN

664308 NURS 308  
2 semester hours  
J. Fanslow

This course will provide an overview of pain, its purpose, cause, types and effects. Attitudes, values, and situational factors influencing pain will be related to the pain experience. Medication and non-medication management of pain will be discussed and related to acute and chronic pain situations.

Topics to be covered include an overview of pain, acute vs. chronic pain, attitudes and values related to pain, personality and pain, communication of pain, situational factors affecting pain, physical and psychological effects of pain, medication/non-medication management, and ethical issues.

Evaluation will be based on a research paper on a traditional or non-traditional method of pain management, and an oral presentation on an ethical issue related to pain. Students are expected to do all required reading and to participate in class discussions.

**BIBLIOGRAPHY:** Margo McCaffery and Noreen Meinhart, Pain: A Nursing Approach to Assessment and Analysis; Pain: Nursing NOW Series.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 1:00 p.m. - 4:00 p.m., TR, R-202

### AUSTRALIA: A LAND OF CONTRASTS

698310 CHEM/NURS 310  
4 semester hours  
J. Stiggelbout, S. Tonn  
(See off-campus listing)

### THE CANCER PATIENT: IMPACT ON MIND, MATTER AND SPIRIT

664311 NURS 311  
2 semester hours  
C. Kirkpatrick

The purpose of this course is to give the student a comprehensive introduction to the process of carcinogenesis and environmental and personal determinants of the disease as well as a clear understanding of current treatment approaches and issues related to the cancer patient.

We will cover issues in management and delivery of services, the cancer process and epidemiology,

treatment, and effects of the disease on an individual. Students will be asked to select a specific cancer and develop the major content areas of the course in reference to this cancer form. Learning will occur through lecture, discussion, student reports, and off-campus activities with oncology service providers. Evaluation will be based on general participation, the student's project and presentation of the project to the class.

Students from any discipline are welcome. Students may develop their projects with an emphasis to complement their particular interests.

**BIBLIOGRAPHY:** Kirkpatrick, Connie, Nurses' Guide to Cancer Care; Individually -- compiled bibliography on specific interest area.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 4:30 p.m. - 6:30 p.m., MWF, R-202

### PERIOPERATIVE NURSING

664312 NURS 312  
4 semester hours  
F. Gough

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as an understanding of his/her role as a member of the operating room health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per week-day in the operating room with selected experiences in "scrubbing" and "circulating", in post-anesthesia recover area, and in out-patient ambulatory surgery.

Students will be evaluated by written work and clinical performance.

**BIBLIOGRAPHY:** Joanna Ruth Fuller, Surgical Technology: Principles and Practices.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** This course is designed for majors or advanced students.  
**GRADING SYSTEM:** A, B, C, D, E  
**COST IN ADDITION TO TUITION:** Transportation, meals, text.

**MAXIMUM ENROLLMENT:** 10  
**MEETING TIME AND PLACE:** Students will spend eight hours during week days in the clinical facility, rotating through selected assignments. With the exception of 2-3 days of late afternoon assignments, students will be scheduled from 7:00 a.m. - 3:00 p.m.



## OFF-CAMPUS

### AUSTRALIA: A LAND OF CONTRASTS

698310 CHEM/NURS 310  
4 semester hours  
J. Stiggelbout, S. Tonn

America's Cup. Waltzing Matilda. Crocodile Dundee. Road Warrior. Foster Lager. Gold, aluminum and gems. Koalas. 'Roos. The Outback. Each represents a tiny segment of Australian culture as Americans know it. Australia goes far beyond our American stereotype. This class plans to investigate Australian lifestyles, values, and environmental ethics. We shall study Australian history in order to understand and follow the development of this young country. We shall examine the current political and economic climate, the environment, including the unique flora and fauna, ethnic populations, and the health care system. This broad introduction of "life down under" will provide an awareness of values in a land with strong contrasts yet many similarities to the USA.

The itinerary will include travel to Sydney, Canberra, Brisbane and Cairns, as well as a glimpse at the Outback. Visits will include performances at the Sydney Opera House, the Federal Capitol of Canberra, museums, college campuses, and historical monuments. Depending upon student interests, the group will also visit hospitals, clinics, industrial facilities, conservation parks, and oceanographic exhibits.

Class participation is required. Students will be evaluated on their class discussion, group participation, and a research project presentation. In Cairns, our final stop, each student will present a research project of his or her choice on one facet of Australian government, history, environment, or health care.

**BIBLIOGRAPHY:** Alan Moreland, Cooper's Creek; Mead & Beckett Publishing, The Great Barrier Reef; Tony Wheeler, Australia--A Survival Kit; Manning Clark, A Short History of Australia.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards required.  
**GRADING SYSTEM:** H,P, NC  
**COST IN ADDITION TO TUITION:** \$2500.00 includes; airfare, housing, most meals, museums, one concert; additional costs for scuba diving.  
**INSURANCE COVERAGE:** Required  
**MAXIMUM ENROLLMENT:** 20

## COMMENCEMENT, 1988

Olson Auditorium, Pacific Lutheran University  
Sunday, May 22, 1988 - 2:30 p.m.

### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Karen Ann Auestad  
Christine Louise Brooks, *Magna cum laude*  
Catherine Jean Conklin, *Cum laude*  
Kari-Faye Eastman  
Sara Claire Frey  
Julie Christine Hanson  
Theresa Lee Harrold, *Cum laude*  
Elizabeth Ann Johnson, *Cum laude*  
Heidi Ann Johnson  
June Christine Johnson  
Susan Elizabeth Kane  
Laurie Toshiko Kawasugi  
\*Arcenia N. Knapp, *Cum laude*  
Cynthia Adele Laur, *Magna cum laude*  
Sheila Michelle Loomas  
Jennifer Ellen Mahan  
Jeff Hugh Manza  
Beverly J. Mauermann, *Cum laude*  
Joanne G. May, *Cum laude*  
Roberta Lynne McMullen  
Jodi Lynn Minnick  
Mary Lynn Moberly  
Karen Faith Mulkey  
Martha Anne Murray  
Betsy Ross Nagler  
Diane Louise Pratt  
Alison Barbara Redeye  
Cathy Ann Robbins  
Sabrina Ann Schultz, *Cum laude*  
Michelle Maria Snodgrass-Grinnell  
Laurie Ann Soine, *Cum laude*  
Britt Lynn Thuring  
Tracy Ann Unger  
Renee Jean Wischnofsky

Honors are based on seven semesters only.  
Summa Cum Laude 3.9+; Magna Cum Laude 3.7+; Cum Laude 3.4+  
This program does not constitute an official graduation list.

\* In absentia

### SIGMA THETA TAU MEMBERS

Christine Louise Brooks  
Beverly J. Mauermann  
Betsy Ross Nagler  
Laurie Ann Soine



PLU Faculty and Psi Chapter  
Sigma Theta Tau Nursing  
Honor Society Inductees at  
Spring Induction Ceremony,  
May, 1987; Sea-Tac Marriott.  
Dr. Cynthia Mahoney, Director  
of PLU's Continuing Nursing  
Education was Psi Chapter  
President.

**PROVOST:** REGRETTABLY, PROFESSOR DOROTHY CONE COULD NOT BE HERE TODAY TO RECEIVE OUR RECOGNITION. WE HOPE TO BE ABLE TO HONOR HER PERSONALLY AT A LATER DATE.

WITH DOROTHY'S RETIREMENT, THE SCHOOL OF NURSING LOSES NOT ONLY A VALUABLE FACULTY MEMBER BUT ALSO THE INDIVIDUAL IN WHOM A LARGE PART OF THE HISTORICAL SENSE OF THE SCHOOL IS CARRIED. SHE IS VALUED FOR HER COMMITMENT, HER SERENITY, AND HER TRUE PROFESSIONALISM.

DOROTHY HAS LED THE NURSING FACULTY THROUGH MORE THAN ONE CURRICULUM REVISION, AND MORE THAN ONE ACCREDITATION PROCESS. SHE HAS GUIDED MANY HUNDREDS OF STUDENTS THROUGH THE NURSING MAJOR--ALWAYS HELPFUL, EVER KIND. SHE HAS SIMILARLY PROVIDED LEADERSHIP TO MANY GROUPS OF NURSING FACULTY--ALWAYS RESPECTFUL AND PATIENT.

THE UNIVERSITY SALUTES PROFESSOR DOROTHY CONE ON HER RETIREMENT, AND EXPRESSES ITS HEARTFELT GRATITUDE FOR TWENTY-SEVEN YEARS OF SERVICE IN THE SCHOOL OF NURSING.

**PROVOST:** ALREADY AT WHAT MANY OTHERS WOULD HAVE CONSIDERED THE APEX OF A DISTINGUISHED CAREER AS EDUCATOR AND ADMINISTRATOR IN THE FIELD OF NURSING, MOIRA MANSELL IN 1982 WAS NEITHER SEEKING NOR IN NEED OF ANOTHER CHALLENGING TASK. NEVERTHELESS, WHEN PACIFIC LUTHERAN UNIVERSITY SOUGHT HER OUT AND URGENTLY PROPOSED THAT SHE ACCEPT YET ONE MORE DIFFICULT ASSIGNMENT, SHE RESPONDED READILY TO THAT CHALLENGE AND ALL ITS ATTENDANT RISKS.

WITH ADMINISTRATIVE INGENUITY AND UNTIRING PATIENCE SHE HAS PROVIDED THE SCHOOL OF NURSING WITH PRECISELY THE KIND OF LEADERSHIP IT MOST NEEDED DURING THE RECENT YEARS OF NATIONAL DECLINE IN NURSING ENROLLMENTS.

PACIFIC LUTHERAN UNIVERSITY GRATEFULLY SALUTES DEAN MOIRA MANSELL FOR HER SELFLESS SERVICE AND LASTING CONTRIBUTION TO HER ENTIRE PROFESSION AND TO THE FUTURE OF OUR SCHOOL OF NURSING IN PARTICULAR.

# PLU this Summer

THROUGH JUNE 30

MONDAY-TUESDAY, JUNE 20-21

### NURSING HONOR SOCIETY

PLU's School of Nursing recently inducted 30 community and student nurses in to the newly established Nursing Honor Society. Senior and graduating students inducted were: SUZETTE BEAN, TRACI BECKEL, JULIE BIBBY, SUSAN BILES, CATHERINE CONKLIN, LISA DEAL, CASSANDRA GABRIEL, THERESA HARROLD, MARGUERITE ISAACS, ELIZABETH JOHNSON, ARCENIA KNAPP, JOANNE MAY, SUSAN MCNEIL, SABRINA SHULTZ, CAROL SPEIRS, NANCY THOMAS, TRACY UNGER, JULIE VAN SLYKE. PLU alumni inducted include: JULIE CALDWELL, KATHLEEN JORDIN, CONSTANCE KIRKPATRICK, CINDY KLEIN, DUANE KUSLER, ELAINE LAMBERT, MONICA LYBECK, SANRA PETERSON, KAREN ROBB, all Tacoma; CORRINE MAURINS, Gig Harbor; BONNIE ROBB, Gig Harbor, HELEN WHITE, Federal Way. Officers installed include: CYNTHIA MAHONEY, President; TERRI KOTTAL, President Elect; ANNE HIRSCH, Vice President; FERN GOUGH, Secretary; SHEILA GOODWIN, Treasurer; SHIRLEY AIKIN, Counselor; and PHYLLIS PAGE, Counselor; all members of PLU's School of Nursing faculty.

# People Builders

*Education And Nursing  
Faculty Members Retire;  
Four Have Given 81  
Years Of Service To PLU*



Moira Mansell



Dorothy Cone



Josephine Fletcher

## By Jim Peterson

The School of Education and School of Nursing each lost its dean and a long-time professor to retirement this spring.

In Education, Dean Kenneth Johnston and Professor Josephine Fletcher completed, respectively, 24- and 25-year careers at PLU.

Nursing bid farewell to Dean Moira Mansell, who assumed her post in 1982, and Dorothy Cone, a 26-year faculty member.

All four retirees have just passed through a difficult decade during which their respective professions faced a declining student pool. Both education and nursing were "women's" professions, historically, and broadened career opportunities for women have decreased the number of young people interested in teaching and nursing careers.

At PLU, nursing has experienced a 25 percent enrollment decline. Education has been holding its own.

But there is evidence that an upswing is imminent. A national magazine reported recently that today's high school students are showing more interest in service careers than their recent predecessors, and applications for schools of education are up. In nursing, Mansell reported that her school's enrollment has leveled off.

"Traditionally, when young people thought of nursing, they thought of hospitals," she said. "Today there are many different employment options, such as community and occupational health or

geriatric care. Employees are offered more innovative work schedules and salaries are improving."

She believes these changes are building renewed interest in nursing.

Of the School of Education, Johnston said, "From the time I came to the present day, we haven't had a downturn. It has been either growth or a plateau."

He noted that his school has enjoyed a remarkable continuity, with only two deans, Anna Marn Neilson and himself, in a half century. "There are still many in the profession who remember Anna Marn with respect and affection," he added.

Fletcher has strong ties with both schools. A 1941 PLU alumna, she joined the nursing faculty in 1963, then took over the guidance and counseling program in Education in 1970. The fact that it is an exceptional program which cannot be conducted by just anyone is illustrated by the fact that Fletcher has remained on staff an extra year while a search has continued for a suitable replacement.

Likewise, Cone has provided a similar careful guiding hand on the nursing curriculum, serving as coordinator since a major curriculum revision in the early '70s. Revisions have continued to be made to reflect changing needs. Particularly in recent years, changes have been made to accommodate more mature students and make part-time enrollment easier.

"We have an increased number of mature students in nursing, people who have deferred pursuit of a career," said Mansell.

All four retirees found their most recent life's calling somewhat by accident. Johnston, a Navy patrol plane commander during World War II, had aspired to be a dentist, but took some post-war education courses with his wife and discovered he liked teaching. Of the immediate future, he said, "I could find more than enough to work full-time, but I want to learn to live as a retiree for awhile."

Cone, conversely, had planned to be an English teacher, but was steered into nursing by a government-sponsored education program.

Fletcher was in Christian education and music with Moody Bible Institute in Chicago for a decade, then became regional field representative and camp director for Pioneer Girls Club. She now plans to continue several hobbies, including model railroading.

Mansell began her career as a practicing nurse. She was a surgical instructor at Emanuel Hospital in Portland when the PLU program began its clinical association there in the early '50s. It created a "soft spot in her heart" for PLU which influenced her later decision to accept the dean's post. She had worked at state schools for 23 years before coming to PLU.

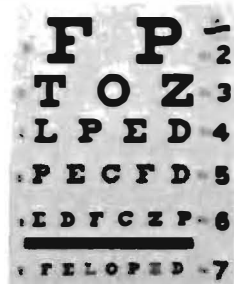
She has enjoyed the PLU atmosphere, a contrast to her earlier experiences. It is "more of a community, more focus on teaching, and student-teacher relationships are close," she said.

Her retiring colleagues echoed her words.

And of all of them could be said, like a description Fletcher once heard of herself and cherished, "They were people-builders." ■



## Health Care



The opportunities in nursing have grown over the years, and the PLU School of Nursing continued to evolve to meet those increasing demands.

There were many positive factors that surrounded the PLU nursing student.

Baccalaureate preparation allowed the student to experience the leadership role, which would be helpful later when the graduate nurse would assume positions of authority. In addition, the low ratio of students to faculty and staff encouraged communication not normally seen in larger institutions.

Preparation for the School was a blend of anatomy, chemistry, microbiology, psychology, and sociology. It was in many of these types of classes that students actually decided to become nurses.

Following prerequisite classes, the students spent the next three years dividing their time between class and laboratory and clinical experiences. Students had scheduled hours in various agencies to actually perfect the skills they had learned in class while at the same time provide quality care. The program used the nursing process as a framework to allow its students an insight into the fields of pediatrics, medical and surgical nursing, obstetrics, community health, and critical care.

Extra-curricular activities included Delta Iota Chi, the professional organization for nursing students. This group of students was active in maintaining contact throughout the School, with other nursing schools in Washington State, and across the country. During the year, five PLU students were elected to state offices.

Quality patient care was a common goal of nursing students. With experience and theoretical knowledge, it was the PLU student that would lead the way in health care.

Lori Anderson



**Opposite Page Top:** Traci Beckel prepares a gavage feeding. **Bottom:** Shannon Hinderer, Patricia Schmutz, and Erin Myklebust check the central venous pressure line. **This Page Left:** Karen Guilles assesses carotid pulses on Marilee Rowe. **Bottom Left:** Nikki Adams checks an intravenous solution. **Below:** Susan Larson inserting a nasogastric tube.

## By Phil Nordquist

In 1920, after three years of disagreements and flip-flopping decisions, the Norwegian Lutheran Church of America decided that Pacific Lutheran Academy in Parkland should be its educational institution in Western Washington. As a result of this decision Columbia College in Everett merged with the Parkland institution and the result was a new junior college, Pacific Lutheran College.

The new institution was incorporated with the state of Washington. The original articles of incorporation (1890) were not invalidated by this action, however, so there were two sets of articles until 1959, when studies leading to university status rectified the situation.

Professor J. U. Xavier, tapped as acting president because he was the oldest and most experienced of the faculty members, would later say, "Speak about headaches! Had it not been for the loyalty of the teachers, I don't know how it would have ended...I was never present at a trustee meeting, nor was I asked to be...I was simply on my own."

There were only 18 students on the first day, but the number grew to 68 by the end of the year.

Most of the old teachers returned after the two-year closure and new people appeared as well. Philip Hauge came in 1920. He had just graduated from St. Olaf College and intended to teach for a few years before attending law school. He finally retired in 1968 after service as professor, registrar, and dean.

Olaf Ordal was selected as president in 1921. He was a long-time parish pastor and had served as a trustee.

Anders Ramstad and Joseph Edwards joined the faculty in 1925. Both had been educated at St. Olaf. Edwards took up the work in music and brought the St. Olaf F. Melius Christiansen style of a *capella* vocal music with him. He founded the Choir of the West in 1927.

Ramstad was a Minnesota farm boy with an amiable disposition, myriad interests, and a capacious memory. He was hired as vice-president, dean of men,



Pacific Lutheran College - circa 1920

purchasing agent, coach, and teacher of mathematics, science, religion, and Norwegian. He soon founded the chemistry department and built the first chemistry laboratory in a converted men's washroom on the third floor of Old Main. He also organized the first football team at PLC in 1926 and coached the remarkably successful women's basketball team. Polly Langlow, the star of that era, set a national scoring record for women in 1926.

*The Mooring Mast* was born in 1924. It is still the student newspaper. It was named to honor the large mooring structure that was built near Ft. Lewis for the appearance of the famed dirigible, Shenandoah. Palma Heimdahl, the first editor, said "enthusiasm and determination" would help fill the needs the college had.

The college faculty, trying to act appropriately collegial, and pushed by accreditation standards, produced a rank, tenure, and salary system by 1922 (there was not much money for salaries, of course) and produced an extensive committee system by 1923 (nine committees for a faculty of ten!).

The Normal Department was accredited by the state in 1925 to great rejoicing. Enrollment continued to grow. The future seemed bright, but inadequate financial resources continued to plague the school.

To cope with this debilitating problem, PLC launched its first endowment fund drive in 1925. The monumental sum of \$250,000 was set as the goal. An experienced fund-raiser was brought in to advise and while the drive began slowly it soon gathered momentum. Forty men from the Midwest came to help in the spring of 1927 (including a pastor named S. C. Eastvold). By August the drive had gone over the top. The PLC *Bulletin* announced with great exultation: "The Goal is Reached, Grand Total, August 5th: \$290,000." It went on to say "A new day has dawned for our college, a brighter future for its activities."

The drive was a great success. The future looked very promising.

With the endowment drive, collegiate status, and accreditation behind him, O. J. Ordal resigned as president in 1928. He was succeeded by Oscar Tingelstad, a PLA alumnus, and one of the most distinguished scholars and administrators in the Norwegian Lutheran Church. Lars Boe, the president of St. Olaf College, said he thought the problem "out there" was now solved. Church officials often referred to PLC as being "out there," as though it were almost lost in space. The problem, in Boe's mind, was money and adequate administrative leadership.

Tingelstad began his presidency with great energy and the production of a sophisticated and comprehensive master plan. The tide certainly seemed to be turning. Slightly more than a year after Tingelstad arrived the Great Depression hit.

(Next time: Oscar Tingelstad)

By Dr. Philip Nordquist  
Centennial HistorianCentennial  
Countdown  
1890-1990

This is the eighth feature in a 20-part series by Dr. Nordquist which will continue through the 1990-91 Centennial Year at PLU. Reprints will be available.

## PLU Nursing Students Reap A Variety Of Spring Honors

Nursing students at PLU reaped a variety of honors during the spring semester.

Julie Van Slyke, a senior from Port Townsend, Wash., received a Fuld Fellowship to attend the Fifth International Conference and Exhibition on Cancer Nursing Sept. 2-9 in London, England.

The fellowship is funded by the Helen Fuld Health Trust of New York City. It pays airfare, housing and a per diem for meals.

Van Slyke was one of 100 selected from among 450 applicants on the basis of grades, recommendations and an essay which expressed her sincere interest in oncology.

It was the PLU School of Nursing's second such honor; in 1986 Ingrid Carlborn received a similar fellowship to attend the conference, then held in Budapest, Hungary.

\* \* \* \* \*

Susan Remmerden of Bellevue, Wash., was recently elected president of the State of Washington Associated Nursing Students. A junior, Remmerden was one of five PLU nursing students elected to state-wide offices in the organization.

Others were Flo Stine of Centralia, Wash., a junior elected first vice-president; Jan Hokenstad, Puyallup, Wash., sophomore, director of membership recruitment; Julie Phelps, Cannon Falls, Minn., junior, director of public relations; and Lori Anderson of Tacoma, a junior elected director of legislation.

Stine was also the recipient of a scholarship from the National Student Nurses Association.

\* \* \* \* \*

Laurie Soine, a senior nursing and communications major from Seattle, was the recipient of the 1988 Don Jerke Memorial Leadership Award at PLU.

The award recognizes outstanding leadership, growth, service and scholarship.

Soine was elected PLU student body president as a sophomore. She has also been president of the campus chapter of the state of Washington Associated Nursing Students and chairperson of campus ministry.

Among many other activities she was a conversation partner for students learning English.

## PLU Nursing Faculty, Students Spark CPR Marathon To New Guinness Record

A new Guinness world record was set by the recent Tacoma-Pierce County CPR Marathon, an event organized by a PLU nursing alumnus.

More than 1,700 citizens, including PLU nursing faculty and students, participated in the marathon, held at the Tacoma Mall. The record was set for the longest duration of continuous CPR performed by a community.

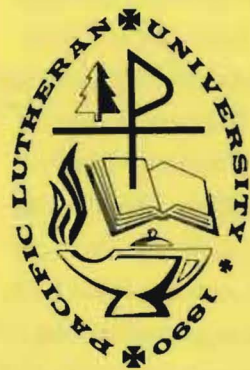
Organizer of the event was Duane Kusler, a December 1987 PLU graduate. Kusler is a registered nurse in the emergency room and trauma center of Tacoma's St. Joseph Hospital, but organized the marathon in his role as public education specialist for the Tacoma Fire Department.

"Our intent was to increase public awareness of the need to learn CPR," said Kusler. "Success was evident at the Red Cross and Pierce County Emergency Medical Services, where phones were 'ringing off the hook'

with callers wishing to sign up for CPR classes.

"My degree in nursing gave me the skills I needed to plan, organize and run the marathon."

Kusler was later among 176 nominees for Seattle *Post Intelligencer* Jefferson Awards, which annually are presented to state residents who have enriched the lives of others. At PLU he was the recipient of the Hedvig Arthur Memorial Scholarship.



**Acknowledgements:**

Special thanks to Shirley Aikin - Faculty Advisor

- Pinning Committee members
- Level VI Students
- Pinning Ceremony Chairpersons: Jamie Cook & Susan Trotter
- SWANS members for their participation.

*A general thanks to all who made this ceremony possible.*



*Today, we share  
words and beginnings,  
hopes and songs,  
expectations for the future . . .*

*To accomplish great  
things, we must not only act,  
but also dream,  
not only plan, but also  
believe.*



PACIFIC LUTHERAN UNIVERSITY  
SCHOOL OF NURSING

**PINNING CEREMONY**

August 19, 1988  
1:00 p.m.

**PROCESSIONAL** ..... Charlene Crow-Shambach, M.A., R.N.  
"Processional of Joy" ..... written by Dr. Lawrence J. Meyer

**INVOCATION** ..... Reverend Susan Briehl  
*University Pastor*

**HYMN** ..... #551  
"Joyful, Joyful, We Adore Thee" (vs. 1 & 3)

**GREETINGS** ..... Dr. Carolyn Schultz, Ed.D., R.N.  
*Associate Professor*

**STUDENT SPEAKER** ..... Ellen Hinderlie

**FACULTY SPEAKER** ..... Constance Hansen, M.N., R.N.  
*Assistant Professor*

**PINNING CEREMONY**

**Presiding** ..... Dr. Moira Mansell, Ph.D., R.N.  
*Dean, School of Nursing, PLU*

**Pinning** ..... Constance Hansen, M.N., R.N.  
*Assistant Professor*  
Constance Kirkpatrick, M.S., R.N.  
*Assistant Professor*  
Lois Rhoades, M.P.H., R.N.  
*Assistant Professor*  
Helen White, M.N., R.N.  
*Lab Skills Coordinator*

**STUDENT SPEAKER** ..... Susan Trotter

**BENEDICTION** ..... Reverend Susan Briehl  
*University Pastor*

**RECESSIONAL AND POSTLUDE** .. Charlene Crow-Shambach, M.A., R.N.  
Please remain seated during processional and recessional

RECEPTION IMMEDIATELY FOLLOWING IN THE CHURCH HALL

**August 1988 Graduates**

Margaret Akau

Suzette Bean

Julie Bibby

Kimber Buckholz

Jamie Cook

Judith Czerwinski

Lisa Deal

Danielle Eason

Nan Erickson

Cassandra Gabriel

Naomi Garcia

Pamela Miller

Ellen Hinderlie

Leah Hominda

Lenora Horton

Marguerite Isaacs

Kimberly Kiekel

Susan McNiel

Marcia Nachtwey

MaryBeth Pribilsky

Arleta Reese

Paula Rutherford

Nancy Symonds

Susan Trotter

Leslie Ward

# Pinning Ceremony August 19, 1988



# SUMMER SESSIONS

Early Session: May 23 - June 17

Term 1: June 20 - July 15

Term 2: July 25 - August 19

Summer Sessions 1988

PACIFIC  
LUTHERAN  
UNIVERSITY

Tacoma, Washington 98447

## Nursing

### **NURS 424 Physiological Nursing II (4)**

12-Week Session: May 31-August 19

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the biopsychosocial disruptions and means of restoring balance to an optimal level of functioning. Prerequisite: NURS 354, Physiological Nursing; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 434, Community Health Nursing and NURS 444, Clinical Practicum.

9:45 am-12:45 pm, W, R-203. Lab: Sec A: 8-9:30 am, F, R-317. Sec B: 9:30-11 am, F, R-317. Tuition: \$251 per semester hour. A. Hirsch/S. Aiken

### **NURS 434 Community Health Nursing (4)**

12-Week Session: May 31-August 19

Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introduction to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisite: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 444, Clinical Practicum II.

8-9:15 am, 1:30-3:30 pm lecture. Discussion 3:30-5:30 pm, R-203. Tuition: \$251 per semester hour. E. Smith

### **NURS 444 Clinical Practicum II (4)**

12-Week Session: May 31-August 19

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisite: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 434, Community Health Nursing. Clinical: Sec A, T, 7 am-3:30 pm and M, 8 am-12:15 pm; Sec B, M, 12:45-4:30 pm and R, 7 am-3:30 pm. Tuition: \$251 per semester hour. E. Smith/S. Aiken/A. Hirsch

### **NURS 464 Leadership in Nursing (4)**

12-Week Session: May 31-August 19

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisite: NURS 424, Physiological Nursing II and NURS 434, Community Health Nursing; concurrent enrollment in NURS 478, Senior Practicum. 8-11:15 am, W, R-204. Plus discussion. Sec A, W, 1-3:15 pm, R-204. Sec B, W, 1-3:15 pm, R-205. Tuition: \$251 per semester hour. J. Fanslow/C. Schultz

### **NURS 478 Senior Practicum (8)**

12-Week Session: May 31-August 19

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisite: NURS 424, Physiological Nursing II and NURS 434, Community Health Nursing; concurrent enrollment in NURS 444, Clinical Practicum II; concurrent enrollment in NURS 464, Leadership in Nursing. Lab 32 hours per week, TBA. First class meets May 31, 8 am-4 pm, R-204. Tuition: \$251 per semester hour. C. Schultz/J. Fanslow

### **NURS 492 Independent Study: School Nurse Practicum (2)**

June 20-August 19

Prerequisite: Permission of the Dean. School Nurses only. Concurrent with NURS 521. Tuition: \$160 per semester hour. J. Fanslow

### **NURS 493 Independent Study School Nurse Practicum (1)**

12-week Session: May 31-August 19

School nurses only. Prerequisite: Concurrent enrollment in NURS 522 and permission of the Instructor. Tuition: \$160 per semester hour. J. Fanslow

### **NURS 521 Introduction to School Nursing (4)**

Term I: June 20-July 15

RNs only. Focus on the total assessment of school age children and adolescents, including exceptionalities. Application of the nursing process to problems common to the K-12 age group and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Tuition: \$160 per semester hour.

8:00 am-12:15 pm, MTWRF, R-206. G. Synoground

### **NURS 522 School Nursing II (3)**

Term I: June 20-July 15

RNs only. Application of advanced health assessment in care of school aged students (K-12), consultation, and school health program development and evaluation. Emphasis on applying concepts of management, evaluation, and research to school nursing based on the major roles of the school nurse. Tuition: \$160 per semester hour.

2:00-4:45 pm, MTWR, R-206. G. Synoground

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## SUMMER COMMENCEMENT, 1988

Eastvold Auditorium - Pacific Lutheran University  
Friday, August 19, 1988 - 7:00 p.m.

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### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Margaret Ann Akau  
Suzette Lyn Bean, *Magna cum laude*  
Julie Anne Bibby, *Cum laude*  
Kimber Lee Buckholz  
Jamie Marie Cook  
Judith Louise Czerwinski  
Lisa Waslenko Deal, *Summa cum laude*  
Danielle Rae Eason  
Nan Helene Erickson  
Cassandra Marie Gabriel, *Magna cum laude*  
Naomi Dee Garcia  
Ellen Elizabeth Hinderlie  
Leah Louise Hominda  
Lenora P. Horton  
Marguerite Carmel Isaacs, *Cum laude*  
Kimberly Ann Kiekel  
Susan Marie McNeil, *Magna cum laude*  
Pamela Gail Miller  
Marcia J. Nachtwey  
MaryElizabeth Pribilsky  
Arleta Ann Reese  
Paula Rosalind Rutherford  
Nancy Lynn Symonds  
Susan Lynn Trotter  
\*Leslie Lynn Ward

Summa Cum Laude 3.9+; Magna Cum Laude 3.7+; Cum Laude 3.4+  
This program does not constitute an official graduation list.





# Wellness clinic continues service to community

By Kelly Larson  
The Mooring Mast

With the rising cost of health care, inexpensive and effective health screening can be tough to come by. But many members of the local community are finding the answer to the cost of health screening at PLU's Wellness Clinic, said nursing professor Joan Stiggelbout, director and founder.

She said more than 300 people have visited the Wellness Clinic since it opened full time in 1987 for low-cost nursing services.

The clinic, one of six programs under the PLU-directed Family and Children's Center at East Campus, is operated by School of Nursing faculty, volunteers and nursing students.

Services provided at the clinic include physical exams for school or sports, immunizations and quick checkups of blood pressure, heart rate, weight, hemoglobin and urinalysis.

Stiggelbout first established a Wellness Clinic in Olympia while on sabbatical in 1984. She thought a low-cost clinic at PLU could benefit the surrounding community.

"I knew the clinic could be of service to the Parkland community as well as PLU families," said Stiggelbout.

The clinic first opened in the spring of 1986 on a part-time basis, and didn't obtain full-time status until December of 1987.

Lu Hefty, coordinator of the clinic, said the main objective of the Wellness Clinic is health promotion and disease prevention at a low cost.

Hefty said almost 50 percent of the clients come for advice and are often referred to physicians or medical services. She said the clinic is strictly for health screening. If medication or treatment is needed they refer the patient to the proper facility.

"We handle the well people and if there is illness, we refer them to a physician or medical, surgical or psycho-social facilities," she said.



Assistant nursing professor Joan Stiggelbout treats a patient at the low-cost Wellness Clinic located on East Campus.

Hefty said donated supplies, along with the volunteers, keeps the cost within the budget of most families, no one is turned away if they can't afford it.

"We will see people regardless of their ability to pay the fees," Stiggelbout said.

Grants, volunteers and donations of equipment and supplies from PLU and the local community got the clinic off and running at part-time hours in 1986.

The Wellness Clinic expanded to full-time hours in the spring of 1987 and presently is funded solely from the minimal fees charged for each appointment.

Currently, three faculty members from

the school of nursing are volunteering their time at the Wellness Clinic: Stiggelbout, the founder and director of the clinic, Yukie Yumibe and Hefty.

Stiggelbout and Yumibe also teach nursing classes at PLU, while Lu Hefty volunteers all of her time coordinating the clinic. All three are registered nurses.

Two student nurses are also working at the clinic to fulfill their clinical requirements in the nursing program.

"It is not only clinical experience for the student nurses, but clinical experience for the faculty as well," Hefty said.

An increase in clientele and visits from

1987 has forced the clinic to expand hours, said Hefty. The clinic presently operates about 8 a.m. to 5 p.m. on Monday and Wednesday and from 9:30 - 11:30 a.m. and 1:30 - 3:30 p.m. on Tuesdays and Thursdays.

Hefty said the staff services two to three dozen clients a week, half from appointments and half from drop-in visits.

Sue Jones, a PLU senior with two children, is pleased with the quality of care her children received at the clinic.

"There was a real caring there and because they had time to spend, they could show it," she said.

## Continuing Nursing Education Classes Set

Five of seven fall courses offered this fall by the PLU Continuing Nursing Education program begin in October, November or December.

"Dementia in the Elderly: Enhancing Nursing Practice," is offered Oct. 6 in Fife. "Introduction to Computer Technology in Nursing" is Oct. 21 in Tacoma.

"Core Concepts in Critical Care Nursing" is a 12-session course that begins Nov. 1.

"Computers in Patient Care" meets Nov. 18 and "Computerized Tools for Nurse Managers" is set for Dec. 2.

"Core Concepts" is an 85-contact hour course. All others are 6-6.5 hours.

For more information call Cynthia Mahoney, CNE director: (206) 535-7685.

Pacific Lutheran University Tacoma October 1988

## Wellness Clinic Offers Low-Cost Services To Community

The Wellness Clinic, located in the PLU Family and Children's Center, provides low-cost nursing services to the local community.

Health screening is available to people of all ages, from infants to elderly, according to coordinator Lu Hefty.

Services are offered by the PLU School of Nursing. They include physical exams and immunizations for school, sports or general need, she said.

Clinic hours are 9-11 a.m. and 1:30-3:30 p.m. Monday through Thursday. Drop-ins are welcome for brief checkups, advise and referrals. Appointments are made by calling 535-7354.

The Mooring Mast, Oct. 14, 1988 Page 3

# PLU nursing school bows to national trend--shrinking enrollment

By Dell Gibbs  
The Mooring Mast

Since Florence Nightingale during the Crimean War, the nurse has been the symbol of quality medical care in America. Nurses have always been available, providing aid and comfort to their patients.

But now, nurses are becoming harder and harder to find. The American medical system is facing a severe shortage of nurses and the crisis may be getting worse, said Anne Hirsch, associate professor of nursing and the nursing curriculum coordinator at the PLU School of Nursing.

Consequently, enrollment in nursing programs is down 20 percent since 1983, Hirsch said.

This decrease is being felt at the PLU

School of Nursing as well, said Moira Mansell, dean of the school.

"Our enrollments are down in the last three years," she said.

Mansell said the school used to admit 48 students every fall and spring. Now, it admits 40 new students in the fall and 30 in the spring.

Currently, 14 percent of all Registered Nurse (RN) positions in the United States are vacant, Hirsch said. Because of this shortage, there will be a serious patient care crisis by 1990. This shortage is due to several factors, Hirsch said.

For one, fewer women are deciding to become nurses, Hirsch said. Ninety-seven percent of all nurses in America are women because men don't consider nursing a viable career. Many women who

would have become nurses in the past do not see it as a lucrative career and are deciding to enter other fields, she said.

Also, the pool of high school-age students is decreasing, which means there will be fewer students attending college in the next several years, Hirsch said.

Furthermore, Americans are living longer, putting an added burden on the American medical system, Hirsch said. People with illnesses that used to be fatal can now be kept alive through new medicines and technology. These patients, however, require more nursing care.

The AIDS epidemic is also taxing limited medical resources, Hirsch explained. In many large American cities, hospitals are so swamped by AIDS patients that it's hard to find room for other patients.

AIDS patients also require special hospital care.

PLU is doing its part to help ease the nursing crunch, Hirsch said. Faculty members are busy visiting local high schools, trying to recruit nursing students.

Part of the problem in attracting new students is that nursing programs are extremely demanding. PLU's program is also rigorous, Hirsch said.

"I think if you talk to any student, it's a real tough program," she said.

The federal government, along with many state governments, is taking steps to ease the shortage.

One piece of federal legislation, the Nursing Education Act, would dramatically increase the overall budget for nursing loans and scholarships. Hirsch said that bill has been passed by both the U.S. House of Representatives and the Senate and is awaiting budgetary approval.

Washington State is offering scholarships to nursing students, Hirsch said, but they mostly target students who are pur-

suing two-year Associate nursing degrees rather than four-year Baccalaureate degrees.

The American Medical Association is attempting to ease the shortage by introducing a new category of medical personnel called registered care technologists, Hirsch said. The technologists, who would have only six to nine months of training, would take over many of the registered nurses' responsibilities, such as administering medication and intravenous injections. Hirsch called the establishment of the new category "really inappropriate."

Mansell said nursing has other rewards rather than just pay and benefits.

"Part of the reward comes from the interpersonal aspect, being able to see clients get well and being appreciated," she said.

A change is also occurring in the role of the nurse in medical system. Nursing is getting a "more positive, professional image," Hirsch said. Nurses are no longer seen as "gophers," she added, but are playing a larger role in patient analysis and treatment.

Hirsch said many employers of nurses, such as hospitals and nursing homes, are taking positive steps to make nursing careers more attractive.

Getting to that first job can be exasperating, however. Marilee Rowe, a nursing student at PLU, said she spends an average of eight hours a day, six days a week working to keep up with the program's tough curriculum. That estimate does not include major projects, such as term papers and professional papers.

Despite all the hard work, Rowe said she feels she belongs in the nursing program.

"This is where I want to be, the only place I can be," she said.



Photo Services

A scarcity of nurses, such as PLU's School of Nursing, may lead to a health care emergency in the next few years.

## Nursing Honor Society Established At PLU

A Nursing Honor Society has been established by the PLU School of Nursing.

The Honor Society is a preliminary step to becoming a member of Sigma Theta Tau, an international nursing honor society established in colleges and universities worldwide. Its purpose is to recognize superior achievement in nursing, encourage leadership development, foster high nursing standards, stimulate creative work and strengthen commitment to the ideals of the profession.

Thirty community and student nurses were inducted into the new society last May, and officers were elected. Cynthia Mahoney, director of nursing continuing education at PLU, is the first president.

The PLU Nursing Society and a similar organization at Seattle Pacific University have been incorporated into Psi Chapter-At-Large-University of Washington, PLU, SPU.



Chris Browning



Ann Kelleher



Anne Hirsch

### Three PLU Professors Honored For Teaching Excellence

A commitment to excellence in teaching at Pacific Lutheran University has been supported for the three years by the Burlington Northern Foundation Faculty Achievement Awards program.

Awards are presented to three outstanding professors each year. This fall's recipients are history professor Christopher Browning, nursing professor Anne Hirsch and political science professor Ann Kelleher.

Browning has been described by one fellow professor as "the brightest and most intellectually responsible and incisive colleague I have ever known." Another called him a "brilliant lecturer" who receives "excellent" teaching ratings from the vast majority of his students.

An expert on the Holocaust and Nazi policy, he has presented four papers during the past year: two at international conferences in Paris and Philadelphia and two at national professional conferences. He has also published two articles.

Hirsch is committed to high standards, yet has strong rapport with students, and students seek her counsel long after they have completed course work with her, says a colleague.

The entire 1988 senior nursing class signed a glowing letter in support of her nomination.

She was recently published in the *Western Journal of Nursing Research*, and presented a paper at the national Nurse Honor Society convention in San Francisco.

Kelleher is described as a demanding, thorough and exciting teacher who spends a great deal of time with students out of class. She also chairs the Global Studies committee and recently served as director of international education at PLU.

Last spring she presented papers at the International Conference on the United Nations Role in World Peace, held in Washington, D.C., and the annual meeting of the International Studies Association. She also published a book chapter on U.S. policy in Central America.

The faculty achievement award has been funded for the past three years by a \$13,500 grant from the Foundation. Recipients are selected from among nominations submitted by all campus schools and divisions.

The grant is intended to encourage and recognize effective teaching and meritorious scholarship, particularly during the past year, with special emphasis on classroom teaching. All three recipients were cited for exemplary teaching.

The Foundation recently announced a second \$13,500 grant to PLU to fund the program through 1991.

Previous award recipients were Stuart Bancroft and Gerald Myers, business administration; Stanley Brue, economics; Paul Menzel, philosophy; William Becvar, communication arts; and Ed Clausen, history.

## MID-YEAR COMMENCEMENT, 1988

Olson Auditorium, Pacific Lutheran University  
Saturday, December 10, 1988 - 10:30 a.m.

### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Marietta Jean Centko  
Gale Marie Coats  
Richard Paul Fink  
Valerie Marie Hilden  
Marlene Kay Johnson  
Kathryn Ann Lewis  
Jeanette Lynne Morehouse  
Peggy Ann Nordeen, *Cum Laude*  
Becky Jean Prideaux  
Carol Lucille Speirs  
Jill Marie Strandness  
Karen Marie Tjersland  
Charisse Helen Tregoning  
Denise Lynn Vanaman  
Wanda Cheney Williams  
Kim L. Zimmerman

# Class of 1989

## Class of 1989

Adams, Jean  
Adams, Nikki  
Alvestad, Carey  
Anderson, Lori  
Barrett, Amy  
Beckel, Traci  
Bemrose, Shelley  
Bensetler, Kathleen  
Biles, Susan  
Bontemps, Ramona  
Bradshaw, Susan  
Bruder, Teresa  
Buendia, Lyn  
Cooper, Christine  
Davis, Gladys P.  
Duong, Thanh-Chau  
Foslien, Jodi  
Gerras, Kimberly A.  
Ghosn, Jana  
Gilliam, Nellie  
Grosen, Marie  
Harwood, Sandra J.  
Hayes, Betty J. Rickett  
Hinderer, Shannon  
Holifield, Elizabeth  
Huffman, Anne  
Johns, Crystal  
Keeton, Audrey  
Kerrigan, Patricia  
Laforest, Louise  
Lapid, Cynthia  
Larson, Susan  
Lim, Theresa  
Linguist, Leah  
Lovejoy, Andrea  
Marken-Gjerness, Deborah  
Moorthy, Angelia D.  
Myklebust, Erin  
Nichols, Lisbet  
Oswald, Anita  
Pelley, Cynthia  
Phelps, Julie J. Wilcox  
Rasmussen, Lori  
Richardson, Kathleen N. Tuttle  
Rutherford, Karen  
Sanquist, Carrie  
Scanlan, Sera  
Schmidt, Kristin  
Schmitz, Patricia  
Schwab, Helene M. Linck  
Smith, Ronna  
Stomsvik, Lynn  
Swenson, Beth E.

Thomas, Nancy  
Thompson, Doris  
Tonnesen, Lisle  
Van Slyke, Julie  
Velliquette, Sandra  
Voller, C.  
Wargacki, Joseph  
Wilder, Bernice J. Murray  
Zurfluh, Marianne

# School of *Nursing*

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

The School of Nursing is a professional school which combines professional and liberal arts studies in assisting students to develop a sense of responsibility for acquiring the attitudes, knowledge, and skills necessary for meeting nursing needs of individuals, groups, and communities.

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for both basic and registered nurse students and the Master of Science in Nursing with areas of concentration in nursing administration, school nursing, and a clinical specialty.

Education Staff Associate certification for School nurses is individually designed through a consortium consisting of a school district, related professional associations, and Pacific Lutheran University (subject to Washington State certification requirements).

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

The basic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as registered nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. There is a special sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. The program provides a foundation for graduate study in nursing.

Under the direct supervision of its faculty members, the School uses facilities of hospitals, health agencies, and schools in the community to provide optimal clinical learning experience for its students.

The School of Nursing is accredited by the Washington State Board of Nursing and by the National League for Nursing. It is a charter member of the Western Council on Higher Education for Nursing.

## *FACULTY*

Mansell, *Dean*; Aikin, Carpenter, Egan, Fanslow, Goodwin, Gough, C. Hansen, Herman-Bertsch, Hirsch, Kirkpatrick, Klisch, Kottal, L. Olson, Page, Rhoades, Schultz, Smith, Stiggelbout, Yumibe.

## *FACULTY*

Kellmer, *Dean*; Aikin, Carpenter, Egan, Fanslow, Goodwin, Gough, C. Hansen, Herman-Bertsch, Hirsch, Kirkpatrick, Klisch, Kottal, L. Olson, Page, Rhoades, Schultz, Stiggelbout, Yumibe; Assisted by Crow-Shambach and Mahoney.

# COURSE OFFERINGS

The following courses are being phased out for nursing students. The term of final offering is indicated at the end of course descriptions.

## 214 SOCIALIZATION TO NURSING

Introduction to historical perspectives and current trends in professional nursing and nursing education. Concepts of self and society, wellness, human needs, nursing process, and health care systems. Framework for developing effective communication skills and helping relationships. Community experiences with well-elderly clients. Prerequisites: Admission to the nursing major, PSY 101, and prior or concurrent enrollment in SOC 101. (4) RN/BSN students only.

## 220 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adult clients in hospitals or nursing homes. Prerequisites: BIOL 201, 205, and 206; NURS 214; concurrent enrollment in NURS 224. (4) RN/BSN students only.

## 224 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on beginning assessment techniques as part of the nursing process. Introduction to the use of health resources, the influence of eco-systems, and the role of the health team in wellness promotion. Prerequisites: BIOL 205 and 206; CHEM 105; NURS 214; prior or concurrent enrollment in PSY 335 (or EDUC 321); concurrent enrollment in NURS 220. (4) RN/BSN students only.

## 334 NURSING PROCESS; INDIVIDUALS AND FAMILIES

Basic interruptions in human bio-psycho-social processes with resultant health disruptions. Selected situational and maturational crises affecting individuals and families. Development of psychomotor skills and nursing interventions within the framework of the nursing process. Prerequisites: 220, 224; concurrent enrollment in 344. (4) RN/BSN students only.

## 344 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle. Physiological and psycho-sociocultural aspects of childbearing. Theory and clinical application in physicians' offices, hospitals, and home environments. Prerequisites: 220, 224; concurrent enrollment in 334. (4) RN/BSN students only.

## 354 PHYSIOLOGICAL NURSING I

Content focuses on selected complex pathophysiological disorders of children and adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to assist in meeting the physiological and psychosocial needs of clients and families. Prerequisites: 334, 344; concurrent enrollment in 384, 394. (4) (last offered fall 1988)

## 384 PSYCHOSOCIAL NURSING

Introduction to selected acute and chronic psychiatric disorders of adults. Emphasis on psychopathological aspects of illness and nursing interventions using interpersonal and other contemporary modalities in the care of clients with mental health problems. Prerequisites: 334, 344; concurrent enrollment in 354, 394. (4) (last offered fall 1988)

## 394 CLINICAL PRACTICUM I

Clinical laboratory for Nursing 354 and 384. Application of theoretical principles based on concepts of pathophysiology and psychopathology to the care of clients using the nursing process as a framework for holistic care. Development of interpersonal and technical skills. Prerequisites: 334, 344; concurrent enrollment in 354, 384. (4) (last offered fall 1988)

## 424 PHYSIOLOGICAL NURSING II

Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the bio-psycho-social disruptions and means of restoring balance to an optimal level of functioning. Prerequisites: 354, 384, 394; concurrent enrollment in 434, 444. (4) (last offered summer 1989)

## 434 COMMUNITY HEALTH NURSING

Identification of major public health problems, level of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 444. (4) (last offered summer 1989)

## 444 CLINICAL PRACTICUM II

Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisites: 354, 384, 394; concurrent enrollment in 424, 434. (4) (last offered summer 1989)

## 464 LEADERSHIP IN NURSING

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: 424, 434, 444; concurrent enrollment in 478. (4) (last offered fall 1989)

## 478 SENIOR PRACTICUM

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: 424, 434, 444; concurrent enrollment in 464. (8) (last offered fall 1989)

The following courses have been phased in for nursing students, as of the fall semester 1987.

## 100 MEDICAL TERMINOLOGY

Study of over 350 word elements and the application of those terms in understanding over 10,000 complex medical words in their appropriate context. Application of these terms to anatomical and pharmacological references. (1)

## 212 INTRODUCTION TO THE HEALTH CARE SYSTEM

Socio-cultural, political, economic, ethical, and legal issues influencing contemporary health care. Focus on major health problems and health care delivery systems. Historical perspectives and trends in professional nursing and nursing education. Open to non-majors. Prerequisite: Sophomore standing. (2)

## 222 SELF CARE COMPETENCIES

Factors contributing to healthy life styles and personal responsibility for health maintenance. Nursing roles in health promotion including stress management, nutrition, self medication, and substance abuse. Framework for effective communication skills and helping relationships. Open to non-majors. Prerequisites: Sophomore standing, consent of instructor. (2)

## 253 COMMONALITIES IN NURSING CARE

Introduction to the use of the nursing process and psychomotor skills in client care. Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experience with adults in extended care facilities. Prerequisites: Admission to the School of Nursing, BIOL 201, 205, 206; NURS 212, 222. (3)

## 263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 222. (3)

## 273 PATHOPHYSIOLOGY

Pathophysiological concepts associated with human responses to real and potential threats to health. Immune response, reaction to injury and infection, pain, disturbances of circulation and respiration, neurological dysfunction and abnormal cell growth as clinical manifestations of selected disorders organized around a framework of categories of human functioning. Prerequisites: BIOL 201, 205, 206. (3)

## 322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: Prior or concurrent enrollment in NURS 324. (2)

## 324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 253, 263, 273 and concurrent enrollment in 322. (4)

## 333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psycho-social processes with resultant health deviations. Focus on selected pathophysiological disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 253, 263, 273, and concurrent enrollment in 342. (3)

## 342 PHYSIOLOGICAL NURSING I: CLINICAL

Clinical application of concepts of pathophysiology and psychopathology to the care of adult clients in hospital settings. The nursing process as framework for professional practice. Prerequisites: Concurrent enrollment in 333. (2)

## 352 NURSING IN THE CHILDBEARING YEARS

Individual and family adaptations throughout the pregnancy cycle. Physiological and psychosocial-cultural aspects of childbearing. Prerequisites: 322, 324, 333, 342; SOC 330 (2) (first offered spring 1989)

## 362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Concurrent enrollment in 352. (2) (first offered spring 1989)

## 372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOC 330, and concurrent enrollment in NURS 382. (2) (first offered spring 1989)

## 382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Concurrent enrollment in 372. (2) (first offered spring 1989)

## 392 NURSING RESEARCH

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: 322, 324, 333, 342. (2) (first offered spring 1989)

## 423 PHYSIOLOGICAL NURSING II

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362, and concurrent enrollment in 433. (3) (first offered fall 1989)

## 433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Concurrent registration in 423. (3) (first offered fall 1989)

## 436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 352, 362, and concurrent enrollment in 453. (3) (first offered fall 1989)

## 453 COMMUNITY HEALTH NURSING: CLINICAL

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Concurrent enrollment in 443. (3) (first offered fall 1989)

## 462 LEADERSHIP IN NURSING

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: Senior standing in nursing. (2) (first offered spring 1990)

## 472 ISSUES AND TRENDS IN NURSING

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: Senior standing in nursing. (2) (first offered spring 1990)

## 473 COMMUNITY AS CLIENT

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 443, 453, prior or concurrent enrollment in 462, 472, and senior standing in nursing. (3) (first offered spring 1990)

## 474 NURSING SYNTHESIS

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462, 472, senior standing in nursing. (4) (first offered spring 1990)

## 491, 492 INDEPENDENT STUDY

Prerequisite: Permission of the dean. (1-4)

The following courses are being phased out and will be offered for the last time fall 1989.

## 464 LEADERSHIP IN NURSING

Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisites: 424, 434, 444; concurrent enrollment in 478. (4)

## 478 SENIOR PRACTICUM

Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisites: 424, 434, 444; concurrent enrollment in 464. (8)

### Nursing

#### PHARMACOLOGY

##### **NURS 232** 2 semester hours J. Herman-Bertsch

This course focuses on pharmacologic principles and selected drugs using a systems format. Content will include drugs affecting the central nervous, cardiovascular, respiratory, urologic, endocrine, gastrointestinal, integumentary systems as well as psychotropic drugs, chemotherapeutic agents and eye and ear drugs. Consumer teaching needs to be considered.

At the completion of the course, students will be able to correlate drug actions and uses with the pathophysiology of specific diseases; identify correct dosage ranges, routes of administration, common side effects, drug interactions, contraindications and precautions; and develop consumer teaching plans for common drug groups.

Evaluation will be based on performance on two quizzes, two examinations and quality of consumer teaching plans.

**REQUIREMENT FILLED:** Elective in Nursing  
**RESTRICTIONS OR PREREQUISITES:** Tally cards are required. Previous Anatomy & Physiology, Pathophysiology or permission of instructor required.  
**COURSE LEVEL:** This course is designed for majors or advanced students.  
**MAXIMUM ENROLLMENT:** 25  
**MEETING TIME AND PLACE:** 12:00-3:00 p.m., W&F, R-206

#### **GERONTOLOGY: A STUDY OF AGING--NOW AND INTO THE 21st CENTURY**

##### **APHS 310** 4 semester hours L. Rhoades, Y. Yumibe

What can we do in our youth to influence our aging? Limitless opportunities for change exist for today's college student to preserve health and vitality and increase predicted life expectancy.

This course presents an overview of opportunities for change. The focus on aging will include the current myths, trends, lifestyles, and health of the fastest-growing segment of our population, and the course will offer possible scenarios for the future. Aspects of aging, including biological, sociological, psychological, emotional, cultural and spiritual will be examined.

The impact of aging on individuals, families, communities and environments will be analyzed, and increasingly controversial political, ethical, and legal concerns will be addressed from a contemporary perspective.

All these aspects of aging will be considered from the viewpoint that individuals may seize numerous opportunities for change in order to enhance life.

Teaching methods will be lectures, movies, discussion and field study. Evaluation will be based on attendance, class participation, two tests and one paper.

**REQUIREMENT FILLED:** Interim  
**COURSE LEVEL:** This course is designed for all students.  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 40  
**MEETING TIME AND PLACE:** 2:00-5:00 p.m. daily, R-204

#### **THE SURGICAL EXPERIENCE**

##### **NURS 312** 4 semester hours F. Gough

This is a patient-centered study of the nursing care required for patients undergoing surgical intervention. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the operating room with selected experiences in "scrubbing" and "circulating," in pre- and post anesthesia recovery areas, and in out-patient ambulatory surgery.

Students will be evaluated by written work (completion of a study guide, a journal of various experiences and self evaluation to be turned in at the completion of the course) and satisfactory clinical performance.

**REQUIREMENT FILLED:** Interim  
**RESTRICTIONS OR PREREQUISITES:** Tally cards are required.  
**COURSE LEVEL:** This course is designed for majors or advanced students.  
**GRADING SYSTEM:** H, P, NC  
**COST IN ADDITION TO TUITION:** Transportation, meals, text  
**MAXIMUM ENROLLMENT:** 10  
**MEETING TIME AND PLACE:** Students will spend eight hours during week days in the clinical facility, rotating through selected assignments. With the exception of 2-3 days of late afternoon assignments, students will be scheduled from 7:00 a.m.-3:30 p.m.

#### **OPPORTUNITIES IN NURSING**

##### **APHS 313** 2 semester hours A. Hirsch

This course will provide students the opportunity to imagine and explore their future in health care. The roles and functions of nurses in a variety of diverse settings will be discussed and the "expanded role" of the nurse explored. Through lecture, discussion, guest speakers and field trips students will be exposed to the realities of rehabilitation, oncology, psychiatric trauma, critical care, renal dialysis, burn, flight, military and overseas nursing and the roles of practitioners, midwives, educators, researchers and anesthetists. Issues related to the expanded role of the nurse, such as liability, cost containment and third-party reimbursement, will be discussed.

Class participation and a paper exploring a topic of choice related to professional nursing practice is the method of evaluation for this course.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 50  
**MEETING TIME AND PLACE:** 1:00-4:00 p.m., M&W, R-205

#### **WHAT'S A COMPUTER DOING IN HEALTH CARE?**

##### **APHS 314** 2 semester hours S. Goodwin

This course is designed to enhance the learner's appreciation of how a "high tech" computer fits into the "high touch" field of health care. A historical review of computers, jargon interpretation, and ethical implications will provide the foundation for the course. Specific examples of computer applications in health care settings will include national networking systems, hospital administration and ambulatory care settings. An in-depth exploration of computer usage in nursing will include administration, patient care, education, and research. Learning activities will be aimed at increasing personal computer literacy through lecture and discussion. Off-campus field trips and hands-on computer experience are the learning dynamics of the course. Assignments will involve development of a short Computer Assisted Instruction (CAI) program, a data base project, and a mini-research project, using computer application (no programming skills needed). Evaluation will be based on three projects and one quiz. Computer experience is not a prerequisite for the course.

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** H, P, NC  
**MAXIMUM ENROLLMENT:** 20  
**MEETING TIME AND PLACE:** 9:00 a.m.-12:00 noon, M&W, R-206

#### **GROWING WHILE LOSING**

##### **APHS 315** 2 semester hours J. Fanslow

This is a course on loss from a Christian perspective. It will focus on losses experienced in life and death, how these losses are grieved and the personal growth achieved. Content will be presented and discussed in an open-ended manner while looking at the personal impact of loss. Select theoretical concepts and scripture will be presented in relationship to course content. Content will include: grief and grieving; life's losses (physical, psychological, social, personal possessions and significant others); losses related to death; aloneness and forsakenness; what one can bear (one's potential/capacity); rebirth--casting one's burdens; and tying up loose ends.

Students will be expected to participate actively in class discussions, attend all classes and write a paper. The paper will focus on one type of loss people are faced with in their lives and the positive growth that can occur based on the hope God proclaimed in the Bible.

Course evaluation will be based on class attendance (50%) and the final paper (50%).

**REQUIREMENT FILLED:** Interim  
**GRADING SYSTEM:** A, B, C, D, E  
**MAXIMUM ENROLLMENT:** 30  
**MEETING TIME AND PLACE:** 9:00-12:00, T&R, R-206

#### **CHANGING ATTITUDES AND VALUES TOWARD TOUCH: AN INTRODUCTION TO MASSAGE**

##### **APHS 317** 1 semester hour M. Carpenter

Touch can bring about dramatic changes in the body--relaxation, restoration, regulation, regeneration. Skin has an integrative factor for health and wholeness.

The focus of this course is the promotion of well being through touch. Participants will have an experiential introduction to massage. Topics will include: purpose, effect, principles, procedures, attitudes, techniques and use of effleurage, petrissage, friction, tapotement; with application to the back, extremities, head and abdomen.

This course is open to any student, and is held on campus in Ramstad from 4:00-5:50 (Monday through Thursday). Please do not sign up for the course unless you can ATTEND EVERY CLASS. Students provide their own massage oil. Readings are assigned from Ashley Montague's book Touching: The Human Significance of Skin.

**REQUIREMENT FILLED:** Interim  
**MAXIMUM ENROLLMENT:** 16  
**MEETING TIME AND PLACE:** 4:00-5:50 p.m., M-R, R-317



# PLU this Week

Jan. 30, 1989

Vol. 27 No. 15



Dr. Dorothy Kellmer  
Dean, School of Nursing

**NURSING DEAN APPOINTED** Dr. Dorothy Kellmer of Spokane has been appointed Dean of the School of Nursing. Dr. Kellmer, a professor at the Intercollegiate Center for Nursing Education in Spokane for the past 11 years, will take over her new duties March 1. She succeeds Dr. Moira Mansell, who served in the post for six years prior to her recent retirement.

Mar. 6, 1989

Vol. 27 No. 20

## NEWS 'n NOTES

**DON STURGILL** (v.p. fin/oper.) recently attended a National Association of College and University Business Officers (NACUBO) Executive Leadership Institute at Point Clear, Ala. Invitations were extended to only 50 business officers in the U.S. ■ **HANNA CRUTCHER** (assist. dir. coop-ed.) was appointed by Pres. Rieke as PLU's representative to the Conference for Women at Lutheran Colleges, held in Chicago Feb. 17-19. ■ **ART GEE** (biol.) has received a sabbatical leave appointment from Northwest College and University Association for Science (NORCUS). The appointment will allow him to work at the Center for Marine Disease Control at the Battelle Marine Research Laboratory in Sequim, Wash. Art will participate in ongoing blood cancer research. ■ In recognition of **DR. MOIRA MANSELL'S** 45-year career in nursing, *Sigma Theta Tau*, International Honor Society of Nursing, dedicated its latest issue of *Regional Scholarship Through Excellence in Practice* to her. ■ KPLU welcomes **KIM STANPHILL**, membership coordinator and **JEFF BAUMAN**, news producer. JEFF was previously employed with International Community Radio, Taipei (ICRT).

## Kellmer New Dean Of PLU School Of Nursing

Dr. Dorothy Kellmer of Spokane has been appointed dean of the PLU School of Nursing, President William Rieke announced.

Dr. Kellmer, a professor at the Intercollegiate Center for Nursing Education in Spokane for the past 11 years, assumed her new duties March 1.

She succeeds Dr. Moira Mansell, who served in the top nursing school post for six years prior to her recent retirement.

Dr. Kellmer has also served on the nursing staff at Spokane's Sacred Heart Medical Center, and is a member of the graduate studies committee at Washington State University.

She is author of numerous articles in professional publications and is a past recipient of the National Research Service Award from the Department of Health and Human Services.

She holds degrees from Deaconess Hospital School of Nursing, Whitworth College, and Gonzaga University, all in Spokane; and the University of Maryland, in Baltimore.

Kellmer is only the fourth head of the nearly four-decade-old PLU School of Nursing. The School combines professional and liberal arts studies, and uses the facilities of hospitals, health agencies and schools in the Tacoma community to help provide optimal clinical experience for its students.



Dorothy Kellmer

It is accredited by the Washington State Board of Nursing and the National League of Nursing.

## New Nursing Dean Heads Spokane Child-Abuse Prevention Study

Development of parenting skills that can prevent child abuse and neglect is the goal of a year-old Spokane (Wash.) research program.

Principal investigator for the study is Dr. Dorothy Kellmer, who became dean of the PLU School of Nursing March 1. She plans to return to Spokane monthly to continue her research.

According to Kellmer, project participants are pregnant young women and first time mothers who may be single, in a low income bracket, or age 19 or younger. Approximately 175 women who possess at least one of these characteristics have been enlisted into the project.

Half of the women are in a treatment group, receiving intensive pre- and post-natal visitation, instruction and support from

public health nurses. The other half receive routine health district services.

With two years to go on the study, Kellmer and co-investigator Tina Bayne, a Kellmer teaching colleague at Intercollegiate Center for Nursing Education in Spokane, say that preliminary data look promising. They hope to document the preventative effect of intensive nursing support and parenting instruction for mothers, and to identify high-risk indicators of child abuse and neglect.

Need for the data is illustrated by the fact that even some in the treatment group are having troubles with parenting. An early conclusion is that those in the comparison group are even needier.

The project is funded by the State Department of Social and Health Services. It is a collaborative effort between Spokane County Health District and ICNE, a nursing school for Washington State University, Eastern Washington University and Whitworth College.

**Nursing Honor Society of**



**Pacific Lutheran University**

**Induction Ceremony**

**May 19, 1989**

**7:00 pm**

**Regency Room**



## PROGRAM

Welcome..... Cynthia Mahoney, Ed.D, RN  
President  
Nursing Honor Society  
Pacific Lutheran University

Installation  
of Officers... Cynthia Mahoney, Ed.D, RN  
President

### Address:

"Leading in Chaos: Mission Impossible?"

Carolyn Schultz, Ed.D, RN  
Sigma Theta Tau, Distinguished Lecturer  
Associate Professor, School of Nursing  
Pacific Lutheran University

Induction of  
New Members..... Dorothy Kellmer, Ed.D, RN  
Dean, School of Nursing  
Pacific Lutheran University

Reception Following



PACIFIC LUTHERAN UNIVERSITY

## INDUCTEES

### Students:

Level V  
Teri Baughman  
Teresa Bruder  
Gladys Davis  
Marie Grosen  
Lisbet Nichols  
Lori Rasmussen  
Lisle Tonnesen

Level VI  
Shannon Hinderer  
Patricia Schmutz

RN/BSN Sequence  
Betty Hayes

### Community Members:

Charlene Crow-Shambach  
Judith Dickey  
Cynthia Mukai-Kelley  
Marty Murray

## OFFICERS

President..... Cynthia Mahoney  
President Elect..... Terri Kottal  
Vice President..... Bonnie Robb\*  
Secretary..... Fern Gough  
Treasurer..... Sheila Goodwin  
Counselors..... Shirley Aikin\*  
Phyllis Page

\* Newly installed for 1989-90

## ACKNOWLEDGEMENTS

### Faculty Advisor:

Elaine Smith, Ph.D., R.N.

### Pinning Committee Chairperson:

Traci Beckel

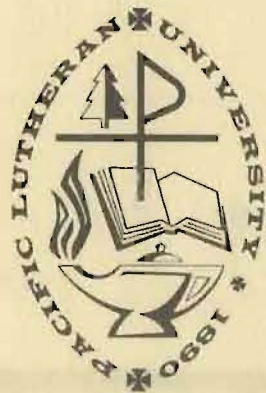
### Committee Members

Theresa Wilkerson-Lim, Erin Myklebust, Jodi Foslien, Sera Scanlan,  
Karen Rutherford, Doris Thompson, Deborah Marken-Gjerness,  
Patricia Schmutz, Christine Cooper, Shannon Hinderer,  
Julie Van Slyke, Ronna Smith, Louise LaForest

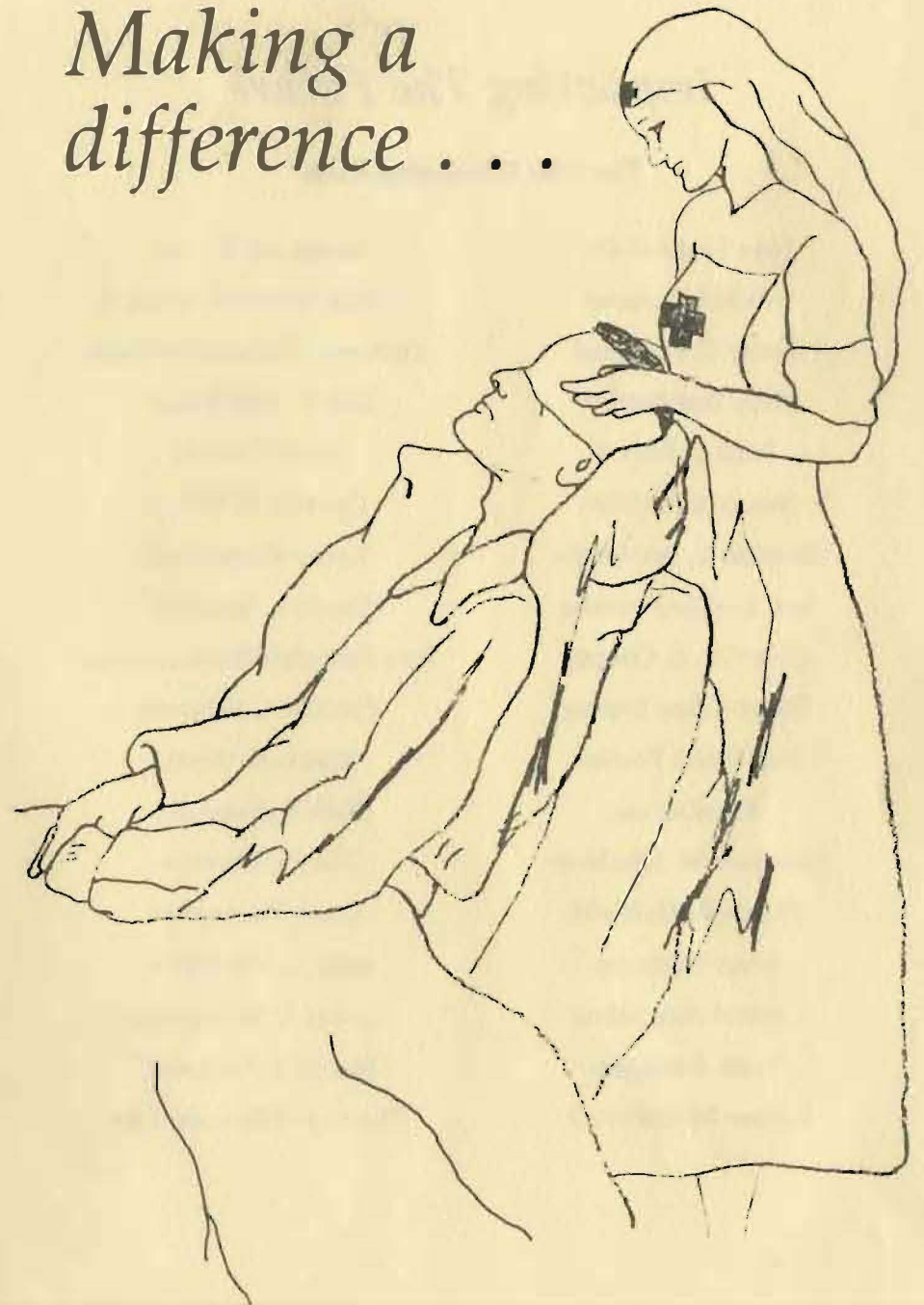
*The class of 1989 would like to extend their congratulations to  
Dean Moira Mansell on her retirement and a special thanks  
for her support and contribution to our education.*

*We would like to welcome Dorothy Kellmer, Ed.D., R.N. as the new  
Dean of the School of Nursing.*

A special thanks to Diddy's Floral Shop  
12502 Pacific Ave., Tacoma, WA.



# Making a difference . . . .



## *Impacting The Future*

### The 1989 Graduating Class

Jean Lisa Adams	Susan Joy Larson
Nikki L. Adams	Andrea Womack Lovejoy
Carey D. Alvestad	Deborah Marken-Gjerness
Amy Sue Barrett	Erin K. Myklebust
Traci L. Beckel	Anita Oswald
Susan Alice Biles	Cynthia A. Pelley
Ramona L. Bontemps	Karen Rutherford
Lyn Loyola Buendia	Carrie L. Sanquist
Christine E. Cooper	Sera Leafuteleifalefa Scanlan
Thanh Chau Duong	Patricia A. Schmutz
Jodi Marie Foslien	Ronna K. Smith
Kim Gerras	Beth E. Swenson
Shannon M. Hinderer	Nancy Thomas
Elizabeth Holifield	Doris Thompson
Anne Huffman	Julie L. Van Slyke
Crystal Ann Johns	Sandra E. Velliquette
Trish Kerrigan	Joseph J. Wargacki
Louise M. LaForest	Theresa Wilkerson-Lim



PACIFIC LUTHERAN UNIVERSITY  
SCHOOL OF NURSING

### PINNING CEREMONY

May 20, 1989

1:00 p.m.

Processional	June Lee, pianist
Invocation	Rev. Susan Brieh University Pastor
Greetings	Dorothy Kellmer, Ed.D., R.N. Dean, School of Nursing, PLL
Song "Father's Eyes"	sung by Lisa Linterman accompanied by June Lee written by Gary Chapman
"Memories"	read by Shannon Hindere and Patty Schmutz written by the Level VI Student
Speaker	Carolyn Schultz, Ed.D., R.N. Associate Professor
Pinning	Patty Gaspar, C.N.M., R.N. Anne Hirsch, D.N.S., R.N. Associate Professor Joan Stiggelbout, M.N., A.R.N. Assistant Professor Helen White, M.N., R.N. Lab Skills Coordinator
Benediction	Rev. Susan Brieh University Pastor
Recessional and Postlude	"What A Wonderful World" sung by Lisa Linterman accompanied by June Lee recorded by Louis Armstrong

*Please join us for a reception in the fellowship hall.*

# Life at the Parkland nunnery

Imagine an artist, a student nurse, a writer, a business major, a political science major and one black cat living under one roof. And they're all female.

Welcome to the self-proclaimed nunnery, where I, the editor of this section, live in peace and harmony with my four "sisters."

Before you jump to any conclusions, let me explain a few things. Three of us have boyfriends, so we aren't actually nuns. (I don't believe PLU has that large of a Catholic population.) Since we were all "single" when we moved in, the name "nunnery" seemed appropriate, and still does during the times we're irritated with boys. Excuse me. *Men.*

We've experienced fires, floods and overzealous partygoers and lived to tell about it. Now's your chance to hear about it.

The diversity of our majors only seems to enhance our relationship with each other.

Some might think there would be a lot of backbiting among five girls, but we're all supportive of each other. If someone has a problem, there's always a shoulder to cry on.

Jen, the artist of the house, is convinced we get along so well because we all wear black. She also added that because we're all different, we're able to learn from each other.

Varied schedules and two bathrooms prevent a morning crunch to get ready for class. Anne leaves for the hospital at sunrise and the rest of us follow. The last person to rise usually



Testing their culinary skills provides Kelly Barber, Jen Hoover and Anne Huffman with a good laugh.

gets a cold shower, but there's never anyone pounding on the bathroom door.

The telephone is a different story. Parents and friends complain about week-long busy signals and friends who live close by have learned it's faster to contact one of us if they walk over.

Living off campus has enabled us to polish our maintenance skills. Jen is our resident plumber and has tamed our temperamental toilet.

We pay \$120 and \$145 a month for rent in addition to utilities, garbage, phone and sewage. Jen and Anne share a room and pay less rent. It's a

"modern" house, but has it's share of problems.

One night as I was doing dishes, Jen was attempting to flush out a tobacco can. (don't ask. We don't know). Suddenly I heard a big SPLASH and cries of "Oh no!" coming from the bathroom.

I continued with the dishes and Jen began her janitorial career.

Not all girls are the picture of domesticity. We've found more than our share of unidentifiable objects in our refrigerator. And dust is our downfall. If you have allergies don't walk through our door.

No one eats on campus, so

we're forced to grocery shop and cook. This is where the differences begin.

Jen and Anne are vegetarians and can be blamed for the blobs of tofu found in the fridge. Kelly cooks a lot of Chinese food, I prepare the pasta and Shelley makes whatever's quick.

Anne gets teased about her Orea Cookie ice cream, Shelley for her pea soup, Jen for her bulgar, Kelly for her artichokes and everyone grosses out about my yogurt and trail mix.

Anne acts as secretary for the house and takes messages for everyone. Jen is the cat couch. Maude, our cat, always sits on her. Shelley, the political

science major, acts as our tenant's rights activist. If there's a problem, Shelley usually straightens it out.

Kelly, the business major, is the Asian wonder. All she talks about is China. All she cooks is Chinese, and her room looks like a Buddhist temple.

I'm the mischievous one. At the beginning of the semester I decided to initiate everyone with silly string. I had a blast until Jen and Shelley decided Angela would look good with pink hair.

Sometimes there's a feeling of isolation from the campus because we can't always keep up with activities. But with five people, we're never lonely, and we've learned a lot about responsibility and compromise.

There aren't any concrete rules, things like dishes and taking out the garbage always get done. And everyone respects the other person's possessions and space.

And we've learned how to deal with minor disasters.

One day I decided to burn a mound of paper in the fireplace. After the flames began climbing the walls above the mantle, it dawned on me the damper was closed. We sprang into action.

As Anne beat the flames with a spatula, Jen destroyed the fire alarm then threw an ice cream bucket full of water into the flames. I grabbed a bottle from the kitchen and doused the blaze with a shower of lemon seltzer. The house was basically unharmed.

The next day Shelley decided to burn some paper.....

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## COMMENCEMENT, 1989

*Olson Auditorium, Pacific Lutheran University  
Sunday, May 21, 1989 - 2:30 p.m.*

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### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Jean Lisa Adams  
Nikki Lin Adams  
Carey Denise Alvestad  
Amy S. Barrett  
Traci Leigh Beckel, *Cum laude*  
Susan Alice Biles, *Magna cum laude*  
Ramona Lynn Bontemps  
Lyn Loyola Buendia  
Christine Elizabeth Cooper  
Thanh-Chau Thi Duong  
Jodi Marie Foslien  
Kimberly Ann Gerras  
Shannon Marie Hinderer, *Magna cum laude*  
Elizabeth Hanne Holifield  
Anne Maija Huffman  
Crystal Ann Johns  
Patricia Gayle Kerrigan  
Louise Marie LaForest, *Cum laude*  
Susan Joy Larson  
Theresa Lynn Lim, *Cum laude*  
Andrea Womack Lovejoy  
Deborah Mae Marken-Gjerness  
Erin Kristine Myklebust  
Kathryn Anita Oswald  
Cynthia A. Pelley, *Cum laude*  
Karen Rutherford, *Cum laude*  
Carrie L. Sanquist, *Cum laude*  
Sera L. Scanlan  
Patricia Ann Schmutz  
Ronna K. Smith  
Beth Elaine Swenson  
Nancy C. Thomas, *Cum laude*  
Doris Juanita Thompson  
Julie Lynn Van Slyke, *Magna cum laude*  
Sandra Eileen Velliquette  
Joseph J. Wargacki

#### SIGMA THETA TAU MEMBERS

Traci L. Beckel  
Susan A. Biles  
Shannon M. Hinderer  
Patricia A. Schmutz  
Nancy C. Thomas  
Julie L. Van Slyke

# School of Nursing

## Preparing For a Healthy Career

The school year of 1988-1989 was one of activity, change, and involvement for the School of Nursing.

Nursing at PLU combines liberal arts classes, nursing classes, laboratory, and clinical experiences. Students must complete at least one year of prerequisites in biology, chemistry, sociology, and psychology before beginning those classes specific to nursing.

During any given day, a PLU nursing student could be found at an early morning clinical at a local hospital, in a Pathophysiology or Nursing Research class, making a home visit to a mother with a newborn baby, assisting with the care of an elderly nursing home patient, or practicing the administration of intravenous medication in the nursing lab. These experiences helped prepare future registered nurses for leadership and competency in their profession.

Nursing students were actively involved in professional organizations during the year. Several PLU students served on the board of directors of the State of Washington Associated Nursing Students (SWANS), which was proud to have Delta Iota Chi, PLU's SWANS chapter, as its largest constituency in the state. Delta Iota Chi hosted the annual SWANS convention, welcoming nursing students from across the state and speakers from across the country to PLU.

Other Delta Iota Chi projects included welcoming new students into the program, and organizing and participating in community projects, such as "baby rocking" at the Neonatal Intensive Care Unit at Tacoma General Hospital. The Delta Iota Chi officers once again represented PLU at the annual National Student Nurses' Association Convention in Cincinnati, Ohio.

In other activities, students attended Nurse Lobby Day at the state capitol. Students learned about health care issues and received information regarding lobbying for or against proposed law changes.

Professors in the School of Nursing continued to be active in professional organizations, community service, and research projects. Professors were consistently supportive of the students' activities and organizations. Faculty and students were happy to welcome a new dean to the School of Nursing, Dr. Dorothy Kellmer.

Jan Hokenstad

**Opposite Page Top:** Sheila Goodwin: "Was it expectations to achievement or change to bills..?"  
**Bottom Left:** Lori Reinsma, Holly Love, and Lori Hilliker prepare to demonstrate open heart surgery.  
**Bottom Right:** "Nurse Hilliker to O.R.!"  
**This Page Bottom:** "Look Holly, isn't this about the size of a shot glass?"



Joel Maier



# 1989

## SUMMER SESSIONS

**Term I:** May 22 - June 16  
**Term II:** June 19 - July 14  
**Term III:** July 24 - August 18

### Nursing

- NURS 424 Physiological Nursing II** (4)  
 Nursing Term: May 29-August 18  
 Content focuses on selected complex pathophysiological disorders of children and adults of a life-threatening or chronically disabling nature. Nursing interventions based on understanding of the biopsychosocial disruptions and means of restoring balance to an optimal level of functioning. RNs only. Prerequisite: NURS 354, Physiological Nursing; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 434, Community Health Nursing and NURS 444, Clinical Practicum. Tuition: \$275 per semester hour.  
 0900-1200, M, RAMS-205. Lab: 1500-1700, T, RAMS-317. A. Hirsch/S. Aikin
- NURS 434 Community Health Nursing** (4)  
 Nursing Term: May 29-August 18  
 Identification of major public health problems, levels of prevention, and community health nurses' roles. Models and theories for evaluating, reinforcing, or altering health-seeking behaviors of families, groups, and special populations. Introductions to selected theories, principles, and methods of leadership, and concepts of research in nursing. RNs only. Prerequisite: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 444, Clinical Practicum II. Tuition: \$275 per semester hour.  
 1300-1600, M, R-205. Seminar: 1500-1700, W, RAMS-205. J. Fanslow/L. Rhoades
- NURS 444 Clinical Practicum II** (4)  
 Nursing Term: May 29-August 18  
 Clinical application of bio-psycho-social, cultural, and spiritual concepts in acute care hospital and community settings. Use of the nursing process includes interpersonal as well as technological skills. Professional responsibility and accountability are emphasized. Prerequisite: NURS 354, Physiological Nursing I; NURS 384, Psychosocial Nursing; NURS 394, Clinical Practicum I; concurrent enrollment in NURS 424, Physiological Nursing II and NURS 434, Community Health Nursing. RNs only. Tuition: \$275 per semester hour.  
 Clinical: 0700-1400, T and 0800-1400, W. Location TBA. S. Aikin/A. Hirsch/L. Rhoades
- NURS 464 Leadership in Nursing** (4)  
 Nursing Term: May 29-August 18  
 Analysis of health care delivery systems. Emphasis on leadership and economic aspects affecting health professionals and consumers. Prerequisite: NURS 424, Physiological Nursing II; NURS 434, Community Health Nursing; NURS 444, Clinical Practicum II; concurrent enrollment in NURS 478, Senior Practicum. Tuition: \$275 per semester hour.  
 0800-1115, T. Discussion: 1300-1515, T, RAMS-205. C. Schultz

- NURS 478 Senior Practicum** (8)  
 Nursing Term: May 29-August 18  
 Clinical application and synthesis of professional and technical skills in hospitals, health agencies, or other community settings. Prerequisite: NURS 424, Physiological Nursing II and NURS 434, NURS 444, Clinical Practicum II; concurrent enrollment in NURS 464, Leadership in Nursing. First class meets May 29, 8 am-4 pm, R-204. Tuition: \$275 per semester hour.  
 32 hours per week, TBA. C. Schultz
- NURS 491 Independent Study** (1-4)  
 May 29-August 18  
 Prerequisite: Permission of the Dean. Tuition: \$275 per semester hour.  
 TBA. Staff
- NURS 501 School Nurse Practicum I (School Nurses Only)** (2)  
 June 19-July 14  
 Practicum orienting nurses to the school nurse functions in a K-12 setting. Tuition: \$175 per semester hour.  
 TBA. Staff
- NURS 502 School Nurse Practicum II** (1)  
 June 19-July 14  
 Practicum orienting nurses to the school nurse roles in a K-12 setting. Tuition: \$175 per semester hour.  
 TBA. Staff
- §NURS 521 Introduction to School Nursing** (4)  
 Term II: June 19-July 13  
 RNs only. Focus on the total assessment of school age children and adolescents, including exceptionality. Application of the nursing process to problems common to the K-12 age group and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Tuition: \$175 per semester hour.  
 0800-1115, MTWR. RAMS-204. G. Synoground
- §NURS 522 School Nursing II** (3)  
 Term II: June 19-July 13  
 RNs only. Application of advanced health assessment in care of school aged students (K-12), consultation, and school health program development and evaluation. Emphasis on applying concepts of management, evaluation, and research to school nursing based on the major roles of the school nurse. Tuition: \$175 per semester hour.  
 1230-1500, MTWR. RAMS-204. G. Synoground

### COMMENCEMENT, 1989

Olson Auditorium, Pacific Lutheran University  
 Friday, August 18, 1989 - 7:00 p.m.

### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Lori Susanne Anderson  
 Teri Lynn Baughman  
 Michelle Lynne Bemrose  
 Teresa Glenrose Bruder, *Cum laude*  
 Gladys Porras Davis  
 Jana Lynn Ghosn  
 Nellie Josephine Gillam  
 Marie Michelle Grosen, *Magna cum laude*  
 Audrey Lynn Keeton  
 Cynthia Perez Lapid  
 Leah D. Linquist  
 Lisbet Alexandra Nichols  
 Lori Kay Rasmussen, *Magna cum laude*  
 Kristin Louise Schmidt  
 Lisle Virginia Tonnesen, *Cum laude*  
 \*Marianne Louise Zurfluh

## PLU Offers New Master Of Science Program In Nursing

Preparing professional nurses to become competent nursing administrators, advanced clinical practitioners, and school nurses is the objective of the Master of Science in Nursing degree program that will begin in the spring.

As more health care and nursing services move outside hospital walls to the community setting, the need for nurses able to perform independently at an advanced level is increasing, according to Dr. Dorothy Kellmer, PLU Dean of Nursing. A recent survey indicates that only six percent of the nurses in the greater Tacoma area and southward hold master's degrees and almost half of those degrees are in a field other than nursing.

PLU's School of Nursing wants to enhance the nursing profession in this geographic area by offering concentrations in nursing administration, school nursing, and a clinical specialty that will be determined once the results of a recent survey are tallied and discussed. An advisory committee composed of nursing executives and educational coordinators from area health and nursing agencies has been formed to help guide the program.

The first area of concentration to admit students will be nursing administration which integrates concepts from the disciplines of nursing, business, and management. "The program will prepare nurse managers who are responsive to present and future health care environments and nurse practice settings. Graduates will be

responsible for leadership and management of the nursing organization to facilitate effective, efficient patient care," said Dr. Carolyn Schultz, associate professor and graduate program committee member.

While the School has offered school nurse certification for years, the new MSN with a concentration in school nursing will increase knowledge and research capabilities, salary scale competitiveness and peer recognition in the K-12 setting, said school nurse program coordinator, Dr. Julia Fanslow.

Students who wish to become school nurses will be able to choose whether they want certification only or want a master's degree and/or certification. Those students who have already obtained their certification through the program at PLU may want to check on applying some of those credits to the master's program, Fanslow indicated.

Some merit scholarship money is available, according to Kellmer. Information can be obtained from the School of Nursing office.

The School of Nursing offers a baccalaureate program accredited by the National League for Nursing that includes an advanced placement track for RNs and a continuing education program.

More information about the master's program can be obtained by calling Jerri Ditterick, program assistant, at (206) 535-8872.

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### MID-YEAR COMMENCEMENT, 1989

*Olson Auditorium, Pacific Lutheran University  
Saturday, December 16, 1989 - 10:30 a.m.*

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#### SCHOOL OF NURSING

#### BACHELOR OF SCIENCE IN NURSING

Kathleen Bensetler  
Sylvia M. Bradshaw  
Sandra Jean Harwood  
Betty Jane Hayes, *Cum laude*  
Angelia Devi Moorthy  
Julie Jane Phelps  
Kathleen N. Richardson  
Helene Maria Schwab  
Lynn Yvonne Stomsvik  
\*Carolyn Jane Voller  
Bernice Joann Wilder, *Cum laude*



## Endowed Scholarships Sustain Her Memory Of Husband, Son

Warm memories of her late husband and son inspired Mrs. Theda Tyler of Belfair, Wash., to do something very special in their memory. She recently established an endowed nursing scholarship fund, the Tyler Memorial Scholarships, at Pacific Lutheran University.

Recalling Frank, her husband of nearly 48 years who died in 1988 at age 69, she said, "We weren't just husband and wife, we were friends. He was a very sentimental and loving person, and we enjoyed each other's company."

Her son, Steve, died in 1978 at age 26. "He too was a very lovable, feeling kind of person who was very close to his parents," she added.

The scholarships have been funded by an endowed gift of \$160,000 and an immediate gift of \$6,000. The latter made possible the award of scholarships during the 1989-90 academic year.

Prior to her husband's death the family lived in Puyallup, Wash. A World War II veteran, Frank was initially involved in the

mortuary business, but later took over his father's pesticide and government supply business. An outdoorsman, private pilot and traveler, he also liked all kinds of electronics and "new gadgets."

He participated in scouting because he loved being around young people, his wife remembered. "He was kind, always willing to help his fellow man," she added.

Son Steve, who attended Puyallup High School and Green River Community College, had picked up his father's love of fishing, hunting and the outdoors. He had been married for four years but had no children.

The family's faith and desire to offer service to others were factors in Theda's choice of PLU for the generous gift in her husband's and son's name. She is pleased that the funds will be used to prepare young nursing students for lives of service.

The scholarships will also perpetuate the Tyler name, as Frank and Steve were the last male members of the family.

## Nursing school to add grad program

by Jerry Lee  
staff intern

The Pacific Lutheran University School of Nursing will offer a master of science program in nursing this spring, to help fulfill the need for advanced level training in the field.

"There's a great need for nurses in advanced clinical positions in the area," said Dorothy Kellmer, Dean of the School of Nursing.

"The master's will help meet the need."

The program, which is currently accepting applications for courses scheduled in the spring, will prepare nurses for a field whose need for advanced knowledge is rapidly increasing, Kellmer said.

This need was deterruned in a recent survey of ten area hospitals which indicated that only 6 percent

of the nurses held master's degrees, almost half of those are in fields other than nursing, said Jerri Ditterick, Program Assistant for the graduate program of the School of Nursing.

The results of the survey prompted Moira Mansell—who was Dean of the School of Nursing at

**See NURSING, page 4**

### NURSING, from page 1

the time--and the department to write up a proposal for the graduate program.

The proposal was submitted to PLU's Educational Policies Committee (EPC) last July and approved in February with much support, Kellmer said.

Specifically, the program is designed to prepare professional nurses to serve as nursing administrators, school nurses and clinical nurse specialists in selected areas of medical surgical nursing. In addition, it is designed to help facilitate the "need for nurses able to perform independently at an advanced level," according to the proposal submitted to the EPC.

According to Kellmer, there is some merit scholarship money available. Information about financial aid, admissions or any other aspect of the of the Master of Science in Nursing program can be obtained from the School of Nursing office.



Frank Tyler - 1940

Theda Tyler - 1940

Steven Tyler - 1970