

PLU
SCHOOL OF NURSING
1980's

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

Acknowledgements

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- 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



School of Nursing
1980's

History

History of the School of Nursing

For two decades, pre-nursing at PLC was offered in cooperation with Tacoma General Hospital, Swedish Hospital, and the California Lutheran Hospital in Los Angeles.

The first indication that a bachelor's degree with a major in nursing existed is identified in the 1945-46 PLC catalog.

In the fall of 1950, the nursing curriculum was submitted for consideration by the State of Washington. On April 23, 1951, the State Board of Professional Nurse Registration gave temporary approval for a Department of Nursing Education at Pacific Lutheran College. In September 1951, a cooperative agreement was signed between PLC and Emanuel Hospital, in Portland, Oregon, agreeing to establish a program in nursing. The clinical education would be at the Emanuel Hospital and its affiliated agencies.

Freda Al Peterson was the first director from 1951 to 1953. During that time, R. Elaine Kraabel Morken was the Educational Director at Emanuel Hospital. When Freda Al Peterson left PLC in 1953, R. Elaine Kraabel Morken became director and served from 1953 to 1967. She was followed by Dr. Doris Stucke, who served in that capacity from August 1967 until June 1982. Dr. Stucke was granted sabbatical leave, academic year 1982-83, following which she retired to become professor emeritus. In July 1982, Dr. Moira Mansell was appointed and served as Dean until March 1989. Dr. Dorothy Detlor-Langan served as Dean of the School of Nursing from 1989 to 1997, with Anne Hirsch serving in the role of Associate Dean, Undergraduate Nursing Education and Dr. Cleo Pass as Associate Dean, Graduate Nursing Education. In 1997, Dr. Anne Hirsch assumed the role of Interim Dean for one year. Beginning August 1998, Dr. Terry Miller assumes the role of Dean of the School of Nursing. Dr. Patsy Maloney is serving as Associate Dean of Undergraduate Education and Dr. Margaret Vancini is serving as Director of Graduate Studies.

On September 17, 1958, full accreditation by the State Board of Professional Nurse Registration was granted. In April 1959, a consultation visit from the National Nursing Accrediting Service occurred. A new program which would allow nursing students to remain on campus for the entire four years was proposed, with full approval being received from the State Board of Professional Nurse Registration in January 1960. In June 1960, Pacific Lutheran College became Pacific Lutheran University. The Department of Nursing Education became the School of Nursing. In 1982, the title of the Director was changed to Dean.

The undergraduate program encompasses three study sequences and is approved by the Washington State Commission on Quality Assurance for Nursing. The undergraduate program qualifies students for the Bachelor of Science in Nursing degree and certifies them eligible to sit for the examination for licensure as a Registered Nurse. The basic program is four academic years in length. A sequence for registered nurses pursuing the BSN was established in 1978. In the academic year 1997-98, the RN-BSN program began being phased out. A new RN-MSN cohort program was proposed to begin September 1999. Starting in the fall of 1990, an LPN-BSN sequence of study was initiated and implemented by Professor Shirley Coleman Aikin. This program, which allows LPN's to obtain the baccalaureate degree in 24 months following completion of prerequisites, is the first of its kind in Washington State and the Pacific Northwest.

In 1989, the faculty and Board of Regents approved a proposal for a program of study leading to the Master of Science in Nursing degree. The program is four semesters in length, offered over a 2-year period. The first students began classes in February 1990, with the first graduates completing the program in May and August, 1992. Three areas of concentration are offered: Continuity of Care, Health Systems Management and Nurse Practitioner with 3 pathways" Family, Women's Healthcare and Gerontology. Students who successfully complete one of the Nurse Practitioner pathways are eligible to sit for the certification examination in that area.

Accreditation of academic programs by the National League for Nursing (NLN) is a voluntary process and demonstrates the quality and the meeting of important criteria by programs. Accreditation is awarded by the NLN after review of a comprehensive self-study conducted by the specific school of nursing faculty and submitted to NLN. Accreditation of the baccalaureate program in the School of Nursing was initially granted by the NLN in 1965, and has been awarded on a continuous basis since that time. In 1993, the Graduate Program was granted initial accreditation. All curricular criteria were assessed as fully met.

In 1981, continuing nursing education became a formal program within the School of Nursing. The initial director was Dr. Cynthia Mahoney. In 1994, the program was incorporated into the Center for Continued Nursing Learning, and is directed by Dr. Patsy Maloney.

A fourth major component of the programs of the School of Nursing is the Wellness Center, located in the University's East Campus building. A nurse practitioner faculty member, Professor Joan Stiggelbout, started the Center in the mid-1980's. The nurse-managed center makes a major contribution to the School, University as well as to the Parkland Community. The Wellness Center Director is Dana Zaichkin.

Philosophy of the School of Nursing

The faculty of the Pacific Lutheran University school of Nursing is committed to the position that education for the practice of professional nursing logically takes place in institutions of higher education. We believe that the philosophy of the School of Nursing is guided by the philosophy of Pacific Lutheran University and by the nursing profession. We subscribe to the goals of the University which are to inculcate a respect for learning and truth, to free the mind from confinements of ignorance and prejudice, to organize the powers of clear thought and expression, to preserve and extend knowledge, to help the student achieve professional competence, and to establish lifelong habits of study, reflection and learning. A fundamental obligation of the University *is* to present liberally educated men with the challenges of Christian faith and life. The faculty believe the uniqueness of the nursing program lies in this Christian frame of reference.

The faculty of the School of Nursing believe that each individual is a worthwhile, unique, dynamic being with potential for actualization of self. Each person's concept of self is the core around which that individual's perceptions of his/her world are organized; it is the point of reference for all the individual's behavior, and is influenced by one's relationship to others, to the Universe, and to God.

Furthermore, we believe that education is an ongoing, self-actualization process evolving from a relationship between the individual and his/her environment, needs, experiences and goals, and between the learner and the teacher. It is our premise that learning occurs when there are behavioral changes resulting from meaningful interaction between self and society; that each person approaches learning in an individual manner and responds to the total situation as a whole person; and that the learning process is more effective when the student is selfdirected and self-paced in his/her quest for knowledge.

The *faculty* of Pacific Lutheran University School of Nursing subscribes to the philosophy that professional nursing is an applied science which requires intellectual discipline. It is a care-giving process influenced by advances in knowledge and technology, developments in health care delivery systems, and changes in the values, needs, and life styles of the people it serves. Nursing shares with other health disciplines the goals of providing optimal health care services for individuals, families and communities. In its efforts to maximize health potential for all people, the faculty of the school of Nursing believes baccalaureate programs in nursing should prepare the nurse for a wide variety of functions - health assessment, maintenance, restoration, coordination, guidance, and prevention. In concert with the School of Nursing's unifying theme, Self and Society, the faculty-accepts responsibility for providing a nursing program which fosters the creative use of self in the promotion of human well-being, furthers personal, social and professional goals, and prepares professional nurses for leadership in a dynamic society.

**Pacific Lutheran University School of Nursing
Highlights of the Decades**

1950's

April 1951 A Department of Nursing is approved for Pacific Lutheran College.
September 1951 The baccalaureate degree program is established with a clinical component at Emanuel Hospital, Portland, OR.
December 1959 The clinical component of the baccalaureate program moves to the Tacoma area.

1960's

June 1960 Pacific Lutheran College becomes a University and the Department of Nursing becomes a School of Nursing.
June 1962 The last class graduates from the Emanuel Hospital/PLU program.
November 1965 The School of Nursing receives initial accreditation by the National League for Nursing, which continues to date.

1970's

January 1977 The first Continuing Nursing Education offerings are successfully presented.
January 1978 The RN sequence to B.S.N. is established.

1980's

January 1981 The Continuing Nursing Education program is established as an individual program.
March 1986 The CNE program is accredited by the American Nurses Association and continues to date.
December 1989 The Master of Science in Nursing program is approved.

1990's

February 1990 The first Masters Degree students begin classes.
September 1990 An LPN to B.S.N. sequence is implemented as first in the Northwest.
January 1991 The School of Nursing is a charter member of PSI Chapter At-Large, Sigma Theta Tau (includes Pacific Lutheran University, Seattle Pacific University and University of Washington).
February 1991 Official formation of the School of Nursing Alumni organization. It is the second alumni group organized at PLU.
October 1991 First annual Nursing Alumni Brunch as part of homecoming weekend.
October 1995 First Dorothy Cone/Lutheran Brotherhood Scholarship awarded.

Directors/Deans

1951 - 1953 Freda Al Peterson, B.S.N., MA - Director, Department of Nursing Education
1953 - 1967 R. Eline Kraabel Morken, MN - Director, School of Nursing
1967 - 1982 Doris Stucke, Ed.D. - Director, School of Nursing
1982 - 1989 Moira Mansell, Ph.D. - Dean, School of Nursing
1989 - 1997 Dorothy Langan, Ed.D. - Dean, School of Nursing
1997 - 1998 Anne Hirsch, DNS - Interim Dean, School of Nursing
August 1998 Terry Miller, RN, Ph.D. - Dean, School of Nursing

PLU Nursing Alumni Organization

President	Distinguished Alumnus
February 1991 Judy Scott '78	Jackie Gillete '85
January 1992 Judy Scott '78	Dr. Shirley (Harmon) Hanson '60
January 1993 Jane Curl '81	Class of 1968
January 1994 Jeanette (Bergstrom) Saltwick '59	Dr. Penny (Johnson) Leake '68
January 1995 Karen (Malfait) Lynch '58	Karen (Malfait) Lynch '58
January 1996 Linda (Svendsen) Strand '67	Shirley (Coleman) Aikin '71
January 1997 Linda (Svendsen) Strand '67	Lois (Grimsrud) Capps '59
January 1998 LeBron Sims '93	
January 1999 Karen (Wuest) Grams '67	

Class of 1980

Class of 1980

Aberg, Nancy B. Jepson
 Albee, Ingrid K. Johannessen
 Barber, April E.
 Bergman, Nancy J.
 Bohnen, Eleanore I.
 Borg, Susan M. Rimerman
 Buege, Debra K.
 Caban, Sandra L.
 Campbell, Karra L. Jones
 Carlson, Gretchen L. Brezicha
 Casey, Kathryn C. Tveit
 Cassidy, Sharon L.
 Chestnut, Cindy A. Kitterman
 Christensen, Kathryn I. Homedew
 Chruchill, Susan E. Carlsen
 Chilly, Kimberly A. Stagner
 Conant, Paula E. Kaiser
 Corley-Wheeler, Nancy J. Broderon
 Cox, Roxanne R.
 Crockett, Donna M.
 Cueva, Pete L.
 Denny, Melinda L.
 Dent, Kristine M. Ruud
 Duffy, Maureen S.
 Dukes, Jean A.
 Duncan, Jody
 Dunlap, Diane M.
 Edwards, Wendy S. Phillips
 Evans, Cynthia J. Hanson
 Falde, Marilee J. Williams
 Falk, Marlena S. Scheller
 Ferri, Patricia A.
 Frankie, Jill E.
 Garcia, Laura M.
 Gordon, Muriel M. Balch
 Guerra, Angela C. Just
 Hagen, Diane G. Levin
 Hall, Barbara L.
 Hamilton, Christine A.
 Hatlen, Mary M. Fish
 Henriksen, Janet H.
 Hercules, Margaret A.
 Hilyard, Judith E.
 Home, Kari A. Johnson
 Ingebritson, Paula C.
 Jasperson, Eileen E.
 Jeggers, Katharine E. Keller
 Johnson, Rita P.
 Jones, Barbara J.
 Jones, Sandra G. Birchall
 Kaloper, Julie A. Hageman
 Kemmish-Tveit, Jackilyn
 Kirkland, Gayle L.
 Klackner, Barbara J. Kemmir

Lahn, Janice D.
 Lampe, Marci A. Maness
 Lemke, Lindee L.
 Leo, Fulu Manu
 Li, Joyce M. Chun
 Lind, Wendy R.
 Lowery, Sheila J.
 Matthews, Kristine R.
 Moceri, Christina M.
 Monin, Juanita Steffens
 Mowery, Donna K.
 Nicholas, Susan M. Mueller
 O'Leary, Kathleen M.
 Olson, Lori A.
 Pennell, Christina D.
 Peterson, Sandra L.
 Reep, Karen L.
 Rogers, Robert D.
 Rudd, Marianne Worth
 Sabo, Darnice Y.
 Sawin, Kathleen M.
 Senner, Mary E. Bennett
 Seimer, Theresa E. Neal
 Simonson, Elizabeth I. Iverson
 Smith, Rebecca S. Detwiler
 Soles, Evelyn E. Applen
 Stiggelbout, Cynthia S. Chapuzio
 Struzenberg, Teri G. Torgeson
 Stryker, Melody I. Straight
 Turver, Cindy L.
 Van Soest, Debra E.
 Wells, Elizabeth M.
 Yandell, Gail A. McCracken
 Zaichkin, Dana L.
 Zimmer, Casey L.

FACULTY

Stucke, *Director*: Aikin, Bradford, Carpenter,
 Carper, Carter, Cone, Gillett, Gough, Hefty,
 Hostetter, Jacobson, E. Johnson, Klein, Lizzi,
 Mason, L. Olson, Page, Roediger,
 Thompson, Weirick, Yeargan.

BACHELOR OF SCIENCE IN NURSING

The curriculum plan and its implementation are designed to be growth-fostering and to encourage initiative and self-direction on the part of the student. In addition to the 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 the 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.

A sample curriculum for the student accepted for fall semester enrollment is as follows:

FIRST YEAR — Pre-Nursing		
Fall Semester		
*Biology 111	Biology and the Modern World	4
**Religion elective		4
*Psychology 101	Introduction to Psychology	4
**P.E. 100	Personalized Fitness Programs	1
		13
Interim		
Elective		4
		4
Spring Semester		
Chemistry 103	Chemistry of Life	4
***English 101	College English	4
*Sociology 101	Introduction to Sociology	4
P.E. Activity		1
		13
SECOND YEAR		
Fall Semester		
Biology 201	Introductory Microbiology	4
Biology 205	Human Anatomy and Physiology I	4
*Psychology 335	Development: Infancy to Maturity	4
or Education 321	Human Development	4
Nursing 214	Nursing I: Socialization to Nursing	4
P.E. Activity		1
		17
Interim		
Elective		4
		4
Spring Semester		
Biology 206	Human Anatomy and Physiology II	4
***Elective		4
Nursing 228	Nursing II: Health Assessment	8
P.E. Activity		1
		17
THIRD YEAR		
Fall Semester		
Nursing 334	Nursing Centrum I	4
Nursing 344	Health Problems	4
**Fine Arts elective		4
**Philosophy elective		4
		16
Interim		
Optional elective		0-4
		0-4
Spring Semester		
Nursing 354	Nursing Centrum II	4
Nursing 384	Clinical Problems I	4
Nursing 394	Nursing Practicum I	4
**Literature or History elective		4
		16
FOURTH YEAR		
Fall Semester		
Nursing 424	Nursing Centrum III	4
Nursing 434	Clinical Problems III	4
Nursing 444	Nursing Practicum II	4
***Religion elective		4
		16
Interim		
Optional elective		0-4
		0-4
Spring Semester		
Nursing 464	Nursing Centrum IV	4
Nursing 478	Senior Practicum	8
		12

*May be taken either semester
 **May be taken either freshman or sophomore year
 ***May be taken any time

COURSE OFFERINGS

214 NURSING I: SOCIALIZATION TO NURSING

Concepts regarding self and society, relations, communications, learning, and levels of wellness. Introduces historical milestones of nursing and trends in nursing education. Prerequisites: Psychology 101, and prior or concurrent enrollment in Sociology 101 and Biology 111. (4)

228 NURSING II: HEALTH ASSESSMENT

Assessment of health status of individuals, families, and communities. Attention is given to the utilization of health resources, the influence of the eco-system, and the role of the health team in maintaining wellness. Includes selected clinical experiences with the newborn, well child, adolescent, and elderly. Emphasis is on beginning techniques and assessment as part of the nursing process. Prerequisites: Biology 201 and 205, Chemistry 103 and Nursing 214, and prior or concurrent registration in Psychology 335 (or Education 321), and Biology 206. (8)

334 NURSING CENTRUM I

An introduction to the less complex medical-surgical situations of children and adults, the pregnant family, and preventative aspects of psychiatric nursing. Drug and diet therapy and theories of physical and psychosocial development are included. Prerequisites: Biology 206 and Nursing 228, and concurrent registration in Nursing 344. (4)

344 HEALTH PROBLEMS

Medical-surgical problems of a less stressful nature and appropriate nursing actions to facilitate adaptation. Includes experience with a pregnant family through the perinatal period, and application of principles of crisis intervention in dealing with health problems in selected clinical experiences. Prerequisites: Biology 206 and Nursing 228, and concurrent registration in Nursing 334. (4)

354 NURSING CENTRUM II

The more complex medical-surgical and psychiatric situations. Emphasis is placed on the pathophysiological and psychopathological aspects and their application to the nursing process in the care of children and adults. Prerequisites: Nursing 334 and 344, and concurrent registration in Nursing 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 Nursing 354 and 394. (4)

394 NURSING PRACTICUM I

Clinical applications of Nursing 354 and 384. The student is expected to apply theoretical principles based on pathophysiological and psychopathological concepts in the clinical setting, utilizing interpersonal and technical skills. Prerequisites: Concurrent registration in Nursing 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 is placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 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. Issues in nursing and changes in health care systems are examined. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 424 and 444. (4)

444 NURSING PRACTICUM II

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 424 and 434. (4)

464 NURSING CENTRUM IV

Preparation for future professional roles of the nurse in the health delivery system. Emphasis is on leadership and management skills, professional judgment, decision making, and the nurse as a change agent. Students examine legislation, economic security, professional growth and the utilization of health and welfare resources. Prerequisites: Nursing 424, 434, and 444 and concurrent registration in Nursing 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. Prerequisite: Nursing 424, 434, and 444, and concurrent registration in Nursing 464. (8)

491, 492 INDEPENDENT STUDY

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

COURSE OFFERED IN THE 1980 INTERIM

300 HEALTHY NUTRITION FOR ALL LIFE STYLES

RESOURCES AND FACILITIES

Good Samaritan Hospital, Puyallup, WA (170 beds)

David K. Hamry, M.H.A., Executive Director

Mary Jane Troeh, R.N., Director of Nursing

Lakewood General Hospital, Tacoma, WA (100 beds)

Peggy Dawson, R.N., Director of Nursing

Madigan Army Medical Center, Tacoma, WA (530 beds)

Brigadier General William R. Dwyer, M.D., Commanding Officer

Colonel Essie Wilson, R.N., B.S.N., M.S., Chief, Department of Nursing

Mary Bridge Children's Health Center, Tacoma, WA (68 beds)

Frederick A. Pritchard, M.B.A., Administrator

Karen Lynch, R.N., B.S.N., Assistant Administrator for Patient Services

Puget Sound Hospital, Tacoma, WA (145 beds)

James Helland, M.B.A., Administrator

Syd Purdue, R.N., B.S.N., Director of Nursing

St. Joseph Hospital, Tacoma, WA (250 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 (150 beds)

David L. Bjornson, M.H.A., Administrator

Ann Bertolin, R.N., B.S.N., Director of Nursing Service

Tacoma General Hospital, Tacoma, WA (299 beds)

Eugene K. Prentice, B.S., M.S.H.A., President

Betty Hoffman, R.N., B.S.N., Director of Nursing Service

Tacoma-Pierce County Health Department, Tacoma, WA

Walter R. Herron, M.D., M.P.H., Director, Tacoma-Pierce County Health Department

Nancy Cherry, R.N., M.P.H., Co-Director, Tacoma-Pierce County Health Department

Tacoma Public Schools, Tacoma, WA

Roger Meyer, M.D., M.P.H., Administrative Director, Division of Health

INTERIM 1980 January 7 — February 1

NURSING



2814 Nursing 300 HEALTHY NUTRITION FOR ALL LIFE STYLES

2 semester hours

E. Bradford & L. Weirick

The course will present a practical approach to healthy nutrition by examining: (1) the functions of nutrients for physical and mental health, (2) balanced meal planning for various life styles — the student, the single, the "on-the-go" person, the stressed individual, the financially pressed individual, the vegetarians, the family group, the weight gainer and the weight loser.

Students will learn to: (1) define the role of fats, carbohydrates, proteins, vitamins, and minerals in maintaining healthy mind and body; (2) plan daily food intake and include basic four food groups; (3) plan vegetarian diets which are balanced for the essential elements needed to maintain health; (4) implement economical meal planning while meeting all nutritional requirements; (5) identify the basic concepts of modified diets for weight control and exercise routines; (6) recognize the nutritional values that contribute to a holistic approach to health.

Students will take at least one test and do independent study work.

BIBLIOGRAPHY: Nutrition Search Inc., *Nutrition Almanac*; Williams, Sue, *Nutrition & Diet Therapy*; Dean, Margaret, *The Complete Gourmet Nutrition Cookbook*.

REQUIREMENT FILLED: 2 hours of Interim

GRADING SYSTEM: H,P,F

MAXIMUM ENROLLMENT: 50

MEETING TIME AND PLACE: 1:00-3:00 p.m. T & R, IN-100.

Students- 'Nursing study too independant'

by Kelly Allen

The large workload of the average PLU nursing student may seem overwhelming to most of us acquainted with one, and some of them feel they aren't getting the credit they deserve.

The program, which is divided up into six semesters (level) utilizes a Personalized System of Instruction (PSI) and requires a majority of classwork to be done independently.

According to Doris Stucke, director of the school of nursing program was developed in 1973 as a result of a curriculum development project in the school of nursing.

The faculty is grouped into level teams and they prepare objectives, a syllabus and study guides for the students. The students then pursue those objectives on their own initiative. Periodically, the students complete a mastery exam which is gone over with upper class proctor or faculty member. A summative exam is taken at the end of each level.

"Because of the 'knowledge explosion' in past years which has become more apparent in the health sciences, there is a vast amount of information that must be covered and is essential for the student to know," said Stucke. "About two-thirds of what students learn now will be obsolete in three or four years because of constant developments."

Some students say they appreciate the PSI program because it enables them to move at their own pace and spend more time on difficult areas. Others, however, feel they don't get enough personal attention or feedback about what kind of work they do.

"We get no feedback and at times are on our own for a week," said one junior level two student.

A former faculty member stated her reasons for leaving the department: "There was no possible positive feedback for students and no instructor telling them what they did well. That kind of interaction isn't the same as a proctor telling them what questions they missed on an exam."

"It's self-taught program and doesn't give the young student, who needs positive strokes, the motivation that he

or she needs. I really enjoyed working with the students, but I hate to see them work so hard and get so little," she said.

Few of students' complaints concern the quality of the nursing faculty.

"They are all capable teachers and they want to teach us, but the system won't allow it," claimed another level two student.

Stucke said, "The demands on the school of nursing faculty's time are greater than that of other departments. So much is devoted to the clinical area and that has to be a one-to-one basis or in very small groups."

Thelma Hostetter, nursing faculty member, believes that the program allows students to organize their time and decide what ways are best for them to prepare.

"The large amount of information, which exists in all of nursing education, has to be covered in such a short time, it requires students to be independent enough to decide what to do at what time," she said.

"At times I feel as if it's 'us against them'," said one senior in level five. "Even though the faculty wants the best for the students, there is still very little support. If you don't do it well, you're out, if you do, you get through. It makes it very difficult to feel positive about myself."

Some students fear they may not be prepared for a practical career.

"We have talked to Tacoma nurses who say the PLU graduates need more practical work rather than theory work," said one junior.

"There is a lot of technique to be learned and we need feedback from someone who's been there."

Although a clinical experience is involved in each level of the nursing program, a lot of students would like to be able to apply more of what they learn. "I wish I could stay there twice as long," said one student of her present clinical situation.

"I felt as if I were expected to know everything before I got there and I was afraid to make a mistake," said one senior. "I had a summer job with a hospital and the nurses were very understanding and helped me understand what I was doing, both right and wrong."

"In nursing you deal with life and death situations," said Stucke. "We realize there is a lot of stress placed on students. Each credit hour they earn represents much more work than that. We try to teach them everything they need to know to provide good health care. That includes the legal and moral responsibilities involved, and it is very demanding."

She said, "If a nursing student is to function as a colleague, she must have enough confidence in herself to voice opinions and concerns in a colleague relationship rather than master-servant. We want to develop that kind of independence in our students."

The school accepts 48 students each semester and graduates two classes each year. Of the total enrollment of 265, 15 are males and between one-third and two-thirds are transfer students.

"We know that about a third of them came to PLU just for the nursing program," said Stucke, "and since we don't have enough room for everyone, a number of transfers drop out after not being accepted into our school." The unemployment rate for nurses is two percent compared to the national average of six percent and the placement rate for PLU nursing graduates is very high.

"The placement rate could be 100 percent if all of the students went right into jobs, but many don't try to find jobs right away," said Hostetter.

Cheryl Dunham, graduate of PLU's nursing program and now working on the staff, said "PLU turns out nurses very well-equipped to be decisive, self-motivated practitioners."

Some of the students feel however, that too much material is covered in too short a time.

"Learning for the sake of learning is impossible because of all we have to know. There is also an enormous amount of repetition in the material and information that doesn't pertain to all of us," said a student.

"I've had to make a lot of sacrifices with my time that I don't think I could have in any other department. I couldn't participate in other activities, and when I did, I had to take that level over again," she said.

"To become a nurse you have to be willing to give up some things," said Dunham. "A lot of times that is hard for PLU students to accept because we don't have any other professional programs that require such a heavy class load."

"We realize that PSI might not be the best way for all students to learn," said Stucke. "Some students learn better by reading or hearing or seeing. PSI is a combination of those and we hope that the student can find the best way to study and use those methods."

Most of the students realize that no matter where they went to school, there would still be an enormous amount of work to do. However, they don't appreciate the pressure it has placed on them.

"The nurses who come out of here are good," said one senior, "but getting there has made my college life stressful and unhappy."



Nursing is often portrayed in books as a romantic profession with a lot of handsome young interns. For nursing students, however, becoming a nurse means a lot of hard work and study. Students who go into the field expecting to be a "Florence Nightingale at the bedside" face considerable disillusionment in the real world.

Nursing Schools Listed

So, you want to become a nurse. An excellent career choice. You'll be helping people and you'll be involving yourself in a profession that's come alive with challenge and opportunities for advancement in the 1980s.

There are a number of colleges and universities in the state that can prepare you for a career in nursing, either as a Licensed Practical Nurse or a Registered Nurse. Here is a list of them, provided by the Washington State Board of Nursing, along with addresses to write to for further information.

Starting off with schools that offer LPN programs is our own Olympia Technical Community College which not only offers courses in practical nursing, but also has a special course for nurses who have been inactive for an extended period of time but who wish to return to active nursing. The program is called "Studies For the Inactive Nurse," and for information on it and the practical nursing program, address your questions to Practical Nursing, Olympia Technical Community College, 2011 Mottman Road, S.W., Olympia, Wash. 98502.

Other schools with LPN programs are:

Bellingham Vocational Technical Institute, 3028 Lindberg Avenue, Bellingham, Wash. 98225

Big Bend Community College, Practical Nursing, Moses Lake, Wash. 98837

Centralia College, Practical Nursing Program, P.O. Box 639, Centralia, Wash. 98531

Clark College, Practical Nursing Program, 1800 E. McLoughlin Boulevard, Vancouver, Wash. 98663

Clover Park Vocational Technical Institute, 4500 Steilacoom Blvd. S.W., Tacoma, Wash. 98499

Columbia Basin College, 2600 North 20th, Pasco, Wash. 99301

Yakima Valley Community

College, P.N. Program, P.O. Box 1647, Yakima, Wash. 98907

Everett Community College, 801 Wetmore, Everett, Wash. 98201

Grays Harbor Community College, Practical Nursing, Aberdeen, Wash. 98520

Green River Community College, 12401 S.E. 320th, Auburn, Wash. 98002

L.H. Bates Vocational Technical Institute, School of Practical Nursing, 1101 South Yakima, Tacoma, Wash. 98405

Lower Columbia College, Practical Nurse Program, 1600 Maple, Longview, Wash. 98632

For military personnel only, Madigan Army Medical Center, Clinical Specialist Course, P.O. Box 19, Tacoma, Wash. 98431

North Seattle Community College, Practical Nursing, 9600 College Way North, Seattle, Wash. 98103

Olympic College Nursing Program, 1519 Chester, Bremerton, Wash. 98310

Peninsula College, Practical Nursing Program, 1502 E. Lauridsen Boulevard, Port Angeles, Wash. 98362

Seattle Central Community College, Practical Nursing, 1718 Broadway, Seattle, Wash. 98122

Skagit Valley Community College, 2405 College Way, Mount Vernon, Wash. 98273

Spokane Community College, Practical Nursing, North 1810 Greene Street, Spokane, Wash. 99207

Walla Walla Community College, Division of Nursing, 500 Tausick Way, Walla Walla, Wash. 99362

Wenatchee Valley College, 1300 5th Street, Wenatchee, Wash. 98801

RN PROGRAMS

You have two basic choices if you are interested in becoming a Registered Nurse. You may enroll in a two-year course of study called an associate degree program, or a 4-year baccalaureate degree program. In the associate degree program, you would concentrate on the basics of bedside nursing. In the baccalaureate degree program your studies would give you that also but would be expanded to include such things as behavioral science, beginning research, methods of leadership, community health and, if you wish, prep-

(Continued on P. C9)



The Sunday Olympian, Sunday, February 3, 1980

NURSING:

There are some changes happening among the long suffering women in white that are shaking up the world of health care.



"There has been a gradual process of awakening of all those engaged in the care of the patient that we needed to be a member of a team rather than handmaidens. I would like to think that is what is happening everywhere, especially here."

Women and nursing. Nursing and women. The job and the performance of it by females is as old as time itself.

We were there by the birthing chair. We were there at the sickbed. We gathered up our husbands, brothers and sons from the battlefield like so many fallen leaves and healed them or buried them.

"Nursing is still a female profession. Some call it a female 'ghetto.' Men account for 2 percent of all nurses," comments an article about nursing in the Aug. 27, 1979, *Time* magazine. Historically, to be a nurse has meant to work in a world of low pay, long working hours and subordination to that ruling class of the medical world—doctors.

Well, the women in white are hammering away at the walls of their "ghetto." Here are some reports from the lines.

In recent years, nurses have become more independent and have assumed more responsibility. They are learning to rely more on their own judgements, said Doris Stucke, director of Pacific Lutheran University's School of Nursing.

Ms. Stucke has been in the nursing profession for 30 years now and she remembers only too well the "good" old days. As a student nurse, she recalled, she was expected to work 48-hour weeks in addition to attending classes. "It was not uncommon for three nurses to care for all the patients on a 33-bed ward. The students worked the night duty. One student would cover a ward at night with anywhere from 26-35 patients in it."

Hard work is still the name of the game in nursing, but opportunities for professional advancement have made the job more encouraging. According to the *Time* article "The trend toward specialization has accelerated. Many more nurses are devoting themselves exclusively to coronary care, cancer, psychiatry, pediatrics, respiratory disease and geriatrics. Called nurse practitioners, they number about 15,000. Some work closely with doctors in special units of hospitals or in offices."

Some of them, in remote areas where physicians are as scarce as said, for example, suppose one group goes out on strike, demanding better salaries. The other nurses must decide whether or not to cross the picket line. Should she cross to care for the patients who need her or not cross to push for higher salaries which would ultimately lead to better patient care?

It is indeed a divisive thing. Either choice the nurse makes will make her feel guilty for not choosing the other one. A changing profession is a sign of a healthy and vital profession, she said, but it is unfortunate if it affects patient care in a negative way.

One of the best things Ms. Stucke sees that has happened in the nursing profession is the improvement in the quality of education, which is reflected in more effective nursing. When she thinks of the RN working in a coronary care unit, for example, she is excited. This nurse makes vital decisions about the care of heart patients, decisions that cannot wait to be made until the arrival of the doctor. "Can you imagine," she exclaimed, "how many lives have been saved!"

Anne Bertolin, director of nursing at St. Peter Hospital, is another old hand on the nursing scene. She received her nursing cap in 1949, and has watched, with lively interest, the growth of her profession. And one of the biggest changes she has seen is what is referred to in the field as accountability. "Nurses are now, according to the Nurse Practice Act of 1973, directly accountable and responsible to the consumer for the quality of nursing care that is rendered," she said. "This means that the nurse herself, must perform according to her own nursing practice—a nurse must nurse according to the nursing practice that she herself knows. If she sees a consumer receiving care with which she does not agree, it is no longer an option but a responsibility to question that care."

"In the old days nurses were handmaidens. We did exactly what we were told. We spent a lot of time in school learning physiology, psychology, and sociology which when we went to work for the hospital, the doctors expected us to forget, to do as we were told."

This of course was very frustrating, she continued. "There has been a gradual process of awakening of all those engaged in the care of the patient, that we needed to be a member of a team rather than house calls, practice pretty much on their own. An example of this is Eleanora Fry, of Horseshoe Bend, Idaho. Eleanora, according to a July 9, 1979 *Medical World News* article handles on her own approximately 85-90 percent of the medical problems the residents of the town (population 500) present to her. She refers patients with needs for more specialized medical expertise to doctors in Boise, 30 miles away. She does many of the things once handled only by doctors, such as giving shots and physicals, reading extremity x-rays, prescribing medicine and diagnosing patients.

Director Stucke sees all nurses in the 1980s taking on more responsibility and getting more education. An important facet of those new responsibilities is the concept of the nurse in the primary care role. This could be a nurse in a medical clinic or a public health nurse assuming the responsibility of taking a patient from the time he comes in and routing him through the health care system—putting him in touch with whatever medical professional he requires to solve his health problem.

Or it could be a nurse in a hospital setting given the responsibility for a group of patients. She would be responsible for those patients 24-hours a day seven days a week, Ms. Stucke said. Not that she gives all the care during that time but that she sees to it that care is provided. She would plan with the patient, his family and physician to coordinate his total care.

"The health care system itself has been so diversified, with so many specialties, that a patient who comes into the hospital may be working with as many as 15-20 people, such as lab technicians, x-ray technicians, medication specialists," she said. "It is exhausting for the patient. It would be nice to have someone to guide them through all this. The nurse of the future may do this."

When asked what she thought were the biggest problems facing nursing today, Doris Stucke said that at least one of the most worrisome is divisiveness in the ranks. "Nursing must become unified. Many leaders are going off in different directions, splitting the ranks. All of them have a common goal—better patient care but they are all going about it in different ways. One group is going for better salaries, another better education, another higher self-esteem."

Those all sound like laudable goals. How could nurses supporting one or another of them cause problems for the profession? Well, she

handmaidens. I would like to think that is what is happening everywhere, especially here."

How does she assess the reaction of physicians to this "new" nurse who must, according to law, speak up if something in the care of one of his patients has been overlooked? "Many appreciate this," she responded. "Many rely on this because the nurse is the only one there 24 hours a day."

How do doctors feel about the changes taking place among nurses? According to an article in the July, 1979 issue of *RN* magazine, most of them still regard nurses as assistants, or as Anthony Lee, author of article says, handmaidens. Out of 536 MDs surveyed from all over the nation, 74.1 percent felt that nurses operate best as assistants. As one respondent put it: "A nurse is a professional who's been trained to provide care to patients on orders from physicians." Only 16.7 percent saw nurses as colleagues, and a mere 9.2 percent could conceive of nurses working independently of doctors.

To their credit, however, the physicians interviewed in the survey gave nurses high marks in their contribution to the care of the patient. "It's very pleasing and gives me a sense of relief when I know that my patients are taken care of by nurses who are knowledgeable, caring, sympathetic, responsible and efficient," said one.

Kathy Rowe, Trudy Bateman and Madalene Anderson are RNs who work in the emergency room at St. Peter hospital, and they discussed recently some of the things nurses who are directly involved in patient care are concerned about.

Pay is a sore subject with these women. A new contract was negotiated recently by the nurses, (represented by the Washington State Nurses Association) and the hospital administration. The nurses received a raise in pay and this is because, Mrs. Rowe thinks, the hospital was having trouble hiring nurses, and experiencing a heavy turnover among nursing personnel because of low pay.

Since the negotiations, according to nursing director Bertolin, at St. Peter a brand new RN, fresh from school is earning \$6.53 an hour, and the base rate for RNs is \$7.40 per hour. Beginning LPNs

now earn \$4.73 per hour for the day shift and \$4.93 for the night shift. High turnover in nursing personnel is not unique with St. Peter, Mrs. Bertolin noted. It is being experienced by hospitals all over the country. Nationwide, the average yearly income for nurses was \$13,000 in 1977, according to the *Medical World News* article previously quoted. The low was hit in Rhode Island where nurses averaged \$9,072 and the high was in California where they brought home approximately \$14,216.

When the nurses' pay is compared to that of doctors (\$65,000 is their median income in this country, according to *Medical World News*) a source of some of the friction between the two professions is obvious. "When I think of the training we have, the stress we are under and the responsibilities we carry, no, we are not paid enough," Madalene Anderson said. "Where are the priorities of this country when people are paid more as grocery checkers than they are as nurses?"

A nurses' skills must be constantly updated, Mrs. Bateman added, in order to keep up with the rapidly changing health field and it's unrelenting blizzard of new information that must be absorbed to stay on top of the latest developments. "We are constantly aware of the responsibility of our actions," Madalene said, "of the possibility of being sued for malpractice. People are not aware of this stress. If we screw up, make one human error, we can be sued."

Nurses, these young women agreed, are expected to be long suffering and more patient with the patients than Job himself. Madalene told of being kicked twice in the chest by a drunk and abusive patient while she was cleaning his self-inflicted laceration. "We are expected to put up with this treatment, it is supposed to be part of the job. We are always told that the patient is under stress. People should remember that we are under stress too." She suspects that some patients use being in the hospital as an excuse to vent their hostilities.

Trudy thinks that people take out their anger about rising medical costs on nurses. "I think the community feels that nurses are overpaid. They figure someone must be getting the money, so it must be the nurses."

Combine all of this with working weekends, holidays and nights (patients' needs do not stop at 5 p.m. Friday) and you have a passel of reasons why nurses feel underpaid and overstressed. Just try to find child care at night for your youngsters, when you are working the evening shift, Madalene threw in.

They are feeling good about some things too. Kathy speaks of the rewards of helping people get well, of feeling good when you've brought some one through a crisis. She told of helping a mother deal with the death of her child caused by Sudden Infant Death Syndrome. And, "It is happening more and more that doctors are asking our advice, realizing that we are not there to just carry out their orders."

All three said that from the time they were little girls, nurses were all they ever wanted to be. If they had their career choice to make over again, would they still pick nursing? For all the disappointments and the heartaches, yes, they said, they would. "For one thing, it's never boring!" Trudy said. "There are always changes always new things to learn. We have to keep up, we must keep up. One I.V. medication mistake can kill a patient. It's not like other jobs."

"Or not notifying the doctor if the patient takes a turn for the worse", Madalene said. "Nurses save lives by watching patients and knowing what to do."

"It's up to us. We are there. We know what to do," said Kathy.

CAPPING
by
Doris G. Stucke

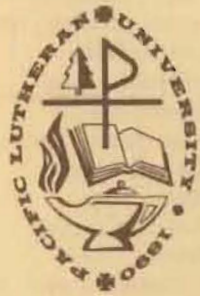
For many centuries nurses have worn a covering of one sort or another on their heads as part of their garb when caring for patients. Although the utilitarian reasons for such head covering are no longer valid, the symbolism of the cap is still very real. The same may be said of the uniform and of the light, which are also important parts of a Capping Service.

Although some nurses do not wear a cap, or wear a cap only part of the time, nevertheless, the symbolism of the cap remains. It is symbolic of the things others expect of nurses - uprightness of character; purity of life; loyalty to Christian ideals; faithfulness of the high trust given to nurses; intelligent, compassionate, skillful service to humankind. As you wear your cap, be ever mindful of its significance in the lives of your patients and their families. In no other way will it help you to be an effective nurse. Without the symbolism it is only a piece of cloth which may be purchased in the University Bookstore. However, your buying your cap and bringing it to the Capping service can be likened to all that you bring of yourself and your abilities to your study and practice of nursing. Your receiving the cap from one of your teachers is symbolic of your receiving from all teachers and significant others the guidance, assistance, and inspiration to learn and develop those understandings, skills and abilities necessary for becoming the kind of nurse your cap symbolizes.

Another symbol often associated with nursing is the uniform. To be sure, there are other workers who wear a uniform, but on the nurse it has a special significance. In the words of the Nightingale Pledge, I remind you that the nurse is expected to "hold in confidence all matters committed to my keeping and all family affairs coming to my knowledge in the practice of my profession." As your uniform closely enfolds you, so must you ever enfold and safeguard the confidences entrusted to you by your patients. As your uniform provides warmth and protection for your body, so must you provide for your patients the warmth of acceptance, of a friendly manner, and of tender loving care given unstintingly to those who need your professional services. The nurse's uniform symbolizes this warmth and security. As you wear it, be ever mindful of these responsibilities to others.

A third symbol which frequently plays a part in the Capping Service is not peculiar to nursing either. This is the light. It, of course, symbolizes knowledge, and knowledge is essential if one is to be an effective nurse. As the light of your candle first flickered feebly and then grew in brilliance, so may your wisdom increase through your search for knowledge to benefit your fellow creatures. Like the flame of the candle, knowledge wrongly used may cause pain and sorrow and destruction; but with the knowledge which you acquire may you also accept the responsibility that your knowledge, both cultural and professional, be used through word and action, to serve more fully the needs of the world in which we live.

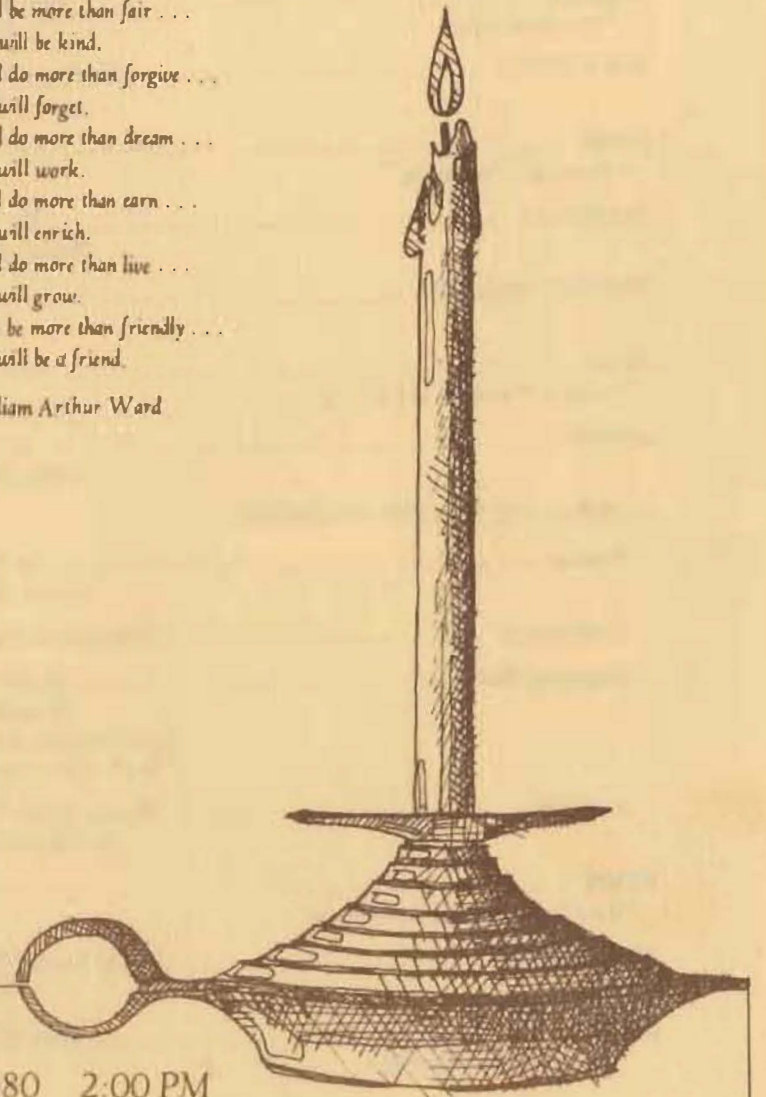
Welcome to the profession of nursing. It will require of you hard work and self-denial; it will bring you discouragement and heartache. But it can also bring you joys and satisfactions beyond measure. May God's richest blessings and choicest gifts be with each one of you as you continue to prepare yourselves and to serve Him in the field you have chosen.



PACIFIC LUTHERAN UNIVERSITY

I will do more than care . . .
I will help.
I will be more than fair . . .
I will be kind.
I will do more than forgive . . .
I will forget.
I will do more than dream . . .
I will work.
I will do more than earn . . .
I will enrich.
I will do more than live . . .
I will grow.
I will be more than friendly . . .
I will be a friend.

William Arthur Ward



May 4, 1980 2:00 PM
School of Nursing
Pacific Lutheran University
Trinity Lutheran Church

PROGRAM

PRELUDE	James Wallace, Organist "Processional of Joy" Lawrence J. Meyer
INVOCATION	The Reverend Ronald Tellefson University Pastor
HYMN	No. 409 "Praise and Thanksgiving"
GREETINGS	Dr. Doris G. Stucke Director, School of Nursing
STUDENT SPEAKERS	Monica Lybeck Maria Meyers
HYMN	No. 505 "Forth in Thy Name, O Lord, I go"
ADDRESS	Dixie Mathias Adjunct Professor, Biology
CAPPING AND BANDING CEREMONY	
Presiding	Dr. Doris G. Stucke Director, School of Nursing
Candlelighting	Edith Johnson, Assistant Professor
Capping and Banding	Phyllis Page, Instructor Maren Staing, Instructor Esither Bradford, Assistant Professor Mary Carpenter, Assistant Professor
Assisted by	Mariann Worth, Nursing Student Sue Carlsen, Nursing Student
HYMN	No. 259 "Lord Dismiss us with Your Blessing"
BENEDICTION	The Reverend Ronald Tellefson University Pastor
RECESSIONAL AND POSTLUDE	James Wallace, Organist "Jesu, Joy of Man's Desiring" J.S. Bach

Alcantara, Sharon	Harms, Jennifer	Olson, Carol
Alward, Jeanne	Haugen, Marna	Pemberton, Susan
Anderson, Kristine	Hinz, Sharon	Peterson, Annette
Ashenbrenner, Kim	Hogue, Bill	Peterson, Karin
Bates, Janet	Jay, Deann	Rodgers, Kimberly
Bigott, Merri Jean	Jefferson, Christine	Russell, Jeanelle
Boose, Carol	Johnson, Kathy	Rutherford, Celia
Boggs, Kathrina	Keene, Sandra	Sakaguchi, Nancy
Bowman, Suzanne	Kelly, Joan	Schletzbaum, Lorna Jones
Boyd, Sharon	Kendall, Kathryn	Schumacher, Sally
Brekke, Lisa	Kinkella, Toni	Selby, Karen
Brosten, Karlena	Kinnunen, Diane	Shaw, Sheila
Cables, Loreto	Krause, Sandra	Sinderson, Tami
Cables, Melba	Krehbiel, Cheryl	Snowden, Mariellen
Carter, Martine	Lanier, Katherine	Spirk, Shirley
Cox, Lisa	Larson, (LeeAnn) Sue	Stanke, Lori
Crawford, Patricia	Lewis, Shelley	Sturdevant, Jack
Deason, Linda	Lindstrom, Laine	Swanson, Mary Kay
Deocampo, Catherine	Lybeck, Monica	Swetnam, Jean
Dorn, Gale	Madoo-Harris, Hoolassaric	Sychtysz, Isabel
Dory, Judith	Maestas, Andre	Thompson, Louise
Dralle, Dehra	Maples, Janet	Van Patter, Margaret
Dressler, Janet	Masters, Cynthia	Vincent, Christine
Duvall, Karin	Mateo, Colleen	Walker, Juanita
Elliott, Shelli	McMasters, Carla	Wetzel, Susan
Empey, Elizabeth	McNamara, Margaret	Wiersma, Peggy
Erickson, Marla	Meyer, Maria	Williams, Judith
Eskelin, Lisa	Morgan, Lynnda	Wold, Kimberly
Garabato, Deborah	Nelson, Sandra	Wood, Deann
Ghigleri, Paula	Norton, Charles Ronald	Workman, Janice
Gillespie, Colleen	Novak, Michelle	
Haight, Vicki	O'Hara, Constance	

Capping Ceremony

May 4, 1980



CAPPING - 1980

First Row

1. Loreto Cables
2. Diane Kinnunen
3. Suzanna Bowman
4. Katrina Boggs
5. Kim Ashanbrennar
6. Lori Stanke
7. Judith Doty
8. Carol Olson
9. Maria Meyer
10. Karin Peterson
11. Constance O'Hara
12. Debora Garabato
13. Linda Deason
14. Janet Maples
15. Margaret Van Patter
16. Sharon Alcantara
17. Gale Dorn
18. Catherine Deocampo
19. Martine Carter
20. Patricia Crawford
21. Colleen Gillespie
22. Isabel Schytysz
23. Shirley Spirk
24. Nancy Sakaguchi

Second Row

1. Kathy Johnson
2. Deann Jay
3. Lisa Eskelin
4. Michelle Novak
5. Lisa Brakke
6. Kathryn Kendall
7. Tami Sinderson
8. Sandra Nelson
9. Janet Bates
10. Melba Cables
11. Christine Vincent
12. Jennifer Harms
13. Vickie Haight
14. Susan Krause
15. Kimberly Rogers
16. Marna Haugen
17. Deann Wood
18. Sheila Shaw
19. Colleen Mateo
20. Shelli Elliott

Third Row

1. Sally Schumacher
2. Merri Jean Bigott
3. Cheryl Krehbiel
4. Elizabeth Empey
5. Marla Erickson
6. Joan Kelly
7. Peggy Wiersma
8. Karlena Brosten
9. Lynnda Morgan
10. Mary Kay Swanson
11. Debra Dralle
12. Karin Duvall
13. LeeAnn Sue Larson
14. Monica Lybeck
15. Judith Williams
16. Janet Dressler
17. Celia Rutherford
18. Laine Lindstrom
19. Jeanelle Russell
20. Kimberly Wold

Fourth Row

1. Juanita Walker
2. Andre Moestas
3. Carla Mc Masters
4. Susan Wetzel
5. Sharon Hinz
6. Paula Ghiglieri
7. Lorna Jones Schletzbaum
8. Christine Jefferson
9. Karen Selby
10. Annette Paterson
11. Toni Kinkella
12. Katherine Lonier
13. Shelley Lewis
14. Carol Boose
15. Sandra Keene
16. Kristine Anderson
17. Lisa Cox
18. Susan Pemberton
18. Cynthia Masters

Not Pictured

1. Jeanne Alward
2. Sharon Boyd
3. Bill Hogue
4. Hadassie Madson-Harris

5. Margaret McNamara
6. Charles Ronald Norton
7. Mariellen Snowden
8. Jack Sturdevant

9. Jean Swetnam
10. Louise Thompson
11. Janice Workman

Since the School of Nursing had increasing numbers of men in the program and a ceremony was held to recognize the women in the sophomore year (with the cap), a black band was presented to the men during this ceremony. The band was worn on the left sleeve of the student uniform. The name of the ceremony was changed to Capping and Banding to recognize both groups.

Nursing

Nursing Education An '80's Issue

By Dr. Doris Stucke
Director, School of Nursing

Florence Nightingale once described nursing as "a progressive art in which to stand still is to step backward." It was an assertion that would be embraced by most nursing professionals today.

Among the significant forward strides in nursing during the '70's were a greater measure of professional respect and more satisfactory working conditions, salaries and fringe benefits. A major issue which will continue to arouse controversy during the '80's will be educational standards in the various nursing categories, with likely major changes in the categories themselves.

Practicing today are licensed practical nurses with one year of training; registered nurses with either two (associate), three (diploma) or four (baccalaureate) years of education, and some direct

'80's

care personnel (clinicians, nurse practitioners, etc.) with specialized training.

Since 1965 the American Nurses' Association has sought to institute the baccalaureate degree as the entry-level prerequisite for professional nurses. The ANA also advocates two, rather than several, nursing classifications. The baccalaureate prerequisite will take effect in 1985, but there will continue to be broadly differing attitudes regarding the status of nurses educated prior to that date. More than 80 percent of today's nurses have not earned a baccalaureate degree.

The ANA position reflects several factors: (1) that the scope of nursing practice is changing and expanding, and baccalaureate preparation best equips nurses to enter professional practice;

(2) that the availability and accessibility to health care will not improve until larger numbers of nurses are equipped to function in a variety of health care settings. The necessary breadth and depth of knowledge can be offered

(Cont. on page 4)

(Cont. from page 3)
through baccalaureate programs; and

(3) there is increased pressure from outside groups to upgrade standards of nursing education. Within the profession there is a long history of concern for increasing standards of professionalism.

The directions the nursing profession is taking in the 1980's offer the PLU School of Nursing great opportunities for service. Throughout the decade there will be an increasing demand for the baccalaureate degree and a variety of continuing education programs already being offered.

Optimism must be tempered, however, by awareness of the shortage of clinical facilities for student experience. Such facilities are needed to meet ANA and National League for Nursing educational standards. Hospital facilities in Pierce County are already being utilized to the greatest extent possible.

The shortage is a nationwide problem and is even more acute in the East. Thus, it is possible that during the next decade the trend will be toward increased specialization in nursing at the undergraduate level.

The shortage is a nationwide problem and is even more acute in the East. Thus, it is possible that during the next decade the trend will be toward increased specialization in nursing at the undergraduate level.

Clinical training in nursing also involves a very low student-teacher ratio, so cost will continue to be an obstacle.

On the positive side, there will be a growing demand for continuing education and PLU's program will expand accordingly. PLU also offers a special program for associate degree and diploma nurses seeking baccalaureate degrees, and continued growth is foreseen in that area.

Before the end of the 1980's it is likely that there will be a much greater need for a master's degree program in nursing. At present the University of Washington offers the only graduate program in Washington.

The cost of such a program is prohibitive for a small college or university. It is possible that a consortium among several independent schools or a major new funding source might make such a program feasible.

CAMPUS SHORTS

Nursing awards

An annual \$5,000 scholarship for nursing students has been presented to PLU by the Allenmore Medical Foundation of Tacoma. The announcement was made by Dr. Stanley Durkin on behalf of the foundation. He indicated that the scholarship has been named in memory of Henrietta Button, an administrator at both Doctor's Hospital and Lutheran (now Good Samaritan) Hospital in the 1950's.

Sharing the proceeds of the scholarship this year will be Karra Campbell of Montesano and Kathleen O'Leary of Portland, Ore. Both are PLU juniors majoring in nursing.

Their selection was announced by Dr. Doris Stucke, director of the PLU School of Nursing.

Challenge Of A New Decade 2

Top PLU academic officials discuss the futures of their disciplines and the role of PLU in that future.



Dr. Doris Stucke

Scene



Scene

'A Portrait Autographed With Excellence'

"I believe a person's life is his/her self-portrait and should be autographed with excellence."

Mrs. Emmer Jackson's list of life accomplishments are proof that she is indeed fulfilling her life credo.

She is presently serving as a part-time nursing supervisor at American Lake Veteran's Hospital in Tacoma. During 1978-79 she was a W.K. Kellogg Foundation Fellow studying at the University of Washington for a master's degree in nursing administ-

ration and a minor in business administration.

She earned her bachelor of science degree in nursing from PLU in 1974.

Mrs. Jackson began her nursing career in 1955 after earning a RN diploma at Wilmington Community Hospital in North Carolina, her home state. During the next 12 years she held nursing positions in

Virginia, North Carolina, Alabama, New Jersey and California before joining the American Lake staff in 1967.

The mother of three children hopes to eventually serve as a VA hospital chief of nursing service, and all of her training has been focused on that goal.

"Due to family responsibilities, economic status and social restraints, my goals have seemed elusive at times," she said. "But I believe that individuals should develop their potential to the fullest.

"PLU encourages the development of that potential," she added. "My experience at PLU stimulated my interest in higher education and nursing administration.

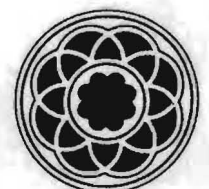
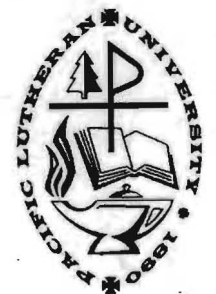
It provided me with needed support through its strong family-Christian atmosphere, financial assistance, and motivation for continual educational growth and development.

"It offers opportunities to all students, minorities and females alike."

A woman of strong religious convictions, Mrs. Jackson added, "Life may be filled with dangers and perils, but with our Heavenly Guide we need not fear. Safety is not the absence of danger but the presence of the Lord."



PLU seals



Nursing profs recall own military role

By Margo Student

"Ice cream and hopscotch," were the words used by Lee Weirick, nursing professor at PLU, used to describe impressions of World War II.

During World War II Weirick was stationed in Germany, working as a nurse on the front lines. "Keeping up with the units and staying five to ten miles from combat zones was like playing hopscotch," she said. "The biggest delight and the item the soldiers cherished most was ice cream."

Weirick entered the Army nurses corps during World War II, retiring after 28 years of service. Phyllis Yeargan, also a nursing professor at PLU, has been on two years of active duty for the corps and is now an active reservist.

"I am willing to support my country, if I am needed," Yeargan said. Both women agree that combat was no place for a woman, and "there are plenty of support services that are more vital for women than face-to-face combat."

"Women and men are conditioned since birth that the male should be the protector and therefore women have been sheltered from horrors similar to front-line combat," said Yeargan, referring to a study done at West

Point on the psychological effect of combat duty on women.

Both women entered the army at the professional level, enabling them to bypass routine maintenance duties required of enlisted personnel. They said they felt the army was a good experience personally and professionally. Weirick said, "The army is what you make it." Supporting her statement, Yeargan said, "I would recommend it to young women for three reasons: more chance for advancement, more independence in practical nursing and equal pay."

"The army means a lot of adjustments," said Weirick, "and one of them is basic training. Discipline is strictly enforced but the purpose of rigid discipline is to teach reflexes and reactions that might save your life, they said. Their basic training included physical training, weapon familiarization and gas chamber practice, in the event of a chemical attack.

"Feelings during war time are very emotional and morale among the troops is high; everyone is concerned about the other guy," Weirick said as she described her war experience.

"Being an active reservist is a small price to pay to live in a free country filled with variety and choice," concluded Yeargan.



Military starting to lower traditional sexual barriers

More recruiting directed toward women

By Margo Student

The Women's Armed Forces Integration Act giving women regular military status limited the number of women to two percent of the total force in 1948. Today no limit exists.

What attracts women to a field that was once traditionally all male? In the past there were essentially two reasons: the G.I. Bill, which helped pay college tuition, and travel opportunities.

Now women are often attracted to military service because of added benefits. Equal pay, travel, rank and promotion are across the board and awarded on the merit system, giving women more of an advantage and greater variety than on the outside.

After Vietnam, military policies were altered in an effort to attract an all volunteer system. During the last decade of peacetime, the percentage of women in the military increased substantially, from 30,000 or 1.3 in 1971 to a projected level, if combat bans are lifted, of 200,000 or 11.1 percent in 1983.

At the same time, the declining birthrate has made the number of males diminish, women needed to fill areas in the military

that were unheard of for them in the past. The decline of male volunteers has made the military direct more of its recruiting program toward women.

Another reason for the surge of women in the military, according to a 1978 survey by *U.S. News and World Report*, is that active duty forces are 80,000 under planned strength. According to this report, the Pentagon's planners stated that the cost of recruiting a well-educated female is equal to that of a poorly qualified male. Among those males who have volunteered, the average level of intelligence has declined while the dropout rate has climbed to 40 percent of all those who enlist.

Women train and work alongside men in all other capacities, but the question of women training to fight in the front lines has been unsolved since women started entering non-traditional positions in the military. As the possibility of a draft nears, the question becomes more significant.

On July 19, 1978, the Navy for the first time allowed women on warships that were on peacetime missions. Women are still barred from frontline units, missile cruisers, destroyers and aircraft engaged in combat.

Fall Nursing Class of 1980

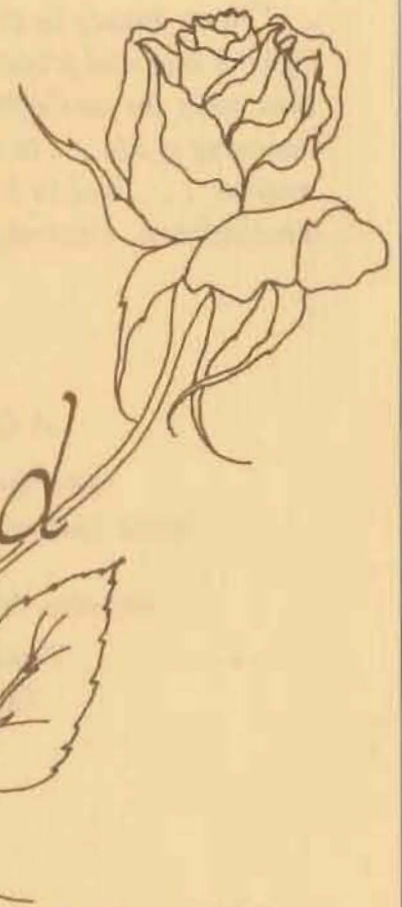
Joel N. Andrews
Evelyn Ann Applen
Gretchen Louise Brezicha
Nancy Jane Broderson
Susan Elizabeth Carlsen
Donna M. Crockett
Peter L. Cueva
Melinda Lee Denny
Jean Ann Dukes
Jody Duncan
Diane Marie Dunlap
Mary Bennett Erickson
Patricia Ann Ferri
Laura Mary Garcia
Julie Ann Hageman
Cynthia Jean Hanson
Janet Helen Henriksen;
Margaret Ann Hercules
Elizabeth Anne Iverson
Eileen Elizabeth Jaspersen
Nancy Barbara Jepson

Ingrid Kristine Johannessen
Kari Anne Johnson
Janice Dawn Lahn
Fulu Manu Leo
Joyce Li
Wendy Rose Lind
Sheila Jean Lowery
Kristine Ruth Matthews
Donna Kay Mowery
Karen Loraine Reep
Robert D. Rodgers
Darnice Yoonne Sabo
Marlena Sue Scheller
Kimberly Ann Stagner
Melody Irene Straight
Teri Grace Torgeson
Cindy Lynn Turner
Kathryn Christine Tveit
Elizabeth Marie Wells
Marianne Worth



PACIFIC LUTHERAN UNIVERSITY

you've
got
a
friend



ceremony
of
pinning

saturday may 24, 1980

"To see beauty in the common things of life, to shed the light of love and friendship around me; to keep my life in tune with the world that I shall make no discords in the harmony of life . . . to see and appreciate all that is noble in another . . . and to let my lyre send forth cords of love, unselfishness, sincerity. This is to be my symphony."

Celia McClure

A Ceremony of Pinning

*1980 Spring Graduating Class of
Pacific Lutheran University School of Nursing*

Saturday, May 24, 1980, 11:00 a.m.

*Trinity Lutheran Church
Tacoma, Washington*

Ceremony of Pinning

*Processional "Processional of Joy." — Meyer
Allen Nicholson, Organist*

*Presidential Greeting William O. Rieke, M.D.
President, Pacific Lutheran University*

Invocation Susan Briehl, University Vicar

Hymn, "Beautiful Savior" #518 Please rise and join us

Class Address Jean Duke

*Special Music "You've Got A Friend," Carol King
Class Member*

*Guest Speaker Dr. David Knutson
Assistant Professor of Religion*

*Hymn "All Creatures Of Our God And King" #527
Please rise and join us*

*Ceremony of Pinning Doris G. Stucke, Ed. D.
Director, School of Nursing*

*Assisting . . Patricia A. Gillett, Instructor, School of Nursing
Luella Hefty, Assistant Professor, School of Nursing*

Benediction Susan Briehl, University Vicar

*Recessional "Alleluia Chorus." — Hande
Allen Nicholson, Organist
Steven Shearer, Trumpet*

*Please join us for a reception, Chris Knutson Hall,
University Center, Pacific Lutheran University*

Commencement 1980

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

JOEL NEHRING ANDREWS
Cum laude
EVELYN ANN APPLIN
*SANDRA GAIL BIRCHALL
Cum laude
GRETCHEN LOUISE BREZICHA
NANCY JANE BRODERSON
Cum laude
SANDRA LORENE CABAN
SUSAN ELIZABETH CARLSEN
Cum laude
*ROXANNE REIS COX
Cum laude
DONNA MARIE CROCKETT
PETE LOUIS CUEVA
MELINDA LEE DENNY
MAUREEN SUSAN DUFFY
JEAN ANN DUKES
Magna cum laude
JODY DUNCAN
DEANE MARIE DUNLAP
MARY ELIZABETH BENNETT ERICKSON
Cum laude
PATRICIA ANN FERRI
LAURA MARY GARCIA

*Completed requirements for graduation midyear.

*DIANE GAIL LEVIN
JOYCE MAY CHUN LI
WENDY ROSE LIND
SHEILA JEAN LOWERY
KRISTINE RUTH MATTHEWS
Cum laude
JUANITA STEFFENS MONIN
Cum laude
DONNA KAY MOWER
SANDRA LEE PETERSON
Magna cum laude
KAREN L. REEP
ROBERT DALE RODGERS
Cum laude
DARNICE YVONNE SABO

*Completed requirements for graduation midyear.

JULIE ANN HAGEMAN
CYNTHIA JEAN HANSON
Cum laude
JANET HELEN HENRIKSEN
Magna cum laude
MARGARET ANN HERCULES
Cum laude
*JUDITH ELAINE HILYARD
Cum laude
*PAULA CHERELYNN INGEBRITSON
Cum laude
ELIZABETH ANNE IVERSON
Magna cum laude
EILEEN ELIZABETH JASPERSON
Magna cum laude
NANCY BARBARA JEPSON
Cum laude
INGRID KRISTINE JOHANNESSEN
Summa cum laude
KARI ANNE JOHNSON
*BARBARA JOANNE KENMIR-KLACKNER
Magna cum laude
*GAYLE LORRAINE KIRKLAND
JANICE DAWN LAHN
Magna cum laude
FULU MANU LEO

KATHLEEN MARIE SAWIN
MARLENA S. SCHELLER
JUDITH ELAINE SCOTT
Cum laude
KIMBERLY ANN STAGNER
Cum laude
MELODY IRENE STRAIGHT
Magna cum laude
TERI GRACE TORGESON
CINDY LYNN TURVER
Cum laude
KATHRYN CHRISTINE TVEIT
ELIZABETH MARIE WELLS
MARIANNE WORTH

Summer Commencement 1980

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

MURIEL MARIE BALCH
APRIL ELIZABETH BARBER
NANCY JANE BERGMAN
TERRI LYNN BEUTLER
ELEANORE LOUISE BOHNEN
KARRA LEE JONES CAMPBELL
Summa cum laude
SHARON LYNN CASSIDY
CYNTHIA SUE CHIAPUZIO
Magna cum laude
LAURA LYN COVEY
REBECCA SUE DETWILER
MARY MARGARET FISH
Cum laude
JILL EILENE FRANKIE
BARBARA LYNN HALL
CHRISTINE ANN HAMILTON
Magna cum laude
KATHRYN ILENE HOMEDEW
NANCY B. JEPSON
RITA P. JOHNSON
BARBARA JEAN JONES
ANGELA CAROL JUST
PAULA ELAINE KAISER
JACKILYN KAY KEMMISH

CINDY ANN KITTERMAN
Cum laude
LINDEE LORENE LEMKE
Cum laude
MARCIA ANN MANESS
CHRISTINA MARIA MOCERI
SUSAN MARIE MUELER
Magna cum laude
THERESA ELAINE NEAL
Cum laude
KATHLEEN MARIE O'LEARY
Summa cum laude
LORI ANNE OLSON
Magna cum laude
CHRISTINA DIANE PENNELL
Cum laude
WENDY SUE PHILLIPS
SUSAN MARIE RIMERMAN
KRISTINE MARIAN RUUD
DEBRA EILEEN VAN SOEST
MARILEE JEAN WILLIAMS
Cum laude
GAIL ANN McCracken YANDELL
DANA LEE ZAICHKIN
Magna cum laude
CASEY LEA ZIMMER

Senior Pinning Ceremony

August 22, 1980



Commencement 1980

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

JOEL NEHRING ANDREWS
Cum laude
EVELYN ANN APPLIN
*SANDRA GAIL BIRCHALL
Cum laude
GRETCHEN LOUISE BREZICHA
NANCY JANE BRODERSON
Cum laude
SANDRA LORENE CABAN
SUSAN ELIZABETH CARLSEN
Cum laude
*ROXANNE REIS COX
Cum laude
DONNA MARIE CROCKETT
PETE LOUIS CUEVA
MELINDA LEE DENNY
MAUREEN SUSAN DUFFY
JEAN ANN DUKES
Magna cum laude
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Cum laude
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*Completed requirements for graduation midyear.

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Cum laude
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CYNTHIA JEAN HANSON
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Magna cum laude
MARGARET ANN HERCULES
Cum laude
*JUDITH ELAINE HILYARD
Cum laude
*PAULA CHERELYNN INGEBRITSON
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ELIZABETH ANNE IVERSON
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Cum laude
KIMBERLY ANN STAGNER
Cum laude
MELODY IRENE STRAIGHT
Magna cum laude
TERI GRACE TORGESON
CINDY LYNN TURVER
Cum laude
KATHRYN CHRISTINE TVEIT
ELIZABETH MARIE WELLS
MARIANNE WORTH

Summer Commencement 1980

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

MURIEL MARIE BALCH
APRIL ELIZABETH BARBER
NANCY JANE BERGMAN
TERRI LYNN BEUTLER
ELEANORE LOUISE BOHNEN
KARRA LEE JONES CAMPBELL
Summa cum laude
SHARON LYNN CASSIDY
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LAURA LYN COVEY
REBECCA SUE DETWILER
MARY MARGARET FISH
Cum laude
JILL EILENE FRANKIE
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KATHRYN ILENE HOMEDEW
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CINDY ANN KITTERMAN
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KATHLEEN MARIE O'LEARY
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WENDY SUE PHILLIPS
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KRISTINE MARIAN RUUD
DEBRA EILEEN VAN SOEST
MARILEE JEAN WILLIAMS
Cum laude
GAIL ANN McCracken YANDELL
DANA LEE ZAICHKIN
Magna cum laude
CASEY LEA ZIMMER

Senior Pinning Ceremony
August 22, 1980



1980 Class Members

Muriel Marie Balch
April Barber
Nancy Jane Bergman
Terri Beutler
Eleanore Louise Bohnen
Karra Lee Jones Campbell
Sharon Lynn Cassidy
Cynthia Sue Chiapuzio
Laura Covey
Rebecca Sue Detwiler
Mary M. Fish
Jill Eilene Frankie
Barbara Lynn Hall
Christine Ann Hamilton
Kathryn Homedew
Rita P. Johnson
Barbara Jones
Angela C. Just
Paula E. Kaiser

Jackilyn K. Kemmish
Cindy Ann Kitterman
Lindee Lorene Lemke
Marcia Ann Maness
Christina Maria Mocerri
Susan Marie Mueller
Kathleen M. O'Leary
Lori Anne Olson
Christina Diane Pennell
Wendy Sue Phillips
Susan Marie Rimerman
Kristine M. Ruud
Theresa E. Neal Siemer
Debra Van Soest
Marilee Jean Williams
GailAnn Yandell
Dana L. Zaichkin
Casey Lea Zimmer



PACIFIC LUTHERAN UNIVERSITY

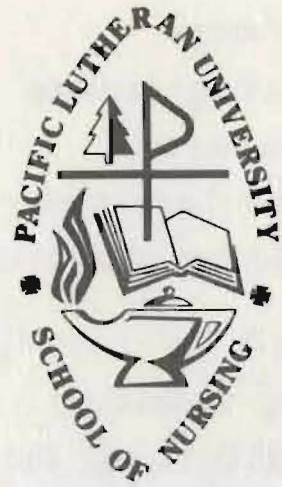
*Joy at the start
Fear in the journey
Joy in the coming home
A part of the heart
Gets lost in the learning
Somewhere along the road.*

*Along the road
Your path may wander
A pilgrim's faith may fail
Absence makes the heart grow fonder
Darkness obscures the trail.*

*Cursing the quest
Courting disaster
Measureless nights forbode
Moments of test
Glimpses of laughter
Are treasured along the road.*

*Along the road...
Your steps may stumble
Your thoughts may start to stray
But through it all a heart held humble
Levels and lights your way.*

ALONG THE ROAD - DAN FOGELBERG



A CEREMONY OF PINNING
1980 SUMMER GRADUATING
CLASS OF
PACIFIC LUTHERAN UNIVERSITY
SCHOOL OF NURSING
FRIDAY, AUGUST 22, 1980, 3:00 P.M.
TRINITY LUTHERAN CHURCH
TACOMA, WASHINGTON

CEREMONY OF PINNING

Processional "Processional of Joy,"-Meyer
April Kuhr, Organist
Invocation Reverend Oliver W. Ruud
Faculty Speaker Barbara Carter
Instructor of Nursing
Hymn, "All Creatures of Our God and King" #527, verses 1,2,5&7
Please stand and join us.
Student Speaker Dana Zaichkin
Special Music "Along the Road," Dan Fogelberg
Selected by the class — Performed by Rita Johnson, Lori
Olson, Christina Pennell, and Susan Rimerman.
CEREMONY OF PINNING Doris G. Stucke, Ed. D.
Director, School of Nursing
Assisting Maryiva Carpenter,
Assistant Professor of Nursing
Shirley Aiken,
Assistant Professor of Nursing
Benediction Reverend Oliver W. Ruud
Recessional "Alleluia Chorus,"-Handel
April Kuhr, Organist

Please join us for a small banquet reception following The Ceremony,
Trinity Lutheran Church Social Hall.

1980 SUMMER SESSIONS CATALOG

NURSING

Phone: 531-6900, ext. 292

12 WEEK SESSION (June 2 — August 22)

424 NURSING CENTRUM III (4) SCN 7272

Tuition: \$111 per semester hour

Introduction to acute deviant behavior patterns and to life threatening medical-surgical problems of children and adults. Emphasis is placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisites: Nursing 354, 384 and 394, and concurrent registration in Nursing 434 and 444. Initial class meeting will be held on Monday, June 2, 1:00-3:00 p.m. in IN-100. Regularly scheduled meetings for the class will be held on Tuesdays and Wednesdays, 1:00-3:00 p.m. in IN-100.

434 CLINICAL PROBLEMS (4) Section A: SCN 7274; Section B: SCN 7280; Section C: SCN 7282; Section D: SCN 7284

Tuition: \$111 per semester hour.

Introduction to nursing actions appropriate to stressful medical, surgical and psychiatric problems and to the newer parameters of nursing. Issues in nursing and changes in health care systems are examined. Prerequisites: Nursing 354, 384 and 394, and concurrent registration in Nursing 424 and 444. **Section A:** Mondays 1:00-3:00 p.m. in IN-122; Wednesdays 8:00-10:00 in IN-111D and 10:00-12:00 in IN-122; Thursdays 1:00-3:00 p.m. in IN-122. **Section B:** Mondays 1:00-3:00 p.m. in IN-111D; Wednesdays 8:00-10:00 a.m. in IN-122 and 10:00-12:00 in IN-111D; Thursdays 1:00-3:00 in IN-122. **Section C:** Mondays 1:00-3:00 p.m. in IN-122; Wednesdays 8:00-10:00 a.m. in IN-111D and 10:00-12:00 in IN-122; Thursdays 1:00-3:00 p.m. in IN-111D. **Section D:** Mondays 1:00-3:00 p.m. in IN-111D; Wednesdays 8:00-10:00 a.m. in IN-122 and 10:00-12:00 in IN-111D; Thursdays 1:00-3:00 p.m. in IN-122.

444 NURSING PRACTICUM II (4) Section A: SCN 7290; Section B: SCN 7292; Section C: SCN 7294; Section D: SCN 7350

Tuition: \$111 per semester hour.

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nursing 354, 384 and 394, and concurrent registration in Nursing 424 and 434. **Section A:** 7:00-3:00 TRF. **Section B:** 7:00-3:30 MRF. **Section C:** 7:00-3:30 MTF. **Section D:** 7:00-3:30 MTR.

464 NURSING CENTRUM IV (4) Section A: SCN 7352; Section B: SCN 7354; Section C: SCN 7360

Tuition: \$111 per semester hour.

Preparation for future professional roles of the nurse in the health delivery system. Emphasis is on leadership and management skills, professional judgement, decision making, and the nurse as a change agent. Students examine legislation, economic security, professional growth and the utilization of health and welfare resources. Prerequisites: Nursing 424, 434 and 444, and concurrent registration in Nursing 478. Initial class meeting for all sections will be held on Monday, June 2, 10:00-12:00 noon in IN-100. Regularly scheduled meetings for all sections will be on Wednesdays, 10:00-12:00 noon in IN-100. **Section A:** 1:00-3:00 p.m., W, in IN-122. **Section B:** 1:00-3:00 p.m., W, in IN-116. **Section C:** 1:00-3:00 p.m., W, in L-016.

478 SENIOR PRACTICUM (8) SCN 7362

Tuition: \$111 per semester hour

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: Nursing 424, 434 and 444, and concurrent registration in Nursing 464. 32 hours per week as arranged.

FACULTY

Susan Boots, 1979, Instructor of Nursing, M.S.N., University of Washington, 1979.

Robert Burke, 1980, Lecturer, B.S.N., Pacific Lutheran University, 1973.

Clara Carper, 1972, Assistant Professor of Nursing, M.N., University of Washington, 1959.

Louella V. Hefty, 1973, Assistant Professor of Nursing, M.A., University of Washington, 1973.

Celestine B. Mason, 1973, Assistant Professor of Nursing, M.A., Pacific Lutheran University, 1976.

Sylvia Novak, 1979, Assistant Professor of Nursing, M.S., California State University, Los Angeles, 1972.

Lois F. Rhoades, 1980, B.S.N., University of Washington, 1954.

Doris G. Stucke, 1967, Professor of Nursing and Director of School of Nursing, Ed.D., Teachers College, Columbia University, 1967.

Phyllis R. Yeargan, 1978, Adjunct Assistant Professor of Nursing, M.S.Ed., University of Kansas, 1971.

PACIFIC LUTHERAN UNIVERSITY
School of Nursing

INSTRUCTIONS REGARDING PLU SCHOOL OF NURSING CAP

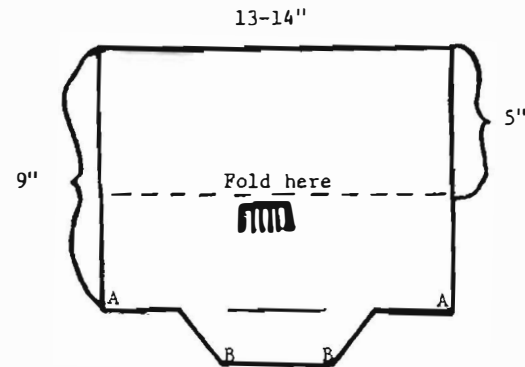
Capping Ceremony Name Changes

Each year the School of Nursing held a ceremony to formally recognize entrance into program in the sophomore semester. Female students in the school were presented a nursing cap that was worn as part of the clinical uniform.

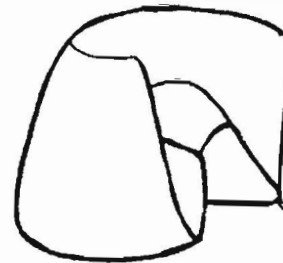
The cap was worn plain in the sophomore year. In the junior year, a single band of black velvet was worn across the left corner side of the cap. As a senior, a single band of gold velvet was added on top of the black on the left corner side of the cap. Upon graduation, the gold and black velvet bands were placed across the entire cap.

Since the School of Nursing had increasing numbers of men in the program, a way to recognize them in the ceremony was identified. A black band was presented to the male students during the Capping Ceremony. The band was worn on the left sleeve of the student clinical uniform. The name of the ceremony was changed to Capping and Banding to recognize both groups.

1. Women students and graduates wear the same basic cap. The student has the option of wearing the gold PLU pin which may be purchased from the Book Store. If worn on the cap, it is to be placed in the upper left corner. Men wear band(s) on sleeve.
 - a. The cap is folded as follows:
 - 1) Fold cuff 5" from front edge.
 - 2) Sew small comb in center of cap on the inside with the back of the comb aligned with the fold and the teeth projecting toward the back (as per diagram).
 - 3) Bring corners A and B together so 1/2" edges are turned in but not creased, and fasten with pins or clips. Do the same for both sides.

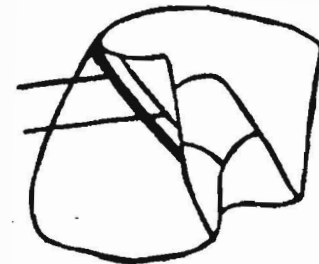


- b. The Sophomore caps are unadorned. Junior caps display a diagonal black velvet ribbon 1/4" wide on the left wing, 3" from the corner. Senior caps have a 1/4" wide gold band added to the black band. A water soluble lubricant such as K.Y. Jelly will hold velvet bands without damage to cap.



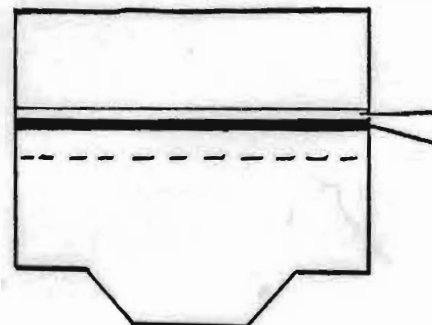
Side view

Black
Band
Gold
Band

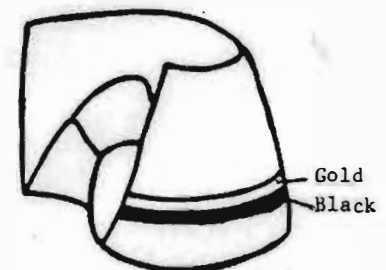


Side view

- c. Graduate caps display a 1/4" black velvet band 1" from the front fold of the cuff and 1/4" gold band immediately adjacent to it.



Gold
Black



Side view

Nursing students kept active in program

By Flo Hamilton

From the very first semester, the PLU nursing student is involved in some kind of practical experience, often off-campus, according to the nursing description sheet.

As for what the 266 students currently enrolled in nursing can gain from the complete absorption in the actual out-of-class nursing experience, Dr. Doris Stucke, director of nursing, said, "A nurse couldn't be one without it.

Confidence, skills, and abilities are developed and heightened."

In Level I, the student establishes a relationship with a healthy geriatric (elderly) person living in the community. Visits are weekly, and this develops communication skills and an understanding of how an older person functions within his ecosystem. Students must keep a diary of these visits, and in Level II, the student must terminate this relationship as often a nurse must do in a regular nursing

situation.

"Wellness" is the focus of the first two levels of activity. Second semester holds clinical experiences with infants, community health clinics, schools, and home visits, according to Director Stucke.

Resources and facilities used by PLU nursing majors are usually local hospitals and clinics. Madigan, St. Joseph's, Tacoma General, and the Tacoma Public Schools are just a few of the institutions working in conjunction with the PLU program.

On campus, in the nursing building, the long white divider sheets define the clinical lab. Stethoscopes, flasks, beds, and human models add to the effect that suggests a medical situation.

In this on-campus resource, the student nurses perform various tasks, and in Level II are now preparing for the "physical exam test." "This involves giving a peer a complete, head-to-toe physical exam," said Phyllis Page, instructor.

The first hospital experience is in Level III, usually the fall of the junior year. Nurse hopefuls work in obstetrics medical surgery, and in public health care. A "pregnant family" is assigned to each student and when possible, the student nurse follows the mother all the way through delivery. Since this is the first possible contact with ill patients, it could be a shock, but instructor Page said that Level II and III become transition levels to prepare the nurses for the upper divisions.

Level IV forms the most structural experience so far in the program. Six weeks of the semester are spent in medical surgery while the remaining six weeks are spent in psychiatric. This 12-hours-a-week in the field is on top of the numerous classes taken at the PLU campus.

"It's hard but yes, I do enjoy the program," a student

said.

Supervised clinical experience with the acutely ill highlights Level V. The student supervises health care for a family with a medical surgical problem and also a family with complex psychiatric problems.

Technical procedures are learned, including bronchial suctioning, and performing and interpreting electrocardiograms. Specific areas are "sampled" by the nurses, including the emergency room, critical care ward, and intensive care unit (ICU).

The student is exposed to all facets of nursing and Stucke called Level VI the "capstone." Hospital work is intense in this final phase of the nursing program. According to the nursing fact sheet, "the student nurse is immersed completely in the professional role as a nurse."

Under the supervision of a registered nurse preceptor, the PLU student must spend 32 hours a week working in the hospital. Seminars and lectures must still be attended at campus but the student must keep hours with the preceptor nurse.

The student, in this last plunge into hospital work, requests his or her top choice of working situation (community nursing, ICU, pediatrics, etc.).

"The students must work hard—4 days a week with their nurse," said Page.

Mooring Mast, September 12, 1980, Page 7

Miller's new position now Nurse Practitioner at PLU

By Sonja Nielsen

For the past six years Ann Miller has worked at the PLU Health Center. Two years ago her position changed from Registered Nurse to Nurse Practitioner.

She grew up in Robinsdale, Minn. After graduating from high school, she continued her education and earned her license as a Registered Nurse.

Following two years of work at the University of Minnesota Health Center, Ann took time off for her family. "I stopped working for seven years when my two sons were very young," she said.

Ann's next job was at PLU. "I worked at the Health Center for three to four years as a staff nurse," Ann said. "I wanted to do more, so I took a leave of absence and studied to become a Nurse Practitioner at the University of Colorado." She completed the one year program in January 1979. In November of 1979 she passed the American Nurses

Association examination for National Certification and is now a Certified Registered Nurse.

Ann enjoys her work as a Nurse Practitioner. She feels she can relate to her patients on a different level. She deals with the students, screening out problems that can be handled at the Health Center from those that need additional care. "I do what is called Primary Care," Ann says. "That is the first line of care before a student is referred to a physician. We handle 85 percent of the problems, without need of further care, directly at the Health Center."

When asked for a brief description of a day at work, Ann explained that she starts at 7:40 a.m. Everything is unlocked and set up in preparation for the students that will come in that day. Throat cultures are read and interpreted, and laboratory reports are reviewed. By 8 o'clock students are already at the door. The Health Center is closed from noon until one o'clock. The Center often handles forty students a day.

Ann works three days a

week. She has been offered a full-time position at the Center, but has declined. Ann is most comfortable with working half-time and spending the remaining time with her husband and their two sons. She will be working more hours until the end of school, due to the resignation of John Murphy.

An advantage she sees in her job is that she is working with a basically "well" population. "This," Ann explains, "is primarily due to the fact that the Health Center is open only to the students and not the entire community." Ann likes the idea of working specifically with the students, because she feels they are interested in learning about their health. One important option for female students is that they now have a choice of seeing a woman health care provider.

"A strong emphasis in being a Nurse Practitioner is on education," she says. "If a student comes in with an ear infection, I'll get out diagrams of the ear and explain to them what the prescription should do."

The main achievements Ann is working toward are self-satisfaction and improved health awareness in the students. "Most students are interested in learning about their health," she says. "I know you can't give a pearl to everybody, but some students will learn." She wants them to establish a routine, with breast examination for example, and have this become a habit. She believes parents have established the basics in reference to health but that most students will not be around their parents after college. "I would like to extend the foundation they already have and teach them how to care for themselves when they are on their own."

Class of 1981

Class of 1981

Allen, Susan Kay
Andersen, Joyce E.
Anderson, Rebecca Jo Babington
Andreasen, Jilann J.
Andrews, Jonnie S.
Andrews, Lori A.
Baldwin, Sandra L.
Ball, Robert S.
Barber, Lori L. Diotte
Bartlow, Laura A. Baldwin
Berg, Cara L.
Bonar, Vickie A. McAllister
Burton, Carole D.
Carlson, Faye Y.
Caulkins, Lisa R.
Chamusco, Diane L. Schutte
Craig, Evelyn N. Hammerling
Crawford, Patricia E.
Curl, Jane L.
Davidson, Carol J.
DeFraitas, Colleen A. Gillespie
Dutton, Holly S. Hutton
Edgecombe, Denise L. Wolff
Eisert, Shannon M. Robinson
Ellis, Joyce L.
Erickson, Lois M. Christian
Eshleman, Diane L. Quashnick
Furutani, Peggy J
Gamber, Maria M.
Gariando, Catherine T.
Ginther-Hutt, Lori L. Ginther
Goit, Cheri L.
Gordon, Mary A.
Greaves, Carolyn A.
Gregory, Anne L.
Harley, Susan K.
Hilton, Laura L. Sather
Hinderman, Tom E.
Hoover, Mary Ann Bergstrom
Ingalls, Debra A.
Johnson, Kay A. Smith
Johnson, Lori L. Krull
Johnston, Dianna Marie Koneman
Jolibois, Colleen C. Hicks
Jones, Karin L. Barker
Jorgensen, Tresa Marie Bahadursingh
Jung, Sharon L. Knapp
Klingberg, Kristin A.
Knapp, Debra L. Stark
Knoper, Terri L. Dupper
Knudtson, Debra S. Maki
Kristensen, Anne E. Kipfer

Labo, Arleen R.
Lautenschleger, Catherine L. Connon
Levine, David Z.
Madsen, Heidi L.
Mateo, Colleen L.
Mathews, Claudia C.
Matthews, Vernita A.
Mayers, Deborah L.
McClain, Dana L. Virak
McNamara, Margaret S.
Mikulan, Micheal G.
Miller, Jody A.
Mixon, Franklin I.
Moe, Heather A. Keith
Morey, Ann M. Doherty
McDonald, Paula K. Wickstrom
Nelson, Robin R.
Nielsen, Ingrid R.
O'Shea-Brown, Sheila M.
Olsen, Diane C. Van Vleet
Parris, Vonda Broom
Peterson, Theodora R.
Phil, Susan L.
Pinheiro, Lynne A.
Pinning, Ann L. Mayer
Pitman, Carol R. Peterson
Roe, Mary K.
Rumsey, Anna M. Mahan
Saint, Debra J.
Saunders, Heidi C.
Scott, Judith E. Smart
Shaw, Annelise
Shido, Ann Louise Zitzewitz
Skinner, Mary K.
Sleeman, Becky S. Phillips
Soderman, Cynthia K.
Stanich, Diana D.
Stebbins, Elizabeth A.
Stephan, Marsha L.
Tri, Debra L.
Troskie, Gary P.
Turner, Anita D.
Undseth, Barbara M.
Weyrich, Jeanette E.
Whorton, Sue Shields
Wilhelmi, Margaret H.
Wilson, Mary Kay Muchow
Wolfe, Debra J. Tweedle
Wyman, Beth L.

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 skill necessary for meeting nursing needs of the community.

The generic program is designed for students who have had no previous preparation in nursing, and graduates of this program who successfully complete the State Board examinations (Registered Nurse) are prepared for beginning positions in professional nursing. The School also offers a special program to registered nurses who wish to complete requirements for the Bachelor of Science in Nursing and prepare for leadership positions. Graduates from either program are prepared for continuing their formal education at the graduate level.

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.

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

ADMISSION AND CONTINUATION POLICIES

Students seeking admission to either the generic program or the special program 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 to be submitted between January 1 and February 15, and are considered for the following academic year only if the applicant has been offered admission to the university and has provided transcripts and Allied Health Professions Admission Test scores as requested by the Admissions Committee. Information about the Allied Health Professions Admission Test may be secured from the School early in the fall.

When there are more qualified applicants than the School can accept, selection is made on a competitive basis. In making the selection, the School of Nursing Admissions Committee uses grades as the major means of evaluation, but also considers such other relevant factors as selected scores received on the Allied Health Professions Admission Test, prior experience in nursing, previous study at PLU, significant co-curricular activities (school, community, church, etc.) and other pertinent extenuating or extraordinary circumstances.

A. Generic Students

Generic students are admitted to begin their nursing program in either the fall or spring semester, and selection for both terms is made the previous spring, generally by May 1. Insofar as possible, students are admitted for the term of their choice. When there are too many desiring a given term, determination of which students will be admitted for fall and which for spring is made by random selection. Time normally required to complete requirements for the Bachelor of Science in Nursing is six semesters from the time of enrolling in the first nursing course regardless of the number of college credits earned previously.

The School of Nursing reserves the right to request withdrawal of a nursing student who fails to demonstrate competency or who fails to maintain professional conduct.

Minimum 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 prior to March 1 of the year in which they wish to have their application processed. However, 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 111 (Biology and the Modern World), Biology 201 (Introductory Microbiology), Chemistry 103 (Chemistry of Life), and Sociology 101 (Introduction to Sociology). (The remaining courses will be completed after enrolling in the nursing program.)
3. Completion of a minimum of 26 semester credit hours. Some of these may be in progress at time of application.
4. A minimum grade of 2.00 in all required nursing and prerequisite courses. A student receiving a grade 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 of 2.00 or above.
5. A minimum cumulative g.p.a. of 2.00.
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.

B. Registered Nurses

Registered nurses are admitted to begin their nursing program in the fall semester, and are enrolled full time for a total of sixteen months. The registered nurse student 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. Other minimum criteria for admission to or continuation in the nursing program are as outlined above for the generic student. The registered nurse who is considering making application for admission to the nursing program is 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

The nursing student is responsible for maintaining optimal health and is a teacher of health. Physical examination, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of the student. Each student must carry personal health insurance.

ADDITIONAL COSTS

In addition to regular university costs, students are to 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 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 \$70.00), and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

CERTIFICATION FOR SCHOOL NURSING

Educational Staff Associate Certification for school nurses is individually designed through a consortium consisting of a school district, related professional association and Pacific Lutheran University. Additional information on this program can be obtained by contacting the Dean of the School of Education or the Director of the School of Nursing.

RESOURCES AND FACILITIES

Good Samaritan Hospital, Puyallup, WA (170 beds)

David K. Hamry, M.H.A., Executive Director

Mary Jane Troeh, R.N., Director of Nursing

Lakewood General Hospital, Tacoma, WA (100 beds)

Peggy Dawson, R.N., Director of Nursing

Madigan Army Medical Center, Tacoma, WA (536 beds)

Brigadier General William R. Dwyer, M.D., Commanding Officer

Colonel Beverly A. Glor, R.N., Ph.D., Chief, Department of Nursing

Mary Bridge Children's Health Center, Tacoma, WA (68 beds)

Frederick A. Pritchard, M.B.A., Administrator

Karen Lynch, R.N., B.S.N., Assistant Administrator for Patient Services

Puget Sound Hospital, Tacoma, WA (145 beds)

James Helland, M.B.A., Administrator

Lee Judy, R.N., M.N., Director of Nursing

St. Joseph Hospital, Tacoma, WA (250 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 (150 beds)

David L. Bjornson, M.H.A., Administrator

Ann Bertolin, R.N., B.S.N., Director of Nursing Service

Tacoma General Hospital, Tacoma, WA (299 beds)

Eugene K. Prentice, B.S., M.S.H.A., President

Betty Hoffman, R.N., B.S.N., Director of Nursing Service

Tacoma-Pierce County Health Department, Tacoma, WA

Walter R. Herron, M.D., M.P.H., Director, Tacoma-Pierce County Health Department

Nancy Cherry, R.N., M.P.H., Co-Director, Tacoma-Pierce County Health Department

Tacoma Public Schools, Tacoma, WA

Donna Ferguson, R.N., M.N., Coordinator of Health

The Doctors Hospital, Tacoma, WA (70 beds)

Frederick A. Pritchard, M.B.A., Administrator

Harriet Huffman, R.N., Director of Nursing

Veterans Administration Hospital, Tacoma, WA (904 beds)

Robert B. Rynearson, B.S., Director

Joan Stout, R.N., B.S.N., M.N.A., Chief, Nursing Service

Western State Hospital, Steilacoom, WA (950 beds)

Morgan Martin, M.D., Superintendent

Patricia Pickett, R.N., Acting Director of Nursing

BACHELOR OF SCIENCE IN NURSING

The curriculum plan and its implementation are designed to be growth-fostering and to encourage initiative and self-direction on the part of the student. In addition to the 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 the 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.

A sample curriculum for the student accepted for fall semester enrollment is as follows:

FIRST YEAR — Pre-Nursing

Fall Semester

*Biology 111	Biology and the Modern World	4
**Religion elective		4
*Psychology 101	Introduction to Psychology	4
*P.E. 100	Personalized Fitness Programs	1
		<hr/> 13

Interim

Elective		4
		<hr/> 4

Spring Semester

Chemistry 103	Chemistry of Life	4
***English 101	College English	4
*Sociology 101	Introduction to Sociology	4
P.E. Activity		1
		<hr/> 13

SECOND YEAR

Fall Semester

Biology 201	Introductory Microbiology	4
Biology 205	Human Anatomy and Physiology I	4
*Psychology 335	Development: Infancy to Maturity	4
or Education 321	Human Development	
Nursing 214	Nursing I: Socialization to Nursing	4
P.E. Activity		1
		<hr/> 17

Interim

Elective		4
		<hr/> 4

Spring Semester

Biology 206	Human Anatomy and Physiology II	4
***Anthropology, History, or Political Science elective		4
Nursing 228	Nursing II: Health Assessment	8
P.E. Activity		1
		<hr/> 17

THIRD YEAR

Fall Semester

Nursing 334	Nursing Centrum I	4
Nursing 344	Health Problems	4
***Fine Arts elective		4
***Philosophy elective		4
		<hr/> 16

Interim

Optional elective		0-4
		<hr/> 0-4

Spring Semester

Nursing 354	Nursing Centrum II	4
Nursing 384	Clinical Problems I	4
Nursing 394	Nursing Practicum I	4
***Literature elective		4
		<hr/> 16

FOURTH YEAR

Fall Semester

Nursing 424	Nursing Centrum III	4
Nursing 434	Clinical Problems II	4
Nursing 444	Nursing Practicum II	4
***Religion elective		4
		<hr/> 16

Interim

Optional elective		0-4
		<hr/> 0-4

Spring Semester

Nursing 464	Nursing Centrum IV	4
Nursing 478	Senior Practicum	8
		<hr/> 12

*May be taken either semester

**May be taken either freshman or sophomore year

***May be taken any time

COURSE OFFERINGS

214 NURSING I: SOCIALIZATION TO NURSING

Concepts regarding self and society, relations, communications, learning, and levels of wellness. Introduces historical milestones of nursing and trends in nursing education. Prerequisites: Psychology 101, and prior or concurrent enrollment in Sociology 101 and Biology 111. (4)

228 NURSING II: HEALTH ASSESSMENT

Assessment of health status of individuals, families, and communities. Attention is given to the utilization of health resources, the influence of the eco-system, and the role of the health team in maintaining wellness. Includes selected clinical experiences with the newborn, well child, adolescent, and elderly. Emphasis is on beginning techniques and assessment as part of the nursing process. Prerequisites: Biology 201 and 205, Chemistry 103 and Nursing 214, and prior or concurrent registration in Psychology 335 (or Education 321), and Biology 206. (8)

334 NURSING CENTRUM I

An introduction to the less complex medical-surgical situations of children and adults, the pregnant family, and preventive aspects of psychiatric nursing. Drug and diet therapy and theories of physical and psychosocial development are included. Prerequisites: Biology 205 and 206 and Nursing 228, and concurrent registration in Nursing 344. (4)

344 HEALTH PROBLEMS

Medical-surgical problems of a less stressful nature and appropriate nursing actions to facilitate adaptation. Includes experience with a pregnant family through the perinatal period, and application of principles of crisis intervention in dealing with health problems in selected clinical experiences. Prerequisites: Biology 205 and 206 and Nursing 228, and concurrent registration in Nursing 334. (4)

354 NURSING CENTRUM II

The more complex medical-surgical and psychiatric situations. Emphasis is placed on the pathophysiological and psychopathological aspects and their application to the nursing process in the care of children and adults. Prerequisites: Nursing 334 and 344, and concurrent registration in Nursing 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 Nursing 354 and 394. (4)

394 NURSING PRACTICUM I

Clinical applications of Nursing 354 and 384. The student is expected to apply theoretical principles based on pathophysiological and psychopathological concepts in the clinical setting, utilizing interpersonal and technical skills. Prerequisites: Concurrent registration in Nursing 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 is placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 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. Issues in nursing and changes in health care systems are examined. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 424 and 444. (4)

444 NURSING PRACTICUM II

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nursing 354, 384, and 394, and concurrent registration in Nursing 424 and 434. (4)

464 NURSING CENTRUM IV

Preparation for future professional roles of the nurse in the health delivery system. Emphasis is on leadership and management skills, professional judgment, decision making, and the nurse as a change agent. Students examine legislation, economic security, professional growth and the utilization of health and welfare resources. Prerequisites: Nursing 424, 434, and 444 and concurrent registration in Nursing 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. Prerequisite: Nursing 424, 434, and 444, and concurrent registration in Nursing 464. (8)

491, 492 INDEPENDENT STUDY

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

Interim 1981

P66401 Nursing 300 NUTRITION FOR THE 80'S

4 semester hours

E. Bradford, C. Carper

P66402 Lab A

P66403 Lab B

P66404 Lab C

The purpose of this course is to develop a healthy, holistic approach to meeting nutritional requirements for physical and mental health. We will explore new (and old) horizons in food and nutrition. We will learn to plan and prepare foods for various life styles—the student, the single, the "on-the-go," the stressed, the frugal or financially pressed, the vegetarian, the backpacker, the "storer," the family, the weight gainer and the weight loser. We will grind grain; bake bread; dehydrate fruits and vegetables; prepare backpacking foods; make tofu, yogurt, and cheese; and serve our concoctions to ourselves and to others at Interim Faire.

Students will be expected to participate in scheduled classes and laboratories, to plan and evaluate menus for several life styles, and to participate in Interim Faire on January 28.

BIBLIOGRAPHY: Nutrition Search Inc., *Nutrition Almanac*; Sue Williams, *Nutrition & Diet Therapy*; Margaret Dean, *The Complete Gourmet Nutrition Cookbook*.

REQUIREMENT FILLED: Interim

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: \$20.00 for food to prepare.

MAXIMUM ENROLLMENT: 30 (10 per Lab section)

MEETING TIME AND PLACE: Lecture 1:00-3:00 p.m. M R, IN-100. Lab A 8:00 a.m. to 12:00 noon W F; Lab B 8:00 a.m. to 12:00 noon M, and 12:00 noon to 4:00 p.m. T; Lab C 8:00 a.m. to 12:00 noon T, and 12:00 noon to 4:00 p.m. W: in Columbia Center.

P66405 Nursing 311 SURGICAL INTERVENTION

4 semester hours

F. Gough

P66406 Lab A

P66407 Lab B

The nursing care required for patients undergoing surgical intervention will be the focus of this patient-centered study. This 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 before 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 LeMatre and Janet Finnegan, *The Patient In Surgery*; Joan Luckmann and Karen Creason Sorenson, *Medical-Surgical Nursing*.

REQUIREMENT FILLED: Interim

PREREQUISITES: Students must have completed Nursing: Level IV.

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

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation and meals.

MAXIMUM ENROLLMENT: 9

MEETING TIME AND PLACE: Jan. 5 only 1:00-8:00 p.m., IN-111D; thereafter: Lab A 7:00 a.m. to 3:00 p.m., M T & rotating W; Lab B rotating W, R F.

FACULTY

Stucke, Director; Aikin, Boots, Bradford, Carpenter, Carper, Carter, Cone, Gillett, Gough, Hagerott, Hefty, Hostetter, Jacobson, E. Johnson, C. Klein, Mason, Novak, L. Olson, Page, Rhoades, Shumaker, Stavig, Stiggelbout, Yeargan.



Shirley Aikin
Esther Bradford
Barb Carter



Mayiva Carpenter
Clara Carper
Dorothy Cone



Patricia Gillett
Luella Hefty
Thema Hostetter



Lois Jacobson
Linda Olson
Phyllis Page



Carolyn Schultz
Doris Stucke
Marilyn Zierath

Summer School 1981

424 NURSING CENTRUM III (4) P36401 (June 1 - August 21)

Tuition: \$127 per semester hour
Introduction to acute deviant behavior patterns and to life threatening medical-surgical problems of children and adults. Emphasis is placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisite: Nursing 354, 384 and 394, and concurrent registration in Nursing 434 and 444. Classes are scheduled to meet on Mondays 8:00 a.m.-10:00 a.m. in IN-122 and on Wednesdays 10:00 a.m.-12:00 noon in IN-122.

434 CLINICAL PROBLEMS (4) P36402 (June 1 - August 21)

Tuition: \$127 per semester hour.
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: Nursing 354, 384 and 394, concurrent registration in Nursing 424 and 444. Class will meet on Mondays 10:00 a.m.-12:00 noon in IN-122 and 1:00 p.m.-3:00 p.m. in IN-111D; Wednesdays 8:00 a.m.-10:00 a.m. in IN-122 and 1:00 p.m.-3:00 p.m. in IN-111D.

444 NURSING PRACTICUM II (4) P36403 (June 1 - August 21)

Tuition: \$127 per semester hour.
Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nursing 354, 384 and 394, and concurrent registration in Nursing 424 and 434. Section A: Tuesday 7:00 a.m.-3:30 p.m. and Thursday 8:00 a.m.-12:00 noon. Section B: Tuesday 8:00 a.m.-12:00 noon and Thursday 7:00 a.m.-3:30 p.m.

464 NURSING CENTRUM IV (4) P36404 (June 1 - August 21)

Tuition: \$127 per semester hour.
Preparation for future professional roles of the nurse in the health delivery system. Emphasis is on leadership and management skills, professional judgment, decision making, and the nurse as a change agent. Students examine legislation, economic security, professional growth and the utilization of health and welfare resources. Prerequisites: Nursing 424, 434 and 444, and concurrent registration in Nursing 478. Initial class meeting for all sections will be held on Monday, June 1, 10:00 a.m.-12:00 noon in IN-100. Regularly scheduled meetings for all sections will be on Wednesdays, 10:00 a.m.-12:00 noon in IN-100. Section A: 1:00 p.m.-3:00 p.m., Wednesday, in IN-116. Section B: 1:00 p.m.-3:00 p.m., Wednesday, IN-122. Section C: 1:00 p.m.-3:00 p.m., Wednesday, HA-214.

478 SENIOR PRACTICUM (8) P36405 (June 1 - August 21)

Tuition: \$127 per semester hour
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: Nursing 424, 434 and 444, and concurrent registration in Nursing 464. 32 hours per week as arranged.

FACULTY

Susan Boots, 1979, Instructor of Nursing, M.S.N., University of Washington, 1979.

Constance Kirkpatrick, 1980, Instructor of Nursing, M.S., University of Rochester, 1979.

Sylvia Novak, 1979, Assistant Professor of Nursing, M.S., California State University, Los Angeles, 1972.

Phyllis Page, 1976, Assistant Professor of Nursing, M.N., University of Washington, 1977.

Susan Schmitt, 1980, Instructor of Nursing, B.S.N., Pacific Lutheran University, 1976.

Susan Shumaker, 1979, Instructor of Nursing, B.S.N., Pacific Lutheran University, 1973.

Doris G. Stucke, 1967, Professor of Nursing and Director of School of Nursing, Ed.D., Teachers College, Columbia University, 1967.

Scene

Pacific Lutheran University

March 1981

Continuing Ed. Courses For Nurses Planned

Continuing education courses for nurses will be offered this spring by the PLU School of Nursing.

The new continuing education coordinator, Sylvia Novak RN MSN, explained that the new program is made possible by a bequest to the School of Nursing from the Helen B. Long estate.

Persons interested in receiving program notices or further information may call the coordinator's office, 383-7685.

Pacific Lutheran University Bulletin

May 1981

Breast Cancer Topic Of May Nurses Course

Breast cancer, including related issues of reconstruction and rehabilitation, is the topic of a nursing continuing education course offered by the Pacific Lutheran University School of Nursing Friday, May 22.

Course instructors are Dr. James Stillwell, a plastic surgeon involved in post-mastectomy reconstruction, and Constance Kirkpatrick, PLU nursing instructor with a research background in post-mastectomy reconstruction.



B. Carter, L. Hefty, Student, D. Stucke



L. Jacobson, C. Carper, E. Johnson, M. Carpenter, M. Acuff, E. Bradford, L. Jacobson



L. Weirick, F. Gough, L. Jacobson, T. Hostetter, C. Schultz, E. Johnson

Pacific Lutheran University Bulletin July 1981

Retirement Ends Long Nursing Career

Edith Johnson's professional career has taken her across the United States and to the European theater of operations during World War II.

She began her career in the mid-'40's as a student and later as a staff nurse at Lutheran Deaconess Hospital in Minneapolis. After the war she worked in Margaretville, N.Y. and Philadelphia, Pa.

During the mid-'50's she spent two years as an instructor at Tacoma General Hospital School of Nursing. Though she later spent 17 years teaching at Wayne State University College of Nursing in Detroit, she remembered her fondness for the Pacific Northwest. An opening in the Pacific Lutheran University School of Nursing made it possible for her to return in 1974.

During her seven years on the PLU nursing faculty, Miss Johnson has served first as supervisor in the skills laboratory, and for the past two years as coordinator over the entire learning resources area. Her involvement has spanned the period that the School of Nursing has been implementing the PSI



Edith Johnson

(Personalized System of Instruction).

"It's been a rewarding experience," she reflected as she neared her retirement date in May. "In the skills lab I have had contact with faculty at all the teaching levels, and the students have really been first-rate. They are highly motivated and sincere, and their goals are well defined.

Nursing students today, she

believes, are more independent and assertive, eager to take advantage of the broadening opportunities in the field.

"But their major objective remains the same: to go into a helping profession, to serve, to give and to share," she added.

Like her retiring colleague, Dr. Lynn Stein, who hosted a Chinese student in his home several years ago, Miss Johnson is presently hosting a Cambodian family. "Why not share some of the abundance we have?" she asked regarding her involvement, which is taking a large amount of her post-retirement time.

The refugee family, particularly the father, must learn the English language for job potential, she indicated.

She is active in the Peninsula Lutheran Church FISH organization which in addition to sponsoring to Cambodian family provides a variety of emergency services.

Further into the future, Miss Johnson plans some travel, perhaps to renew friendships made during her cross-country career.

about the Faculty . . .

CONSTANCE KIRKPATRICK, R.N., B.A.,
M.S. with major in Oncology;
Research in 1978 in Reconstruction
after Mastectomy. Presently
Instructor, Pacific Lutheran,
University, School of Nursing.

JAMES R. STILLWELL, M.D.
Certified, American Board of Plastic
Surgery. Presently doing Post-
Mastectomy Reconstruction in
practice.

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

Philosophy . . .

The Continuing Nursing Education Pro-
gram of Pacific Lutheran University's
School of Nursing is committed to offer-
ing quality workshops and short courses
which will enable nurses and others in-
volved in health care to increase their
knowledge and skills, and ultimately
improve health care for everyone.



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

School of Nursing
Continuing
Nursing
Education

BREAST CANCER

including
Reconstruction
and
Rehabilitation

May 22, 1981

Friday

9:30 A.M. to 3:00 P.M.

Regency Room
University Center



PACIFIC LUTHERAN
UNIVERSITY

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

COST FOR REGISTRATION:

Before May 18: \$30.00.

Class subject to cancellation if under minimum enrollment.

Registration after May 18: \$35.00.

Please call to confirm.

CREDIT:

Application in process for six (6) CERP
 Points

PARKING:

No parking in areas marked RED

Obey all street parking signs

**TEMPORARY PARKING
 in P.L.U. students lots**

May 22, 1981

School of Nursing

Authorized by Safety and Information
 Vaughn Newman

(Place in rear window — driver's side)

**BREAST CANCER
 including
 Reconstruction
 and
 Rehabilitation**

Constance Kirkpatrick, R.N., M.S.

James R. Stillwell, M.D.

COURSE CONTENT:

Breast Cancer:

Causes

Treatment

Indications for surgery

Rehabilitation

C. Kirkpatrick, R.N., M.S.

Lecture, Transparencies

Reconstructive Surgery

J. Stillwell, M.D.

Lecture, slides

COURSE OBJECTIVES:

After completing this class on Breast
 Cancer, you will be able to:

1. Identify growth pattern and frequency.
2. Identify two hypothetical causes.
3. List three treatment regimens.
4. Describe surgery indications, procedures, and precautions.
5. Identify rehabilitation need areas.

REGISTRATION FORM

Please enroll me in the course **BREAST CANCER; including Reconstruction and Rehabilitation** offered May 22, 1981 from 9:30 A.M. to 3:00 P.M. I am enclosing \$30.00 for pre-registration.

Name

Complete Address

Work Phone

Home Phone

Where Employed

Position

School of Nursing
 Pacific Lutheran University
 May 17, 1981, 2:00 PM
 Trinity Lutheran Church

PROGRAM

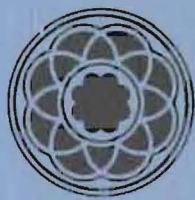
PROCESSIONAL Robin Johnson, Organist
 "Processional of Joy"
 INVOCATION The Reverend Ronald Tellefson
 University Pastor
 HYMN No. 406
 "Take My Life, That I May Be"
 STUDENT SPEAKERS Anneliese Weik (Level I)
 Stacia Hansen (Level II)
 FACULTY SPEAKER The Reverend Ron Vignec
 University Pastor
 CAPPING CEREMONY
 Presiding Dr. Doris G. Stucke
 Director, School of Nursing
 Candlelighting Edith Johnson, Assistant Professor
 Colleen Klein, Instructor
 Andrea Mikulan, A-V Lab Assistant
 Linda Olson, Instructor
 Phyllis Page, Instructor
 Assisted by Susan Allen, Nursing Student
 Tami Sinderson, Nursing Student
 HYMN No. 229
 "A Mighty Fortress is Our God"
 BENEDICTION The Reverend Ronald Tellefson
 University Pastor
 RECESSIONAL Robin Johnson, Organist

Please remain seated during the processional and the recessional.

Alg, Deborah
 Bahadursingh, Tanna
 Bakkala, Linda
 Beck, Julia
 Bell, Margaree
 Berard, Beverly
 Blow, Ava
 Bradford, Peggy Ann
 Bryan, Lisa
 Burger, Laura
 Chester, Susan
 Coen, Kathleen
 Combs, Sara
 Cornack, Margaret
 Dalton, William
 Dennis, Barbara
 Dietsch, Terry
 Eddy, Carol
 Farber, Glenda
 Ferguson, Malinda
 Fields, Barbara
 Finn, Sharon
 Fox, Judith
 Games, Evelyn
 Gares, Twillorce
 Graham, Julie
 Grider, Debra
 Hahn, Heidi
 Hansen, Sharon
 Hansen, Stacia

Hanson, Janell
 Hardtke, Fawntella
 Harvn, Barbara
 Hermansen, Lori
 Hewkin, Sandra
 Holm, Nancy
 Hurlburt, Gladys
 Johnson, Betsy
 King, Mary
 Kramer, Susan
 Krantz, Susan
 Lamoureux, Ramona
 Lehman, Marianne
 Lindberg, Juane
 Madsen-Pever, Marcia
 Malone, Harriet
 Marchany, Pablo
 McDard, Helen
 Michelson, Laraine
 Milburn, Cathy
 Nelson, Maurine
 Odess, Rose Marie
 O'Malley, Kathleen
 Owens, Katherine
 Pihl, Ingrid
 Pitsch, Julie
 Pohwat, Joseph
 Polly, Jeannette
 Powers, Leslie

Ralph, Carolyn
 Reese, Julia
 Reichmuth, Candace
 Robinson, Jann
 Ross, Jane
 Running, Rachel
 Saing, Ranomati
 Scharf, Linda
 Schierholtz, Jenny
 Sherman, Karla
 Smith, Rebecca
 Smithson, Suzanne
 Snyder, Marilyn
 Soudker, Russell
 Stoffer, Judy
 Stutterheim, Linda
 Tait, Garnette
 Taylor, Lynette
 Thompson, Heidi
 Timm, Sue
 Traphagan, Lori
 Traylor, Lori
 Unger, Caroline
 Walsh, Bonnie
 Wambold, Karen
 Weik, Anneliese
 Whipple, Teresa
 Williams, Karen
 Woods, Lisa



PACIFIC LUTHERAN
UNIVERSITY

*L*ORD, 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.

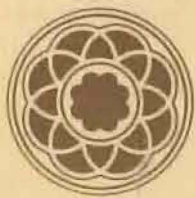
For it is in giving that we receive;
it is in pardoning
that we are pardoned; &
it is in dying
that we are born
to Eternal Life.

St. Francis of Assisi

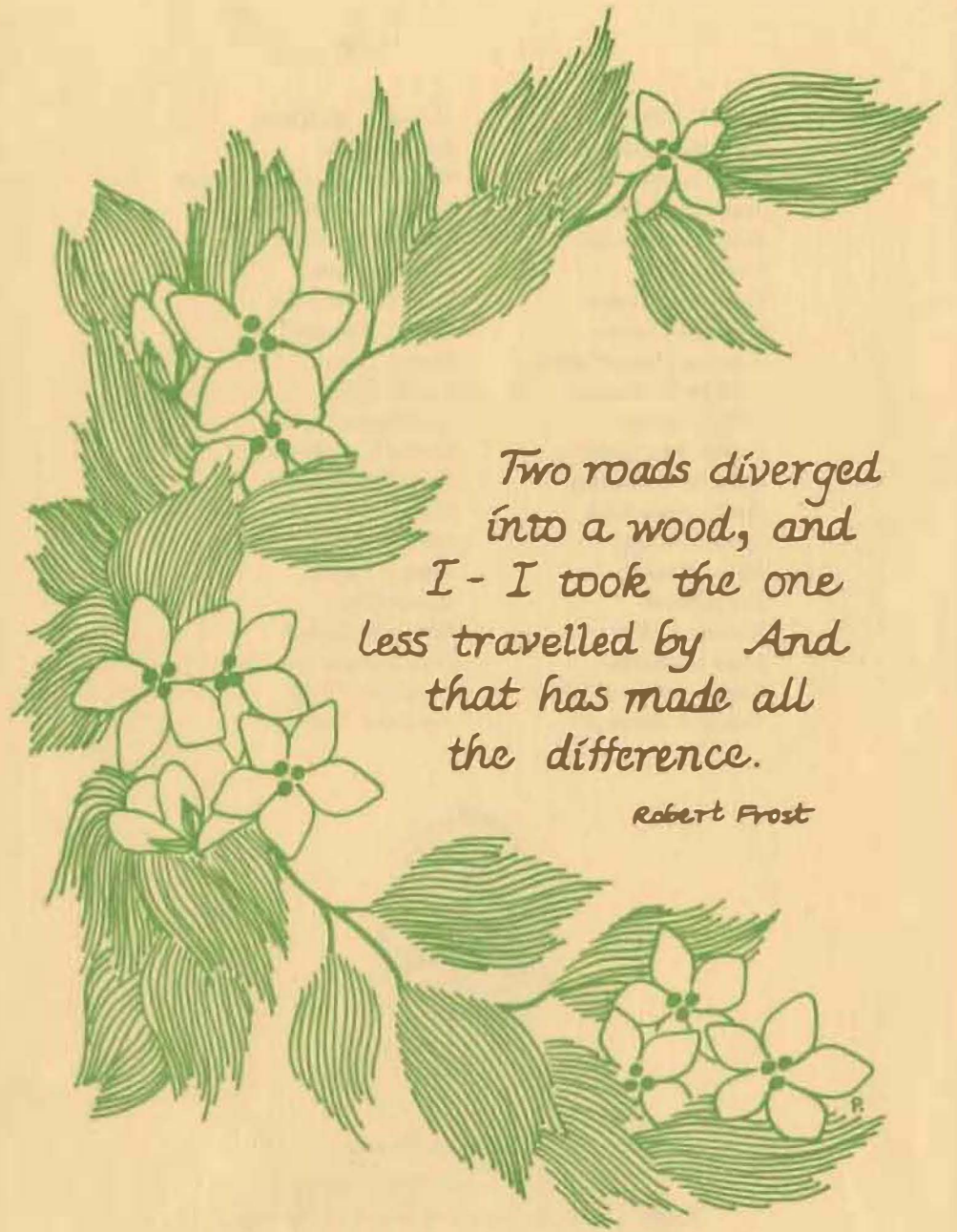


Pinning Ceremony Committee Members

Organization	Robert Ball
Ceremony Content	Susan Allen Tresa Bahadursingh
Publicity	Claudia Mathews Sharon Knapp
Fund Raising	Heather Keith Diane Van Vleet
Reception	Catherine Garando Laura Sather
Invitation / Program Design	Pam Edwards



PACIFIC LUTHERAN
UNIVERSITY



*Two roads diverged
into a wood, and
I - I took the one
less travelled by And
that has made all
the difference.*

Robert Frost

Ceremony of Pinning

Saturday, May 23, 1981

Susan Kay Allen
 Tresa Marie Bahadursingh
 Laura Ann Baldwin
 Sandra Lee Baldwin
 Robert Sydenham Ball
 Cara Lisa Berg
 Catherine L. Connon
 Carol Jean Davidson
 Terri Lza Diupper-Knoper
 Catherine T. Gariando
 Mary A. Gordon
 Carolyn Anne Graues
 Evelyn N. Hammerling
 Heather Adair Keith
 Sharon L. Knapp
 Dianna Koneman
 Lori L. Krull
 Kathrine E. Kuntz
 Debra Susan Maki
 Claudia Catherine Mathews
 Vernita A. Mathews

Victoria A. McAllister
 Jody Ann Miller
 Theodora (Long Crane) Peterson
 Shannon M. Robinson
 Mary Kathryn Roe
 Debra Joan Saint
 Laura Lorraine Sather
 Heidi C. Saunders
 Diane L. Schutte
 Annelise Shaw
 Mary Bogdan Skemmer
 Cynthia K. Soderman
 Diana Deborah Stanich
 Denise Lynn Stuckey
 Debra L. Tri
 Debra J. Tweedle
 Marina Ubben
 Barbara M. Undseth
 Diane Christine Van Vleet
 Denise Lynn Wolff
 Ann Louise Zitzeiwitz



A Ceremony of Pinning
 1981 Spring Graduating Class of
 Pacific Lutheran University School of Nursing

Saturday, May 23, 1981
 1:00 p.m.

Trinity Lutheran Church
 Tacoma, Washington

Special Music	Debbie Tri (solo) Debra Maki (guitar)
Processional	"Processional of Joy" - M Robin Johnson, Orga
Invocation	Ronald Telle University Pa
Class Speaker	Robert S.
Special Music	Cathy Con Vickie McAlli Mary Diane Sch Ann Zitzen Laura Baldwin (gui Shannon Robinson (gui
Guest Speaker	Colleen K Instructor of Nur
Hymn #406 "Take My Life That I May Be"	Please rise and join
Presentation of Pins	Doris G. Stucke, Ed. Director, School of Nur
Piano	Mary Sku
The Lord's Prayer	Dianna Kone
Benediction	Ron Vi Associate University Pa
Recessional	"Processional of Joy" - M Robin Johnson, Orga

We invite you to celebrate with us
 at the reception in the Fellowship Hall
 following the ceremony.

Senior Pinning Ceremony May 23, 1981




**Senior Pinning Ceremony
August 21, 1981**



CELEBRATION OF PINNING CEREMONY

LOOK
TO THIS DAY - FOR
IT IS LIFE - THE VERY
LIFE OF LIFE

PACIFIC LUTHERAN UNIVERSITY - SCHOOL OF NURSING



Jilann J. Andreasen	*Kristin Klingberg
Jonnie Andrews	*David Z. Levine
Lori A. Andrews	Heidi Lynn Madsen
Rebecca J. Babington	*Anna Mahan-Rumsey
*Karin Barker	*Colleen Mateo
*Lisa Caulkins	Deborah Lynne Mayers
*Lois Christian	Michael G. Mikulan
*Patricia E. Crawford	Franklin I. Mixon, Sr.
Lori L. Diotte	*Mary Kay Muchow
*Peggy Furutani	Robin Rae Nelson
*Barbara Gamrath	*Ingrid Nielsen
Colleen Ann Gillespie	Becky Sue Phillips
Lori Ginther	Lynne Ann Pinheiro
*Cheri L. Goit	*Ann L. Pinning
Susan Kathleen Harley	Kay Smith
*Linda Hasard	Debra Lynn Stark
Tom Hinderman	Anita Dawn Turner
*Ann Marie Hopkins	*Dana Virak
Colleen Claire Jolibois	Paula K. Wickstrom
*Anne Elisa Kipfer	DeAnn Wood

*Honor Student, School of Nursing

1981 SUMMER GRADUATING CLASS
Trinity Lutheran Church, Tacoma, WA

PINNING CEREMONY

Friday — August 21, 1981 — 1:00 P.M.

Processional	Robin Knutson, Organist
	"Jesu, Joy of Man's Desiring" - Bach
Invocation	Ronald Tellefson, University Pastor
Class Speaker	Barbara Gamrath
Special Music	Franklin Mixon
Special Recognition	Colleen Gillespie
Guest Speaker	Colleen Klein, Instructor of Nursing
Hymn #448 "Amazing Grace"	Please rise and join us
Presentation of Pins	Doris G. Stucke, Ed. D., Director, School of Nursing
Benediction	Ron Vignec, Associate University Pastor
Recessional	Robin Knutson, Organist
	"Pomp and Circumstance" - Edward Elgar

Pinning Ceremony Committee Members

Chairman	Colleen Ann Gillespie
Ceremony Content	Patricia Crawford
Fund Raising	Kay Smith and Anna Mahan-Rumsey
Program Design	Lori Ginther
Invitation Design	Colleen Ann Gillespie
Technical Duties	Lisa Caulkins



PACIFIC LUTHERAN
UNIVERSITY

Nurses attempt SWANS resurrection

KRIS WALLERICH

PLU nursing students have their eyes on becoming SWANS (State Washington Association for Nursing Students), which is an offshoot of the National Student Nurses' Association (NSNA).

The organization is designed to help nursing students with career planning as well as a chance to meet others who are further along in the nursing program. Through providing this type of network the school can operate more effectively as a unit, says Willis Page, nursing school advisor.

"One of our goals is to become more involved with the community," Page suggested that this can be done through offering services such as

blood pressure screening.

Page said a SWAN group was active on campus in the early '70s, but died out when the curriculum changed.

In order to be recognized for membership in the NSNA, students had to form a charter group with at least ten students as members. PLU nursing students achieved their initial goal, and called the group Delta Iota Chi, or "power to heal through Christ."

Secretary for that constituency, Deann Jay, said that their next step is applying for SWAN membership. Jay recognizes that membership "will start out slowly. People need to realize that we are 'real' now."

Delta Iota member Mary Kay Swanson said that she "hopes that interests will be sparked once the

program gets off the ground." Both Jay and Swanson are optimistic that membership in the Delta Iota Chi will increase once programs are established and nursing students actually see the potential SWAN has to offer.

There are hopes that SWAN will help to organize fund raising to help alleviate the financial burden on students. The group has been acknowledged by the student activities and welfare committee of PLU, and if future funding is needed, the nursing group may approach ASPLU.

Swanson added that the SWAN group will "help to provide enrichment for programs we couldn't normally have."

"The School of Nursing is so segregated, not only from the cam-

pus, but from the community," Jay said. She hopes that SWAN will provide the opportunity for all nurses to get together and compare notes.

SWAN will not only provide a network for nursing students within the confines of PLU, but will also allow students to meet at seminars and workshops with nurses in a variety of professions throughout the state.

"The field on nursing is becoming a diverse organization, and working as a unit is necessary," Page said.

Pre-nursing students are eligible for membership in Delta Iota Chi, as well as those students already established in the nursing school. Students interested in membership should contact the School of Nursing at Ingram Hall for further information.



Edith Johnson

EDITH JOHNSON of Gig Harbor, Wash., recently retired PLU nursing professor, died Dec. 27, 1981, at her home, of an apparent heart attack.

During the seven years she served on the PLU nursing faculty prior to her retirement last May, Prof. Johnson served first as supervisor in the skills laboratory and later, for two years, as coordinator of learning resources.

Born in Argyle, Minn., she began her career in the mid '40s as a student and later as a staff nurse at Lutheran Deaconess Hospital in Minneapolis. She served as a U.S. Army staff nurse in Europe from 1944-46 and later taught in Margaret, N.Y., Philadelphia, and at Tacoma General Hospital School of Nursing.

She also spent 17 years teaching at Wayne State University College of Nursing in Detroit after earning her master's degree in nursing education from Columbia University.

Recently Miss Johnson hosted a Cambodian family in her home as a part of her active involvement in FISH, a social and emergency services organization at Peninsula Lutheran Church in Gig Harbor. She recently returned from an extended trip to the East Coast.

Miss Johnson is survived by four sisters and a brother, Lillian Johnson of Madrid, Ia.; Jeanette Jorgenson of Warroad, Minn.; Dorothy Kennedy of Bellevue, Wash.; June Minzenmayer of San Antonio, Tex.; and John Johnson of Minneapolis, as well as 18 nieces and nephews and 12 grand-nieces and nephews.

Summer Commencement 1981

Commencement 1981

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

SUSAN KAY ALLEN
Summa cum laude
-JOYCE E. ANDERSEN
TRESA MARIE BAHADURSINGH
Magna cum laude
LAURA ANN BALDWIN
SANDRA LEE BALDWIN
ROBERT SYDENHAM BALL
CARA LISA BERG
*MARY ANN BERGSTROM (in absentia)
Cum laude
*CAROLE DENISE BURTON
*FAYE YVONNE DYKSTRA CARLSON
CATHERINE LOUISE CONNON
Cum laude
-JANE L. CURL
CAROL JEAN DAVIDSON
Magna cum laude
TERRI LEA DUPPER-KNOPER
*HOLLY SLETTEVOLD DUTTON (in absentia)
Cum laude
JOYCE L ELLS (in absentia)
SISTER MARIE AVE GAMBER (in absentia)
Cum laude
CATHERINE THERESA GARIANDO
Cum laude
MARY ALICE GORDON
CAROLYN ANNE GREAVES
Cum laude
*ANNE LIBERATORE GREGORY (in absentia)
EVELYN NELLY HAMMERLING (in absentia)
Cum laude
'DEBRA A. INGALLS
HEATHER ADAIR KEITH
SHARON LILY MIGNON KNAPP
Cum laude
DIANNA MARIE KONEMAN
LORI LA VONNE KRULL
Cum laude
KATHRINE ELEANOR KUNTZE
*ARLEEN RUTH MESS LABO
DEBRA SUSAN MAKI
Magna cum laude

CLAUDIA CATHERINE MATHEWS
VERNITA ANNETTA MATTHEWS
VICTORIA ALMA MC ALLISTER
Magna cum laude
JODY ANN MILLER
Cum laude
*ANN MARGARET MOREY (in absentia)
Cum laude
*SHEILA MARY CYSHEA-BROWN
Cum laude
*CAROL RUTH PETERSON
Cum laude
THEODORA RAE PETERSON
*SUSAN LOUISE PIHL
*DIANE LOUISE QUASHNICK (in absentia)
SHANNON MARIE ROBINSON
MARY KATHRYN ROE
DEBRA JOAN SAINT
Magna cum laude
LAURA LORRAINE SATHER
HEIDI CHERIE SAUNDERS
DIANE LOUISE SCHUTTE
Cum laude
ANNELISE SHAW
*SUE SHIELDS-WHORTON (in absentia)
CYNTHIA K. SODERMAN
*ELIZABETH ANN STEBBINS (in absentia)
*MARSHA LYNNE STEPHAN (in absentia)
DENISE LYNNE STUCKEY
DEBRA LOUISE TRI
Cum laude
*GARY P. TROSKIE
DEBRA JOYCE TWEEDLE
MARINA K. UBBEN
Magna cum laude
BARBARA MARIE UNDSETH
Cum laude
DIANE CHRISTINE VAN VLEET
*JEANETTE ELLEN WEYRICH (in absentia)
Cum laude
*MARGARET HELEN ROESLER WILHELMI (in absentia)
Cum laude
DENISE LYNN WOLFF
BETH L. WYMAN
ANN LOUISE ZITZEWITZ

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

JILANN JAHNS ANDREASEN
JONNIE ANDREWS
LORI ANN ANDREWS
REBECCA IO BABINGTON
KARIN LEE BARKER
Magna cum laude
LISA RAE CAULKINS
Cum laude
LOIS MARIE CHRISTIAN
Magna cum laude
PATRICIA ELIZABETH CRAWFORD
Cum laude
LORI LEE DIOTTE
PEGGY JOAN FURUTANI
Cum laude
BARBARA ELLEN GAMRATH
Cum laude
COLLEEN ANN GILLESPIE
LORI LYNN GINTHER
CHERI LYNN GOIT
Cum laude
SUSAN KATHLEEN HARLEY
LINDA KAY HASARD
Cum laude
THOMAS EDWARD HINDERMAN
ANN MARIE HOPKINS
Cum laude
COLLEEN CLAIRE DOHERTY JOLIBOIS
ANNE ELISA KIPFER
Magna cum laude

KRISTIN ANDRIA KLINGBERG
Cum laude
DAVID ZIMMY LEVINE (in absentia)
Cum laude
HEIDI LYNN MADSEN
ANNA MARIE MAHAN-RUMSEY
Cum laude
COLLEEN LOU MATEO
Summa cum laude
DEBORAH LYNNE MAYERS
MICHAEL G. MIKULAN
FRANKLIN IVAN MIXON, SR
MARY KAY MUCHOW
Summa cum laude
ROBIN RAE NELSON
INGRID ROSE NIELSEN
Cum laude
BECKY SUE PHILLIPS
LYNNE ANN PINHEIRO
ANN LENORE PINNING
Cum laude
KAY ANN SMITH
DEBRA LYNN STARK
ANITA DAWN TURNER
DANA LYNN VIRAK
Magna cum laude
PAULA KRISTINE WICKSTROM
JUDITH ELAINE SCOTT
MARY BOGDAN SKINNER
DIANA DEBORAH STANICH

Class of 1982

Allen, Cynthia K.
 Anderson, Kristine
 Ashenbrenner, Kim A.
 Avery, Sharon M. Alcantara
 Bach, Dorothy L.
 Bates, Janet F.
 Beck, Janet M. Hermansen
 Bedford, Marna Jean Haugen
 Bigott, Merri J.
 Borum, Gloria J. Prezelenski
 Bresee, Mary L.
 Brewster, Douglas R.
 Brosten, Kariena J.
 Burke, Sharon L.
 Bushaw, Celia J.
 Carter, Martine M.
 Corbin, Vicki J. Haight
 Corner, Susan
 Cotta, Karin M. Peterson
 Dorn, Gale M.
 Dralle, Debra R.
 Duvall, Karin A.
 Edgers, Deann E. Jay
 Eliason, Judith A.
 Eskelin Lisa A.
 Faulk, Melba E.
 Fletcher, Michelle F. Novak
 Forbes, Tami L. Sinderson
 Gabler, Suzanne M. Bowman
 Garabato, Deborah A.
 Geatz, Susan M. Giles
 Giske, Teresa K.
 Gollofon, Janet K. Dressler
 Graves, Cherie F.
 Gray, Linda S.
 Hampton, Jeanne M.
 Hanson, Catherine O. DeoCampo
 Harrington, Jennifer
 Harris-Williams, Kathryn A. Harris
 Henry, Annette C. Peterson
 Hinz, Sharon A.
 Hoover, Carla J.
 Hoyt, Linda J. Deason
 Huggins, Lisa D. Cox
 Janney, Sharon M.
 Johnson, Kathy L.
 Johnson, Maria R. Meyer
 Kastama, Sheila R.
 Keene, Sandra L.
 Kendall, Kathryn M.
 Kilcup, Yvonne L.
 Kinkella, Toni M.
 Knight, Sharon R. Finn
 Krehbiel, Cheryl K. Krehbier
 Lanier, Katherine L.
 Lehman, Marianne R. Lehman
 Leung, Jennifer L. Harms
 Lewis, Shelley L.
 Lider, Carol Boose
 Loan, Lori A. Stanke
 Luke, Shelli J. Elliott
 Lybeck, Monica D.
 Maestas, Andre C.
 Mallory, Paula J.
 Malone, Harriet G.
 Maples, Janet
 Martin, Lisa Ann Brekke
 Masters, Cynthia S.
 McCluskey, Meagan McDougall
 Monden, Nancy T.
 Munsey, Charl L.
 Nelson, Maurine K.
 Nepsund, Elizabeth A. Empey
 Norton, Charles R.
 O'Hara, Constance M.
 Olson, Carol E.
 Olson, Christine A. Jefferson
 Olson, Susan C.
 Otto, Dorothy L.
 Pannen, Mary L.
 Pflugrad, Joyce A. Junker
 Pohwat, Joseph H.
 Rogers, Kimberly A.
 Ruth, Karen R. Selby
 Rutherford, Celia A.
 Sams, Lisa M.
 Schletzbaum, Lorna G.
 Schoettler, L. Sue Larson
 Snowden, Mariellen
 Spirk, Shirley A.
 Stamp, Loren E.
 Stoffer, Judith McAllister
 Sturdevant, Jack B.
 Suver, Marla A. Erickson
 Sychtysz, Isabel
 Tate, Linda F. Gromer
 Taylor, Susan G. Pemberton
 Thompson, Louise
 Vanpatter-Mason, Margaret M. Mason
 Wahl, Paula
 Weimer, Sue E.
 Weinhold, Susan M. Krause
 Wetzal, Susan A.
 Wiersma, Peggy A.
 Willbee, Jeanelle E. Russell
 Williams, Judy C.
 Wood, Darlene M.
 Wood, Deann J.
 Woods, Lisa A.
 Yoakum, Sandra Jean Nelson
 Zamberlin, Ann K. Lomax

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 skill necessary for meeting nursing needs of the community.

The generic program is designed for students who have had no previous preparation in nursing, and graduates of this program who successfully complete the State Board examinations (Registered Nurse) are prepared for beginning positions in professional nursing. The School also offers a special program to registered nurses who wish to complete requirements for the Bachelor of Science in Nursing and prepare for leadership positions. Graduates from either program are prepared for continuing their formal education at the graduate level.

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

Stucke, *Director*; Aikin, Boots, Carpenter, Carper, Cone, Coombe, Gough, Hagerott, Hansen, Hefty, Kirkpatrick, C. Klein, Mason, E. Meehan, Novak, L. Olson, Page, Rhoades, Shumaker, Stavig, Steege, Stephany, Stiggelbout, Yumibe.

COURSES TO BE OFFERED IN THE 1982 INTERIM

304 Health Orientation of the Handicapped Child
 311 Surgical Intervention
 316 Hawaiian Culture and Community: A Family Focus

COMMUNITY

January 4-29, 1982

NURSING

564304 Nursing 304

HEALTH ORIENTATION OF THE HANDICAPPED CHILD

4 semester hours

S. Boots

This course is designed to explore the health oriented components of handicapped children. The emphasis will be on the younger child (birth to six years); however, handicapped children of all ages will be studied and discussed. Included will be genetics and etiologies of handicapping conditions, assessment tools, intervention techniques, behavior modification, nutrition, health care, ethical and legal issues, and holistic health care concepts. The student will study the handicapped child as a person, as a family member, and as a community member. Activities include lectures, seminars, clinical participation, tours, and working with families. Assignments will include seminar responsibilities, weekly logs, one short paper, and a pre- and post-test. Class participation will include practice sessions with assessment tools, class projects, and an Interim Faire project. The student is required to participate in all activities, complete the written work, take the pre- and post-test, and attend all seminars and lectures. Students should not plan to take other courses due to the nature of the participation at clinics, site visits, and family work. BIBLIOGRAPHY (tentative): Arnold, L. Eugene (ed.), *Helping Parents Help Their Children*; Barnard, K. and M. Erickson, *Teaching Children With Problems*; Currey, J.B. and K. Peppe, *Mental Retardation: Nursing Approaches to Care*; Johnson, Suzanne Hall, *High Risk Parenting*; Pipes, Peggy, *Nutrition in Infancy and Childhood*; Powell, M.L., *Assessment and Management of Developmental Changes and Problems in Children*

REQUIREMENT FILLED: Interim

COURSE LEVEL: This course is designed for all students who are majors in Education, Nursing, Psychology, Sociology, Physical Education. Other students should see instructor before registering for the course.

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Students are responsible for the cost of transportation for the local site visits. Two texts are required (both softcover). School of Nursing students have the Powell text.

MAXIMUM ENROLLMENT: 20

MEETING TIME AND PLACE: 9:00 a.m.-12:00 noon MTW. 9:00 a.m.-12:00 noon, R, January 7; clinic/site visits and family visits to be arranged. IN-122

564311 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: LaMaitre, George and Janet Finnegan, *The Patient In Surgery*; Luckmann, Joan and Karen Creason Sorenson, *Medical-Surgical Nursing*.

REQUIREMENT FILLED: Interim

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

COURSE LEVEL: Advanced

GRADING SYSTEM: H, P, NC

COST IN ADDITION TO TUITION: Transportation and meals

MAXIMUM ENROLLMENT: 10

GRADING SYSTEM: H, 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. 4 only, 1:00-8:00 p.m. Thereafter MT and rotating W 7:00 a.m.-3:30 p.m.

Lab B: Jan. 4 only, 1:00-8:00 p.m. Thereafter RF and rotating W 7:00 a.m.-3:30 p.m.

564316 Nursing 316

HAWAIIAN CULTURE AND COMMUNITY: A FAMILY FOCUS

(See off-campus listings)

564316 Nursing 316

HAWAIIAN CULTURE AND COMMUNITY: A FAMILY FOCUS

4 semester hours

P. Page, J. Stiggelbout

Hawaii is the ideal location for the study of multi-ethnic populations. It is the only state in which there is no majority racial group and where the population's roots are derived in the Pacific Islands and Asia. The study of cultural diversity will certainly enrich the personal and professional life of the students as they apply knowledge in a culture-specific manner.

The purpose of this course is to expand cultural awareness by theoretical study, interviewing, and direct observation of family life styles within the Asian and Polynesian cultures of Hawaii. By residing in the community, students can more fully explore the island and people of Oahu. The course will emphasize understanding of cultural differences and similarities from a humanistic perspective.

Through readings, discussions, lectures and field experiences, the instructors will facilitate the students' understanding of the complex melting-pot culture of Hawaii. Students will be required to demonstrate their understanding of the readings and lectures and participate in the various class activities. Each student will select one aspect of family life within a cultural group and complete a research project which will be presented to the class. Students will be evaluated according to group participation and research project presentation.

BIBLIOGRAPHY: Clark, Ann (ed.), *Culture and Child-Rearing*; Clark, Ann (ed), *Culture and Child-Bearing*; Tseng, McDermott, Marezki, *People and Cultures in Hawaii*

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Tally cards required.

GRADING SYSTEM: H, P, NC

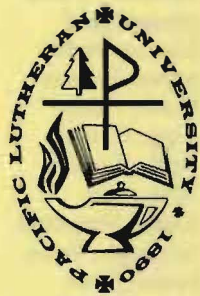
COST IN ADDITION TO TUITION: Airfare and housing (\$900-1000)

INSURANCE COVERAGE: Required—Students' Sickness and Accident Plan or evidence of similar coverage

MAXIMUM ENROLLMENT: 20

Capping & Banding Ceremony May 2, 1982





I expect to pass through this world but once.
Any good therefore that I can do
or any kindness that I can show
for any fellow creature,
let me do it now.
Let me not defer or neglect it,
for I shall not pass this way again.

—Ralph Waldo Emerson



PACIFIC LUTHERAN UNIVERSITY

School of Nursing
Pacific Lutheran University
May 2, 1982, 2:00 PM
Trinity Lutheran Church

PROGRAM

PROCESSIONAL	Joseph Z. Pettit, Organist "Processional of Joy" Dr. Laurence J. Meyer
INVOCATION	The Reverend Ronald Vignec University Pastor
HYMN	No. 360 "O Christ, the Healer, We Have Come"
GREETINGS	Dr. Doris G. Stucke Director, School of Nursing
STUDENT SPEAKERS	Tamara Newcomer (Level I) Mary Gale (Level II)
POEM	Linda Ebeling (Level II) "Only One Life" Amanda Bradley
ADDRESS	Dr. Jerome LeJeune Associate Professor of Psychology
CAPPING AND BANDING CEREMONY	
<i>Presiding</i>	Dr. Doris G. Stucke Director, School of Nursing
<i>Candlelighting</i>	Helen White, Nursing Skills Laboratory Coordinator
<i>Capping and Banding</i>	Colleen Klein, Instructor Janet Lingenfelter, Assistant Professor Phyllis Page, Assistant Professor Esther Steege, Assistant Professor
<i>Assisted by</i>	Aya Blow, Nursing Student Deann Jay, Nursing Student
HYMN	No. 423 "Lord, Whose Love and Humble Service"
BENEDICTION	The Reverend Ronald Vignec University Pastor
RECESSIONAL	Joseph Z. Pettit, Organist

Please remain seated during the processional and recessional.

Adams, Patricia
Alden, Sandra
Aliitaeao, Meritiana
Andino, Maria
Bekemeier, Betty
Bjornson, Mamie
Brender, Shelly
Brown, Karen
Brown, Wendy
Budlong, Jazelle
Caldwell, Julia
Call, Rene
Christnacht, Joan
Clark, Janine
Constantino, Elizabeth
Davis, Sharon
Ebeling, Linda
Evans, Karen
Falcone, Sally
Faulstich, Brenda
Ferguson, Penny
Gale, Mary
Glasoe, Kristin
Griebenow, Marla
Groh, Holly

Halverson, Carolyn
Halvorsen, Tara
Hammond, Joan
Hansen, Cheryl
Hansen, Roberta
Hatayama, Joyce
Hilton, Kathryn
Hocson, Kathryn
Hollcroft, Vickie
Johnson, Janel
Johnson, Myrtle
Judson, Barbara
Kauth, Naomi
Kipp, Christie
Koch, Kandice
Kyes, Jodie
Leama, Manumalo
Leitzinger, Susan
Lewis, Sarah
Lingenfelter, Vivian
Lucius, Jane
Morris, Debra
Morris, Larry
Morrow, Janet
Murphy, Helen

Nakamura, Tracy
Nehring, Lisa
Nelson, Heidi
Newcomer, Tamara
Olson, Christine
Perry, Cynthia
Pifer, Lenora
Redd, Sherry
Reiger, Laura
Riddle, Laurie
Robinson, Thomton
Schultz, Curtis
Sienko, Cynthia
Thielke, Ann
Veenendaal, Terri
Wacker, Amy
Weinrich, Raymond
Welsh, Katherine
Wicker, James
Wishart, Jennifer
Williams, Mary
Wobig, Susan
Young, Judi



Class Members

Cynthia Kay Stone Allen
Kristine Elizabeth Anderson
*Janet Bates
Merri Jean Bigott
*Carol Lynn Boose
Lisa Brekke
*Douglas Brewster
Martine M. Carter
*Linda Deason
*Gale Dorn
*Shelli Jo Elliott
*Marla Erickson
Cherie Graves, R.N.
Linda Swope Gray
Marna Haugen
Janet Hermansen
*Sheila R. Kastama
Sandra L. Keene
Yvonne Lorraine Kilcup
Susan Krause

*Cheryl Kathryn Krehbiel
*Katherine Lanier
Monica Dawn Lybeck
Andre Claude Maestas
*Janet Elaine Maples
Margaret S. McNamara
Nancy Sakaguchi Monden
Charles Ronald Norton
Michelle F. Novack
*Constance M. O'Hara
*Annette Christine Peterson
Kimberly Rogers
*Jeanelle Russell
*Shirley A. Spirk
Lori Stanke
*Jack B. Sturdevant
Isabel Sychtysz
*Susan Wetzel
Judith Cecelia Williams

*Honor Student, School of Nursing

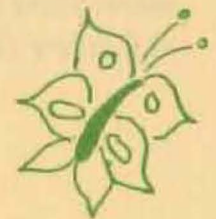


PACIFIC LUTHERAN
UNIVERSITY

All of the flowers

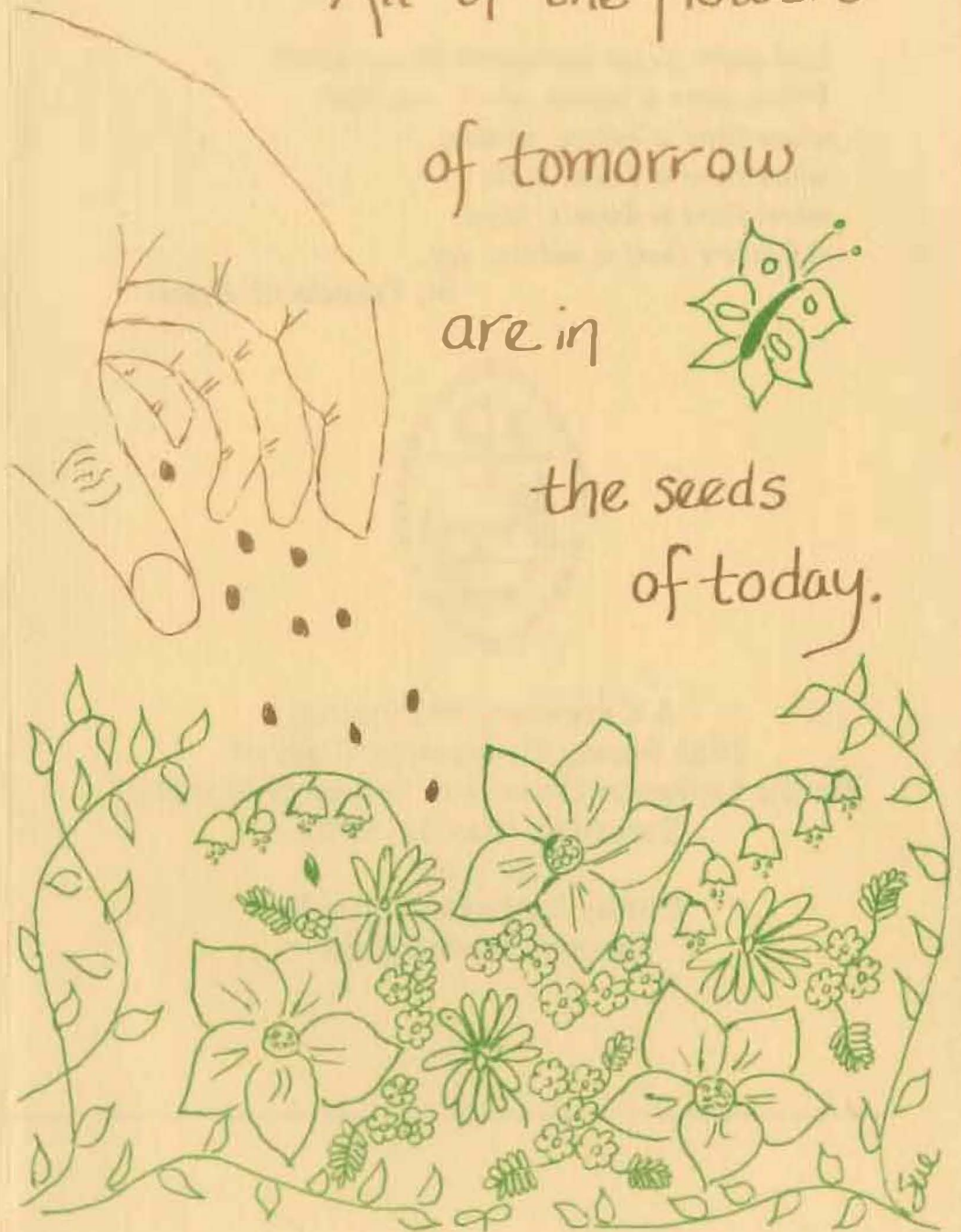
of tomorrow

are in



the seeds

of today.



*Lord make me an instrument of your peace,
Where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
and where there is sadness, joy.*

St. Francis of Assisi



A Ceremony of Pinning
1982 Spring Graduating Class of
Pacific Lutheran University School of Nursing
Saturday, May 22, 1982
1:00 p.m.
Trinity Lutheran Church
Tacoma, Washington

Ceremony of Pinning

Processional James Wallace, Organist
"Jesu, Joy of Man's Desiring" - Bach
Invocation The Reverend Will F. Bigott
Guest Speaker Colleen Klein
Instructor of Nursing
Special Music Kimberly Rogers
"What a Difference You've Made in My Life" - Jordan
Guest Speaker Celestine Mason
Associate Professor of Nursing
Hymn #270 "God of Our Life" Please rise and join us
Special Recognition Carol Boose
Prayer of
Dedication The Reverend Robert D. Hermansen
Presentation of Pins Doris G. Stucke, Ed. D.
Director, School of Nursing
Guitar Rick Dupea
Benediction The Reverend Oliver Wetzel
Recessional James Wallace, Organist
Hymn #260 "On Our Way Rejoicing"

*We invite you to celebrate with us
at the reception in the Fellowship Hall
following the ceremony.*

Senior Pinning Ceremony May 22, 1982



Nursing: "Self and Society"

"I like people and I want to help them"—it's the same thing you'll hear from most PLU nursing students, whether they're carrying a newborn baby or one of the thick binders that have become their trademark. It is this conviction that carries the students through six levels of a stressful yet rewarding experience. By the time they graduate, they only need to take state board exams before becoming full-fledged registered nurses.

Nursing at PLU means more than making beds and giving shots. Nursing students study liberal arts as well as nursing skills, and Dr. Doris Stucke, Director of Nursing, says that this "makes them more human." According to Dr. Stucke, besides having a good understanding of the scientific principles behind nursing, they are also "very much aware of the patient as a person."

However, as expressed in the School of Nursing's unifying theme, "Self and Society," before a nurse can really understand and help others, he or she must be able to understand themselves and their place in society. This concern becomes one of the main emphases of Level I, where students are exposed to the history and philosophy of nursing. It is a period of self-discovery and the development of leadership, as well as study skills. Learning, throughout the nursing program, is self-paced and requires learned discipline. Each student pays a number of visits to an elderly person in the community.

In Level II, students begin to learn many of the basic skills of nursing. They first practice with a peer partner, learning—among other things—how to give physicals and shots. Technique for shot-giving is actually practiced on an orange,

but for the test, the partners give each other shots. According to one former Level II student, "It's scary because someone's giving you a shot that's never done it before." After mastering the skill, the student nurses will be allowed to don their crisp, new blue-and-white uniforms and go out into the clinical setting. At immunization clinics they give shots to people of all ages. Most challenging are the patients between 18 months and four years old, who are usually screaming and have flailing arms and legs.

Other skills are practiced within the skills laboratory—a group of rooms set up to simulate a real hospital situation. Here the patients lay quietly in six neatly made beds, their painted eyes staring at the ceiling. Nursing students can practice almost any skill on these mannequins, inserting tubes here and there, tying on bandages, moving them to wheelchairs, even dressing them. At one side of the room, a rubber arm lays palm up on a table; it's a tool for practicing transfusions. By the sinks are baby dolls wrapped in fuzzy blankets awaiting baths, while a green plastic fish and a yellow duck float on the surface of the warm bath water. Though some people can take a whole shower in three minutes, when working with newborns, student nurses must spend three minutes washing the hands and forearms alone.

By Level III, the men and women in the class are a close-knit group, studying together and supporting each other, which is especially important in this level. In Level III, according to Dr. Stucke, "Students receive a large amount of diversified material, while trying to adjust to being in the sick environment." They spend increasing amounts of time in the clinical setting and are given more respon-

sibility. Half of the time spent in a clinical environment is in a medical/surgical wing where the students deal mostly with stroke patients and those who have had surgery. Often the patients are attached to so many tubes that simply changing a gown may take half an hour. This introduction to "real life" nursing can be a sobering experience. One incredible experience occurred one morning when a group of students was at the hospital and an older man, dressed and ready to go home, had a heart attack. According to one of them, "We saw him die...we were all kind of in shock." Their instructor quietly stated, "You have to appreciate life every single day."

The remainder of Level III clinical experience is in obstetrics, further increasing an appreciation of life by allowing students to witness its beginning. Says one enthusiastic Level III nurse, "You're watching the birth and you can see the top of the head, then all of a sudden it's out and the head looks really big."

Also in Level III, each student is assigned a "pregnant mom," and is in close contact with her through the months of pregnancy, the actual birth, and the experiences following birth. Each ring of the phone causes Level III students to jump as the time for the birth draws near. They're almost as anxious as the expectant mother, waiting for the call to the hospital. One girl excitedly left her own birthday party to be with her "mom" when she gave birth.

In Level IV, students apply their skills to more serious medical conditions and also experience institutionalized psychiatric nursing. One past Level IV student noted that "When you go in to the psych wards, you have stereotypes, but discover that they're not always

Tanna Bahadursingh is observed filling a syringe by Proctor Sue Pemberton.



PLU nursing given WSNA approval

All offerings of the PLU continuing nursing education program apply toward the voluntary Continuing Education Recognition Program (CERP) of the Washington State Nurses' Association.

Announcement of the renewed WSNA approval was made by Cynthia Mahoney, PLU continuing nursing education coordinator.

The WSNA and health agency employers recognize CERP contact hours as evidence of continued learning, Mahoney indicated. CERP hours are a condition for license renewal in some neighboring states, such as California. Washington state has passed a similar measure, and the state Board of Nursing is in the process of developing rules and regulations for its implementation.

The PLU program, administered by the PLU School of Nursing, has been granted provider status for two years, through April 1984.

true." Patience, common sense, and good listening skills are imperative with one patient who constantly asks you to marry him, and another who insists on wearing bright orange polyester pants and an aloha shirt.

By Level V, students begin to feel that "things kind of fall in place...and I can make sense of a problem on my own," according to one student in that level. The future nurses are now responsible for acutely ill patients and are more involved in community nursing projects. They may be working with a school nurse, helping in alcohol rehabilitation, teaching hygiene classes or offering a number of other health services.

At the close of Level V, the blue-and-white uniforms are replaced by fresh completely white outfits that identify the student as a person now operating as a professional. In Level VI, they are immersed in the professional role, spending eight hours a day, four days a week in a selected area of

nursing, working side-by-side with a registered nurse. Dr. Stucke says that besides giving the students "a chance to pull it all together," it definitely helps them to get jobs in the areas they choose. According to Stucke, one of the real strengths of the nursing program is that practical experience is built right into the curriculum.

An average of 80 to 85 of the 96 students who start in Level I graduate as nurses per year. They've made it through the periods of "Why am I doing this?" Sometimes students find that the theory nursing they've learned is idealistic and hard to apply in the work setting. However, an underlying belief in total care—physical, social, spiritual, and psychological—always serves as guidance. Dr. Stucke feels that nursing is becoming an increasingly exciting field, as nurses are given more responsibility for care, diagnosis, and decisions. PLU nursing graduates are caring individuals, well prepared to be leaders in their field.

Sandee Allen and Joah Hammond use models to observe the effects of their ministrations.



CERP Renews Nurses' Continuing Education Program

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Scene

Pacific Lutheran University Bulletin

June 1982

Mansell Appointed New School Of Nursing Dean

Dr. D. Moira Mansell of Tempe, Ariz., has been appointed dean of the Pacific Lutheran University School of Nursing, according to PLU President Dr. William O. Rieke.

Dr. Mansell, who takes over her new duties July 1, is currently assistant dean of baccalaureate programs at the Arizona State College of Nursing.

The new dean succeeds Dr. Doris Stucke, who has directed the PLU School of Nursing for the past 15 years. Dr. Stucke will take a year's sabbatical leave prior to her retirement in 1983.

Dr. Mansell, 59, has served at Arizona State for seven years after four years in a similar post at Texas Women's University College of Nursing.

Her career has brought her repeatedly to the Northwest. She previously served as a staff nurse at St. Vincent's Hospital in Portland, Ore., in 1947 and as an instructor at Emanuel Hospital School of Nursing in Portland from 1952-58. From 1968-71 she served at the University of Washington School of Nursing as a teaching associate.

A native of Great Britain, Dr. Mansell earned her master's degree at the University of Oregon Medical School Department of Nursing in 1959 and her doctorate at the University of Washington in 1974.

1982 Summer Sessions Catalog

NURSING

Phone: 535-7672

424 NURSING CENTRUM III (4) 864001 (June 1-August 20)

Tuition: \$146 per semester hour

Introduction to acute deviant behavior patterns and to life threatening medical-surgical problems of children and adults. Emphasis is placed on complex pathophysiological and psychopathological aspects and their implications for the nursing process. Prerequisite: Nursing 354, 384 and 394, and concurrent registration in Nursing 434 and 444. Initial class meeting will be held on Tuesday June 1 from 8:00 to 10:00 a.m. in IN-122. Classes are regularly scheduled to meet on Mondays 8:00-10:00 a.m. in IN-122, and on Wednesdays 10:00 a.m.-12:00 noon, in IN-122.

434 CLINICAL PROBLEMS (4) 864002 (June 1-August 20)

Tuition: \$146 per semester hour

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: Nursing 354, 384 and 394, concurrent registration in Nursing 424 and 444. Initial class meeting will be held on Tuesday, June 1 from 10:00 a.m.-noon in IN-122. Regularly scheduled classes will meet on Mondays 10:00 a.m.-12:00 noon in IN-122 and 1:00-3:00 p.m. in IN-111D; Wednesdays 8:00-10:00 a.m. in IN-122 and 1:00-3:00 p.m. in IN-111D.

444 NURSING PRACTICUM II (4) 864003 (June 1-August 20)

Tuition: \$146 per semester hour

Clinical application of pathophysiological and psychopathological concepts in critical care nursing, including utilization of interpersonal and sophisticated technical skills. Prerequisites: Nursing 354, 384 and 394, and concurrent registration in Nursing 424 and 434. Section A: Tuesday 7:00 a.m.-3:30 p.m. and Thursday 8:00 a.m.-12:00 noon. Section B: Tuesday 8:00 a.m.-12:00 noon and Thursday 7:00 a.m.-3:30 p.m. Will not meet on Tuesday, June 1st. Initial meeting will be on Thursday, June 3.

464 NURSING CENTRUM IV (4) 864004 (June 1-August 20)

Tuition: \$146 per semester hour

Preparation for future professional roles of the nurse in health delivery system. Emphasis is on leadership and management skills, professional judgment, decision making, and the nurse as a change agent. Students examine legislation, economic security, professional growth and the utilization of health and welfare resources. Prerequisites: Nursing 424, 434 and 444, and concurrent registration in Nursing 478. Initial class meeting for all sections will be held on Tuesday, June 1, 10:00 a.m.-12:00 noon in IN-100. Regularly scheduled meetings for all sections will be on Wednesdays, 10:00 a.m.-12:00 noon in IN-100. Section A: 1:00-3:00 p.m., Wednesday, in IN-116. Section B: 1:00-3:00 p.m., Wednesday, IN-122. Section C: 1:00-3:00 p.m., Wednesday, HA-214.

4787 SENIOR PRACTICUM (8) 864005 (June 1-August 20)

Tuition: \$146 per semester hour

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: Nursing 424, 434 and 444, and concurrent registration in Nursing 464. 32 hours per week as arranged.

FACULTY

Constance Hansen, 1980, Instructor of Nursing, M.N., University of Washington, 1981.

Luella Hefty, 1973, Assistant Professor of Nursing, M.A., University of Washington, 1973.

Constance Kirkpatrick, 1980, Instructor of Nursing, M.S., University of Rochester, 1979.

Elizabeth Meehan, 1980, Adjunct Professor of Nursing, M.S., Hunter College, 1974.

Susan Shumaker, 1979, Adjunct Professor of Nursing, B.S.N., Pacific Lutheran University, 1973.

Esther Steege, 1972-74, 1978, Assistant Professor of Nursing, M.N., University of Washington, 1971.

Yukie Yumibe, 1980, Associate Professor of Nursing, M.S.N., Wayne State University, 1971.



Pacific Lutheran University
School of Nursing

SEND ME A PLU NURSE

There once was a Himalayan climber,
Accidentally fell off this peak.
And when he got his breath back, dear,
This is all he could speak:

Send me a PLU NURSE, please
Send me a PLU nurse!
I don't want things to get worse, dear,
SEND ME A PLU Nurse!

CHORUS

And then there was a handsome young sailor,
Set out to sea in a raft.
Forty days later they found him,
Chanting as if he were daft:

CHORUS

And Princess Diana of England,
As she went to the delivery room,
Said to Prince Charles so sweetly,
You know what'd be a great boon! OH

CHORUS

An explorer incredibly daring,
Way out in the African Bush,
Was heard to yell to his porters
When he fell on his tush:

CHORUS

A brave astronaut flew so high, folks,
He went into outer space.
When he returned for a checkup,
He said what we need in this place, is:

CHORUS

A courageous diver, you know, dears,
Went five hundred feet beneath the sea.
And when he surfaced for air, he said,
There's nothing sweeter to me, than:

CHORUS

BY: Linda Olson, RN, Ph.D.

Written for Dr. Stucke's Retirement Luncheon, May, 1982.

Sung to the tune of: "Tie Me Kangaroo Down, Sport"

Medical Research University
School of Nursing

WEEK 12: A NEW NURSE

There once was a Malaysian clinician,
accidentally fell off his desk,
and when he got his head's bent, dear,
this is all he could speak.

With a Mr. NURSE, please
with a Mr. NURSE,
I hope's want things to get worse, dear,
with a Mr. NURSE.

Mr. NURSE was a handsome young man,
he was to see in a shirt,
and they later found him,
because he was bent.

Mr. NURSE was a handsome young man,
he was to see in a shirt,
and they later found him,
because he was bent.

Mr. NURSE was a handsome young man,
he was to see in a shirt,
and they later found him,
because he was bent.

A nurse returned him no light, dear,
he was to see in a shirt,
and they later found him,
because he was bent.

A nurse returned him no light, dear,
he was to see in a shirt,
and they later found him,
because he was bent.

Mr. NURSE was a handsome young man,
he was to see in a shirt,
and they later found him,
because he was bent.

written for Dr. NURSE's Retirement Institution May, 1982

and to the tune of: "The He Knappe Low, Spot"

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1



Commencement 1982 Pacific Lutheran University

Tacoma, Washington
Olson Auditorium

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

CYNTHIA KAY ALLEN	KATHERINE LEE LANIER
KRISTINE E. ANDERSON	<i>Magna cum laude</i>
JANET FAY BATES	MONICA DAWN LYBECK
<i>Magna cum laude</i>	ANDRE CLAUDE MAESTAS
MERRI JEAN BIGOTT	JANET ELAINE MAPLES
CAROL LYNN BOOSE	<i>Magna cum laude</i>
<i>Magna cum laude</i>	*MEAGAN JEAN McDOUGALL
LISA ANN BREKKE	<i>Cum laude</i>
DOUGLAS REX BREWSTER	MARGARET SEELEY McNAMARA
<i>Cum laude</i>	NANCY TOSHIE SAKAGUCHI MONDEN
*VONDA LORENE BROOM (in absentia)	*CHARL L. MUNSEY (in absentia)
<i>Magna cum laude</i>	CHARLES RONALD NORTON
*CELIA JEAN BUSHAW (in absentia)	MICHELLE FRANCIS NOVACK
<i>Magna cum laude</i>	CONSTANCE M. O'HARA
MARTINE MICHELLE JUBILEE-CARTER	<i>Cum laude</i>
LINDA JAYNE DEASON	*DOROTHY LOIS OTTO
<i>Cum laude</i>	<i>Magna cum laude</i>
GALE MARIE DORN	*MARY LYNN D. PANNEN (in absentia)
<i>Cum laude</i>	<i>Magna cum laude</i>
SHELLI JO ELLIOTT	ANNETTE CHRISTINE PETERSON
<i>Cum laude</i>	<i>Magna cum laude</i>
MARLA ANN ERICKSON	KIMBERLY ANNE ROGERS
<i>Magna cum laude</i>	JEANELLE ELISE RUSSELL
*SUSAN M. GILES	<i>Magna cum laude</i>
*TERESA KEMP GISKE (in absentia)	*LISA MARIA ARRIAGA SAMS (in absentia)
<i>Magna cum laude</i>	<i>Cum laude</i>
CHERIE F. GRAVES	SHIRLEY ANN SPIRK
LINDA SUZANNE GRAY	<i>Cum laude</i>
*JENNIFER ANN HARRINGTON (in absentia)	*LOREN ELIOT STAMP
<i>Cum laude</i>	LORI ALICE STANKE
*KATHRYN ANN HARRIS	JACK BARNES STURDEVANT
MARNA JEAN HAUGEN	<i>Cum laude</i>
<i>Cum laude</i>	ISABEL SYCHTYSZ
JANET MARIE HERMANSEN	*SUE ELLEN WEHMER (in absentia)
SHARON M. JANNEY	<i>Cum laude</i>
*JOYCE ANNETTE JUNKER (in absentia)	SUSAN ANN WETZEL
<i>Cum laude</i>	<i>Cum laude</i>
SHEILA RUTH KASTAMA	JUDITH CECELIA WILLIAMS
<i>Cum laude</i>	*DARLENE M. WOOD
SANDRA L. KEENE	<i>Cum laude</i>
YVONNE LORRAINE KILCUP	*DeANN J. WOOD
SUSAN MARIE KRAUSE	
CHERYL KATHRYN KREHBIEL	
<i>Magna cum laude</i>	



Summer Commencement 1982 Pacific Lutheran University

Tacoma, Washington
Eastvold Auditorium

BACHELOR OF SCIENCE IN NURSING

SHARON MONICA ALCANTARA	DIANE RACHEL KINNUNEN
KIMBERLY ANN ASHENBRENNER	<i>Cum laude</i>
SUZANNE MARIE BOWMAN-GABLER	SHARON FINN KNIGHT (in absentia)
<i>Summa cum laude</i>	LEE ANN SUE LARSON
KARIENA JANE BROSTEN	MARIANNE BRIDGET LEHMAN
SUSAN HELENE CORNER (in absentia)	SHELLEY LYNN LEWIS
JOANNE ERIKA COTTER	<i>Cum laude</i>
LISA DIANE COX	HARRIET GRETL MALONE
CATHERINE ORPILLA DEOCAMPO	<i>Summa cum laude</i>
DEBRA RUTH DRALLE	MAURINE KATHRYN NELSON
JANET KAY DRESSLER	<i>Cum laude</i>
<i>Cum laude</i>	SUSAN GAYLE PEMBERTON
KARIN ANN DUVALL	<i>Magna cum laude</i>
JUDITH ANN ELIASON	JOSEPH HENRY POHWAT
ELIZABETH ANN EMPEY	<i>Cum laude</i>
LISA ANN RUSCIGNO ESKELIN	CELIA ANN RUTHERFORD
DEBORAH ANN GARABATO	LORNA GAIL SCHLETZBAUM
<i>Cum laude</i>	KAREN RAE SELBY
VICKI JEAN HAIGHT	TAMI LYNN SINDERSON
JEANNE MARIE HAMPTON	JUDITH ELAINE STOFFER (in absentia)
JENNIFER LYNN HARMS	MARY KAY SWANSON
SHARON ANN HINZ	<i>Cum laude</i>
<i>Magna cum laude</i>	LOUISE COLEMAN THOMPSON
CARLA JEAN HOOVER	PAULA J. WAHL
<i>Cum laude</i>	PEGGY ANN WIERSMA
DEANN ELLEN JAY	<i>Cum laude</i>
<i>Cum laude</i>	LISA A. WOODS
CHRISTINE ANN JEFFERSON	<i>Cum laude</i>
KATHY LYNN JOHNSON	SANDRA JEAN YOAKUM (in absentia)
KATHRYN MARY KENDALL	ANN K. LOMAX ZAMBERLIN
<i>Summa cum laude</i>	
TONI MARIE KINKELLA	
<i>Cum laude</i>	

**Senior Pinning Ceremony
August 20, 1982**



Nurse prof hospitalized



Hefty's outlook good, say doctors

By LISA CAROL MILLER

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Mrs. Hefty was discovered minutes after the accident by family members. There was no damage to the bicycle and hit-and-run motives have been ruled out by the family and police, Ms. Dyer said.

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Oct. 1, 1982

Mooring Mast

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Sept. 17, 1982

Mooring Mast

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A native of Wales, Dr. Mansell says she had found nursing to be, "...a mobile profession." Originally she was attracted to PLU by the general aura of friendliness among the staff and the students."

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A NURSE'S PRAYER

O God, teach me to receive the hurt in Thy Name.
Give to my efforts success for the glory of Thy holy Name.
It is Thy work, without Thee, I cannot succeed.
Grant that the sick Thou hast placed in my care
may be abundantly blessed, and not one of them lost
because of any neglect on my part.
Help me to accept my weaknesses, and give me strength
in that I may bring joy to the lives of others.
Give me grace for the sake of Thy hurt ones and of
those lives that will be influenced by them.

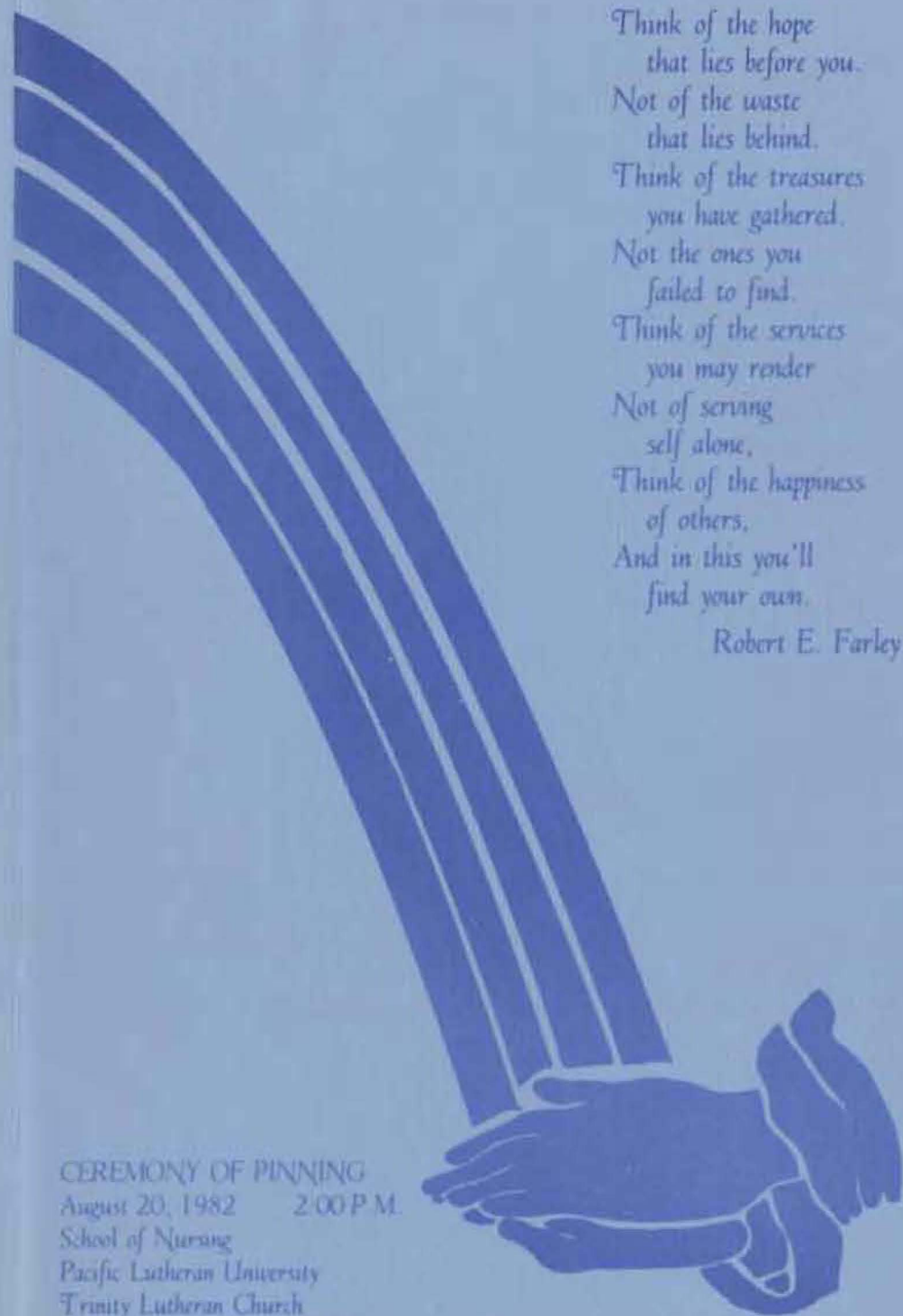
Think of the hope
that lies before you.
Not of the waste
that lies behind.
Think of the treasures
you have gathered.
Not the ones you
failed to find.
Think of the services
you may render
Not of serving
self alone.
Think of the happiness
of others.
And in this you'll
find your own.

Robert E. Farley

CEREMONY OF PINNING
August 20, 1982 2:00 P.M.
School of Nursing
Pacific Lutheran University
Trinity Lutheran Church



PACIFIC LUTHERAN UNIVERSITY



PROGRAM

PROCESSIONAL	Susan Pederson, Organist
"Air from Water Music" — Handel	
INVOCATION	Pastor Ron Vigne University Pastor
GREETING	Deann Jay
FACULTY SPEAKER	Colleen Klein
SPECIAL MUSIC	Mary Kay Swanson, Guitar
"He's Walking in My Shoes" — Jordan	
STUDENT SPEAKER	Lisa Eskelin
HYMN	No. 534
"Now Thank We All Our God"	
SPECIAL RECOGNITION	Kathy Johnson
PRESENTATION OF PINS	D. Moira Mansell, Ph.D. Dean, School of Nursing
Assisted by	Connie Hanson, Instructor Connie Kirkpatrick, Instructor Susan Shumaker, Instructor Yukie Yumibe, Associate Professor
Flute Music	Jennifer Harms Carla Hoover
SPECIAL MUSIC	Diane Kimmunen Harriet Malone
"The Lord's Prayer" — Malotte	
"NURSING PRAYER"	Susan Pemberton
BENEDICTION	Pastor Ron Vigne University Pastor
RECESSIONAL	Susan Pederson, Organist
"Trumpet Tune" — Purcell	

A special thanks to those people who have given their time and effort to making this pinning ceremony a reality.

CLASS MEMBERS

Alantara, Sharon	*Kimmunen, Diane
Ashenbrenner, Kimberly	Knight, Sharon
Brasten, Karlena	Larson, (LeeAnn) Sue
Corner, Susan	Lehman, Marianne
Cotter, Joanne (RN)	*Levis, Shelley
Cox, Lisa	*Malone, Harriet
Decampo, Catherine	Masters, Cynthia
Dralle, Debra	*Meyer, Maria
*Dressler, Janet	*Nelson, Maurine
Dusall, Karin	*Olson, Carol
Eliason, Judith	*Pemberton, Susan
Empy, Elizabeth	*Peterson, Karin
Eskelin, Lisa	*Pohusi, Joseph
Faulk, Melba	Rutherford, Celia
*Gabler, Suzanne	Schletzbaum, Lorna
*Garabato, Deborah	Selby, Karen
Haught, Vicki	Sinderson, Tami
Hampton, Joanne	Snowden, Mariellen
Harms, Jennifer	Stuffer, Judith
*Hinz, Sharon	*Swanson, Mary Kay
*Hoover, Carla	Thompson, Louise
Jamney, Sharon (RN)	Van Patter, Margaret
*Jay, Deann	Wahl, Paula
Jefferson, Christine	*Wiersma, Peggy
Johnson, Kathy	*Woods, Lisa
*Kendall, Kathryn	Yokum, Sandra
*Kincella, Tom	Zamberlin, Ann

*Honor Student, School of Nursing

We invite you to celebrate with us at the reception in the Fellowship Hall following the ceremony.

Nurse prof hospitalized



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Work done by women devalued and underpaid

By GRACE RHODES

Margaret Mead, reflecting upon the South Sea Islands, once said, "there are villages where women weave and men fish, and there are villages where women fish and men weave. In both types of villages the work done by women is valued less than the work done by men."

This holds true in the United States today, just as it did in the South Seas. "The work done by women is de-valued and underpaid," claimed Monday's Brown Bag speaker, University of Puget Sound law student Carroll Boone.

Boone, who has a masters degree in social work, conducted research for the Washington Federation of State Employees in their comparable worth suit against the state.

She discussed the concept of comparable worth

and described the 1974 Washington State Comparable Worth Study which illuminates the wage discrimination practices of the state.

In the 1974 study, Boone explained, all state job classifications were assigned point values in each of four categories: knowledge skills, mental demands, accountability, and working conditions.

Ideally those jobs with the same point value should be worth equal wages. However, many jobs equal in point value actually pay unequal wages.

This inequality centered on "sex-segregated jobs"—those jobs made up of 70 percent of males or females.

In total they found 121 sex-segregated jobs, 62 of which were "men's jobs" (e.g., clerk typist, nurse). The women's jobs paid 22-33 percent less than the men's jobs, even though many were comparable or even higher in point value.

One of the causes of wage discrimination lies in the way wage rates are set in state government, said Boone. Washington state used the prevailing rate system, which is a common method for determining value and setting wages based on a survey of salaries paid by other employers.

Boone said as long as we use the prevailing rate system the situation will remain the same for women since the work women do is typically valued less than men's work, and thus underpaid. Twenty-two years ago women earned 64 cents for every man's dollar; today women earn 59 cents.

Boone said, "higher wages for women workers will decrease government costs of poverty and increase the consumer spending and tax base." Boone views comparable worth as advantageous to both the individual and society.

October 1982 Pacific Lutheran University Bulletin

**Nursing Class
Of '62 Holds
Summer Reunion**

Scene

Sixteen members of the PLU nursing class of 1962 were on campus for a 20-year class reunion in August.

The event, coordinated by Jacquie (Haverberg) Snyder of Tacoma, featured a tour of campus, dinner at the Old City Hall and a "times-gone-by" slide show presented by Jacquie's husband, Jim.

Marjorie (Morris) Froiland of Shippensburg, Pa, and Sharon (Bigelow) Magnuson of Springfield, Va, crossed the country to attend.

Other members of the class include Martha (Stoa) Bakke of Seattle; Fernita (Albrecht) Bass of Tacoma; Karen (Hendrickson) Bender of Salem, Ore.; Alice (Anderson) Cornelius of Sacramento, Calif.; Marilyn (Collett) Erickson of Amarillo, Tex.; Arlene (Arneson) Gaviola, Turkey; and Marjorie (Vandecar) Hanson of Seattle.

Also Karen (Meyers) Kliewer of Diamond Bar, Calif.; Kay (Johnson) Kondale of Dundee, Ore.; Beverly (Kimball) Nikkari of Milwaukie, Ore.; Faith (Pettis) Reiersen of Bremerton, Irma (Wentz) Slavik of Seattle and Ardath (Sheggeby) Solsrud of Augusta, Wisc.

Addresses of class members and career/life summaries are available at the PLU Alumni Office.

Nursing students petition for 'real' graduation

By STEPHEN CARLSON

"Size should not be the most important factor about a graduation," Molra Mansell, dean of the School of Nursing, said last week.

Yet, several nursing students here at PLU feel that their plea to be allowed to participate in the May commencement is more than a plea for a large ceremony. They want an equal opportunity.

One senior student said, "After four years at this school it only seems fair that we be allowed to participate in a full-fledged ceremony, something more than what's offered on August."

The issue being quietly debated is whether nurses, 12 credits shy of the graduation requirement, should be allowed to graduate in May or be forced to wait until August. University policy states that students four credits shy at graduation may complete these in the summer and still participate in May commencement.

According to PLU's catalog,

'If they want us to complete the 12 credits first, fine. But then we feel there ought to be more than just a dinner at the August commencement.'

Nursing student

"Students who are within four hours of meeting all requirements may participate in May commencement provided a specific plan for earning remaining credit within 10 weeks has been approved by the provost. Their status will be designated on the commencement program and their diplomas will be dated in August."

Most nursing students still have 12

credit hours of hospital work (level six) to complete at the time of May graduation. They are asking that an exception of University policy be made for them so they may participate in May commencement rather than the small August ceremony.

"We just want the same opportunity that every other student at PLU has,"

the student said. "If they want us to complete the 12 credits first, fine. But then we feel there ought to be more than just a dinner at the August commencement."

Mansell said a petition had been brought to her by two nursing students earlier this semester. Reportedly, it was a request for permission to participate in the May commencement and/or for more pomp and the August commencement.

"That is an area in which neither I nor the nursing school has authority over," Mansell said. "When they came to see me, I told them this. When they graduate is not nursing school policy but university policy," she said.

Still, the students feel they are not being treated fairly and are unsure of where to direct their request.

"If the issue is taken up anywhere, it should be taken up with the registrar. After all, they're the ones who call out the names and hand out the diplomas," Mansell said.



MID-YEAR COMMENCEMENT 1982

Pacific Lutheran University

Tacoma, Washington
Eastvold Auditorium

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

DOROTHY LOUISE BACH
Magna cum laude

LYNN A. BADER

MARY LOU BRESEE

SHARON LEE BURK

Cum laude

MELBA ELIZABETH FAULK

PAULA JUNE MALLORY

Cum laude

CYNTHIA S. MASTERS
MARIA RENÉE MAYER

Summa cum laude

CAROL ELAINE OLSON

Cum laude

SUSAN CAROL OLSON

KARIN MARIE PETERSON

Magna cum laude

GLORIA JEAN PRZELENSKI
Cum laude

MARIELLEN SNOWDEN

LINDA FAYE TATE

Cum laude

MARGARET MARY VAN PATTEN

Cum laude

Class of 1983

Class of 1983

Alg, Deborah S.
Andino, Maria L.
Bader, Lynn A.
Bahadursingh, Tanna J.
Bakkala, Linda R.
Beck, Eileen M.
Bell, Margene D.
Bennion, Alexandra C.
Boggs, Kathrina L.
Brewer, Mary M.
Bryan, Lisa A.
Burger, Laura
Cables, Loreto Jose
Carey, Margaret
Carlisle, Nancy K. Holm
Carothers, Elsie G.
Carter, Joan Rosendahl
Chester, Susan L.
Christianson, Julie M. Pitsch
Coen, Kathleen M.
Cotter, Joanne E.
Dalton, William C.
Dennis, Barbara J.
Dubois, Judy A.
Eddy, Carol L.
Eydenberg, Kathlyn M.
Fisher, Sue A. Ebert
Fjelstad, Carolyn A. Ralph
Gram, Margaret C. Davenport
Hansen, Stacia L.
Fisher, Sue A. Ebert
Fjelstad, Carolyn A. Ralph
Gram, Margaret C. Davenport
Hansen, Stacia L.
Hardtke, Fawntella L.
Haryn, Barbara A.
Hermansen, Lori S.
Hight, Barbara
Hollcroft, Vickie L. Hosking
Hovda, Beverly J. Berard
Hurlburt, Gladyce C.
Johnson, Betsy A.
Kelly, Joan I.
King, Mary V.
Knudsen, Pamela J.
Linden, Susan Leitzinger
Madsen-Pever, Marcia K.
Markwith, Karen M.
Mays, Sandra J. Erickson
McDaid, Helen M.
McKay, Heidi M.
Melby, Bonny A.
Milburn, Cathy T.
Miller, Teresa J. Whipple
Morris, Debra S.
Moyer, Joanne M. Lindberg
Murphy, Helen S. A.
MaGee, Sue Timm

O'Neill, Kimberly A. Wold
Osborne, Jenny L. Scherholtz
Ostendorf, Terry Dietsch
Owens, Katherine E. Enslow
Polly, Jeanmarie Aaron
Powers, Leslie A.
Reese, Julia C. Black
Reichmuth, Candace C. Rasmussen
Rinkler, Mary L.
Robinson, Jann M.
Ross, Jane T.
Running, Rachel L.
Scharf, Linda E. Gneckow
Smith, Katherine I. Dalrymple
Smithson, Suzanne R.
Snyder, Marilyn M.
Stanton, Cynthia R.
Stewart, Vernetta M.
Tait, Garnette M.
Unger, Caroline M.
Vier, Karla M. Sherman
Voelpel, Rebecca A. Smith
Voetberg, Ingrid L. Phil
Wainscott, Aya A. Blow
Walsh, Bonnie D.
Wickman, Linda M.
Young, Julia M. Beck

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 skill necessary for meeting nursing needs of the community.

The generic program is designed for students who have had no previous preparation in nursing, and graduates of this program who successfully complete the State Board examinations (Registered Nurse) are prepared for beginning positions in professional nursing. The School also offers a special program to registered nurses who wish to complete requirements for the Bachelor of Science in Nursing and prepare for leadership positions. Graduates from either program are prepared for continuing their formal education at the graduate level.

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

Stucke, *Director*; Aikin, Boots, Carpenter, Carper, Cone, Coombe, Gough, Hagerott, Hansen, Hefty, Kirkpatrick, C. Klein, Mason, E. Meehan, Novak, L. Olson, Page, Rhoades, Shumaker, Stavig, Steege, Stephany, Stiggelbout, Yumibe.

COURSES TO BE OFFERED IN THE 1983 INTERIM

308 Medications: Theory and Administration
311 Surgical Intervention

1983 INTERIM CATALOG

HERITAGE

JANUARY 3-28, 1983

664308 Nursing 308

MEDICATIONS: THEORY AND ADMINISTRATION

2 semester hours

Y. Yumibe, C. Kirkpatrick, S. Aikin, J. Lingenfelter

This course will be a combined theory and clinical course. It is designed to provide knowledge of pharmacological implications of nursing care and an increased expertise in medications and administration. Classes will be held describing major drug categories and their relationship to pathophysiology. The student will administer medications under supervision in various clinical facilities. Evaluation will be based upon theory examinations and safe performance in administration of medications.

BIBLIOGRAPHY: *Drugs*. Nursing Reference Library, Compiled by Nursing 82.

REQUIREMENT FILLED: Interim

RESTRICTIONS OR PREREQUISITES: Nursing students who have successfully completed Level III. Tally cards required.

COURSE LEVEL: Advanced

GRADING SYSTEM: H, P, NC

MAXIMUM ENROLLMENT: 16

MEETING TIME AND PLACE: Week 1: 8:00 a.m.-2:30 p.m. M, 10:00 a.m.-12:00 noon T; Week 2 & 3: 10:00 a.m.-3:00 p.m. M, 11:00 a.m.-3:00 p.m. T,R; Week 4: 10:00 a.m.-3:00 p.m. M, 11:00 a.m.-3:00 p.m. T,R, 10:00-12:00 noon F, IN-122

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.

March 23, 1983

Mooring Mast

Nurse ethicist lectures

Ann Davis, a nationally-known nurse ethicist, educator, and author, will deliver three lectures at PLU March 29.

She will speak on "Modes of Ethical Reasoning" at 10 a.m., 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."

Davis is the co-author of *Ethical Dilemmas and Nursing Practice*. She is professor at the University of California-San Francisco School of Nursing, where she teaches in the

Department of Mental Health and Community Nursing.

Davis has received many awards and recognitions, including a World Health Organization Fellowship. She is a distinguished visiting professor at five major universities, and has presented over 100 papers in this country and abroad.

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

Stucke Retires After 16 Years At PLU School Of Nursing Helm

"Heavenly Father, we thank you for all your gifts —

"... for the healing arts by which human pain is eased —

"for your selfless servant, Doris..."

These prayerful thoughts were among the many kind words expressed both last spring and this spring in anticipation of the retirement of Dr. Doris Stucke. Dr. Stucke has served PLU for 16 years, 15 of them as director of the PLU School of Nursing.

The veteran PLU teacher and administrator spent her final year on sabbatical, involved in two major research projects which are providing valuable data to the present School of Nursing Administration. One deals with admissions criteria and standards, the other evaluates curriculum based on characteristics of graduates.

During her tenure as director, the School grew significantly in both quality and quantity. Enrollment grew from under 100 in 1967 to a manageable maximum the past several years of about

250. Approximately two-thirds of all PLU nursing graduates (since 1951) earned degrees during the same period.

Raw numbers, however, have been among the least of Dr. Stucke's concerns, since during most of her administration there have been many more applications than could be accepted. Rather, she looks back with joy and pride at the accomplishment of



Dr. Doris Stucke

the nursing students both before and following their graduation.

"It's a difficult quality to measure, but I am most proud of the kind of nurses they are, the kind of care they deliver," Stucke said.

"They perform with skill, finesse, confidence and caring," she added.

The reasons for their skills and attitudes are manifold, she observed. One is the kind of student attracted by the university generally and the School of Nursing particularly.

"The contribution of liberal arts to growth and development of students is also significant," Stucke continued. "Again, you can't measure it, but it's there."

In addition, she believes that the new nursing curriculum, phased in the mid-'70's, has added to the quality of both program and graduate. She pointed to "Level I" of the curriculum as an effective program to help students better understand themselves. "Level VI," the preceptorship, adds polish and confidence in ability.

"At the end of level six," Stucke

said, "they are ready for the responsibilities thrust on them. They are ready to let go of our hands!"

Also during her administration, the School initiated two additional programs that have been of significant benefit to nurses in the community: a specialized baccalaureate program for returning RNs, and an active program of continuing education for nurses in the community.

Reflecting on her career at PLU, Dr. Stucke singled out her mother for special gratitude. The diligence of Mrs. Esther Stucke, 87, in maintaining the home made it possible for her daughter to devote all of her energies to her career and PLU.

Dr. Stucke added, "I would also like everyone to know how supportive the president and administration have been to the School of Nursing and to me personally. I am very proud of my association with PLU and the many people who have made it an institution in which we can take pride."

CITATION

Doris E. Stucke

Doris E. Stucke retires today after sixteen years of teaching and service to Pacific Lutheran University. She earned her doctorate at Columbia University in New York, and came to PLU in 1967, after serving eleven years at Gustavus Adolphus College, where she initiated a successful program of nursing education.

During her tenure at PLU, Dr. Stucke has contributed in many ways to the university and to the development of the nursing profession. In the early 1970s Dr. Stucke oversaw the development and implementation of a unique and radically revised nursing curriculum at PLU. Twice during her tenure she guided the School of Nursing through the National League for Nursing's accreditation process, resulting in full national accreditation. She planned and initiated a specialized baccalaureate program for registered nurses, and she established an active program of continuing education for nurses in the community.

In the community and beyond, Dr. Stucke has worked diligently to promote recognition and respect for nursing. She served as both secretary and chair of the Washington State Association of Deans of Nursing Schools. For two years she was chair of the Collegiate Council for Nursing Education in Washington. She has represented the School of Nursing and Pacific Lutheran University at community, state, and national levels through her participation in the Western Interstate Council of Higher Education in Nursing, the American Nurses' Association, the National League for Nursing, and the Council of Baccalaureate and Higher Degree Programs in Nursing. During the past sabbatical year she has been involved in a research project related to the School of Nursing.

Doris Stucke's career exemplifies a life-long dedication and commitment to nursing, to nursing education, and to Christian values. Doris Stucke, we honor you, we thank you for your generous service to our academic community, and we wish you much happiness in the future.

Senior Pinning Ceremony
May 21, 1983



SCHOOL OF NURSING
PACIFIC LUTHERAN UNIVERSITY
MAY 21, 1983, 2:00 P.M.
TRINITY LUTHERAN CHURCH

Processional Susan Pederson
"Take My Life, and Let It Be" organist
Welcome Stacia Hansen
Invocation Pastor Ron Vignec
Associate University Pastor
Hymn "The Prayer of St. Francis"
Faculty Speaker Constance Hansen, R.N.
Instructor of Nursing
Special Music Julia Reese
"My Tribute" by Andrae Crouch
Scripture Reading Bonnie Walsh
Special Speaker Pastor Ron Vignec
Associate University Pastor
Student Speaker Tanna Bahadursingh
Presentation of Pins Moira Mansell, Ph.D.
Dean, School of Nursing
Assisted by Fern Gough, R.N., M.N.
Assistant Professor of Nursing
Margaret Wilson, R.N., M.N.
Instructor of Nursing
Closing Prayer Rachel Running
Benediction Garnette Tait
Recessional Susan Pederson
"Fanfare in C major" (audience please stand)

Class of May, 1983
SCHOOL OF NURSING
BACHELOR OF SCIENCE IN NURSING

DEBORAH SUSAN ALG
*TANNA JANE BAHADURSINGH
*MARGENE FIELDS BELL
KATHRINA LYDIA BOGGS
LAURA MARIE BURGER
KATHLEEN MARIE COEN
WILLIAM CHARLES DALTON
STACIA L. HANSEN
*FAWNTELLA LEE HARDTKE
LORI SUE HERMANSEN
NANCY KAY HOLM
*GLADYCE CHARLYNN HURLBURT
MARY VICTORIA KING
HELEN MANLY McDAID
HEIDI LYNN McKAY
KATHARINE E. OWENS
JULIE MARIE FITSCH
JEANMARIE AARON POLLY
*JULIA BLACK REESE
CANDACE CHRISTINE REICHMUTH
*RACHEL LEA RUNNING
*LINDA GNECKOW SCHARF
CYNTHIA RAY STANTON
GARNETTE MARIE TAIT
BONNIE D. WALSH
JULIA BECK YOUNG

*Students graduating with honors

The Prayer of St. Francis

*Make me a channel of Your Peace.
Where there is hatred, let me bring Your love.
Where there is injury, Your pardon, Lord,
And where there's doubt, true faith in You.*

*Make me a channel of Your Peace.
Where there's despair in life, let me bring hope.
Where there is darkness — only light,
And where there's sadness, ever joy.*

*Oh, Master, grant that I may never seek
so much to be consoled as to console,
to be understood as to understand,
to be loved as to love with all my soul.*

*Make me a channel of Your Peace.
It is in pardoning that we are pardoned,
in giving to all men that we receive,
and in dying that we're born to eternal life.*

Reprinted with permission of the Franciscan Communications, Los Angeles, California,
1983.

*Let Us Preach You
Without Preaching
Not By Words But,
By Our Example,
By The Catching Force,
The Sympathetic
Influence,
Of What WE Do.*

-Mother Teresa



PACIFIC LUTHERAN UNIVERSITY



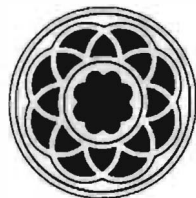
SUMMER SESSION CATALOG

1983

Pre-Session June 13-17
Session I June 20-July 15

Mid-Session July 18-22

Session II July 25-August 19
Post Session August 22-26



PACIFIC LUTHERAN UNIVERSITY
Tacoma, WA 98447 (206) 535-7143

NURSING

Phone: (206) 535-7672

424 NURSING CENTRUM III (4) SCN: 864010

June 1-August 17

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, 394; concurrent registration in Nurs 434 & 444. **Tuition: \$165 per semester hour.**
First class: Wednesday (June 1), 8:00-10:00 a.m. IN-122. All others: Mondays, 8:00-10:00 a.m. & Wednesdays, 10:00 a.m.-12:00 noon. IN-122.

434 CLINICAL PROBLEMS II (4) SCN: 864011

June 1-August 17

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 & 444. **Tuition: \$165 per semester hour.**
First class: Wednesday (June 1), 10:00 a.m.-12:00 noon. IN-122. All others: Mondays, 10:00 a.m.-12:00 noon, IN-122; 1:00-3:00 p.m., IN-111D. Wednesdays, 8:00-10:00 a.m., IN-122; 1:00-3:00 p.m., IN-111D.

444 NURSING PRACTICUM II (4) SCN: 864012

June 3-August 17

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 & 434. **Tuition: \$165 per semester hour.**
First class: Friday (June 3), time TBA. All others: Sect A - Tuesdays, 7:00 a.m.-3:30 p.m. & Thursdays, 8:00 a.m.-12:00 noon; Sect B - Tuesdays, 8:00 a.m.-12:00 noon & Thursdays, 7:00 a.m.-3:30 p.m.



464 NURSING CENTRUM IV (4) SCN: 864013

June 1-August 17

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: \$165 per semester hour.**
First class: Wednesday (June 1), 10:00 a.m.-12:00 noon. IN-100. All others: Wednesdays, 10:00 a.m.-12:00 noon, IN-100; and 1:00-3:00 p.m., IN-116 (Sect A), IN-122 (Sect B) and IN-106 (Sect C).

478 SENIOR PRACTICUM (8) SCN: 864014

June 1-August 19

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 & 444; concurrent registration in Nurs 464. **Tuition: \$165 per semester hour. 32 hours per week TBA.**



Commencement 1983 Pacific Lutheran University

Tacoma, Washington
Olson Auditorium

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

DEBORAH SUSAN ALG
TANNA JANE BAHADURSINGH
Magna cum laude
EILEEN MARY BECK
JULIA MARIE BECK
MARGENE FIELDS BELL
Magna cum laude
KATHRINA LYDIA BOGGS
LAURA M. BURGER
KATHLEEN MARIE COEN
WILLIAM CHARLES DALTON
JUDY ANNE DUBOIS
STACIA LEE HANSEN
FAWNTELLA LEE HARDTKE
Cum laude
LORI SUE HERMANSEN
NANCY KAY HOLM
GLADYCE CHARLYNN HURLBURT
Summa cum laude

MARY VICTORIA KING
HELEN MARIE McDAID
HEIDI LYNN McKAY
KATHARINE E. OWENS
JULIE MARIE PITSCH
JEANMARIE AARON POLLY
JULIA CAROLYN REESE
Cum laude
CANDACE C. REICHMUTH
RACHEL LEA RUNNING
Cum laude
LINDA GNECKOW SCHARF
Summa cum laude
KATHERINE IRENE SMITH
Summa cum laude
CYNTHIA RAY STANTON (in absentia)
GARNETTE MARIE TAIT
BONNIE D. WALSH



Summer Commencement 1983 Pacific Lutheran University

Tacoma, Washington
Eastvold Auditorium

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

MARIA L. ANDINO
LINDA RHEA BAKKALA
BEVERLY J. BERARD
AYA SHERI BLOW
LISA ANN BRYAN
LORETO JOSE MUNAR CABLES
MARGARET KATHRYN CAREY
SUSAN L. CHESTER
JOANNE ERIKA COTTER (in absentia)
BARBARA JO DENNIS
TERRY LEIGH DIETSCH
CAROL LESLIE EDDY
BARBARA ANN HARYN
JOYCE YAEKO HATAYAMA
Cum laude
VICKIE LIN HOLLCROFT
BETSY ANNE JOHNSON
Magna cum laude
JOAN IRENE KELLY
JOANNE MARIE LINDBERG
SUSAN ELIZABETH LINDEN
Cum laude
MARCIA K. MADSEN-PEVER (in absentia)
Cum laude

KAREN MARIE MARKWITH
CATHY T. MILBURN
Cum laude
DEBRA SUSAN MORRIS
Cum laude
HELEN SHIRLEY ANN MURPHY
INGRID LEANNE PIHL
LESLIE ANNE POWERS
CAROLYN ANNETTE RALPH
Cum laude
JANN MARIE ROBINSON
Magna cum laude
JANE TODD ROSS
Magna cum laude
JENNY LYNN SCHIERHOLTZ
KARLA MARIE SHERMAN
REBECCA ANN SMITH
SUZANNE RUTH SMITHSON
MARILYN MAYE WEEKS SNYDER
SUE TIMM
CAROLINE M. UNGER
TERESA JEAN WHIPPLE
KIMBERLY ANN WOLD

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



I AM TRUSTING GOD TO GUIDE ME

I AM TRUSTING GOD TO GUIDE ME

PANORAMIC

focus  bulletin

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Photo by Robert Hayes

Printed in U.S.A.

School of Nursing
 Pacific Lutheran University
 August 18, 1983 7:30 p.m.
 Trinity Lutheran Church

Processional Robin Knutson, organist
 "Fanfare," processional composed by D. Wagner
 (please stand)

Welcome Aya Blow

Invocation Reverend Ron Tellefson, university pastor

Special Music Marcia Madsen-Pever, Carolyn Ralph,
 "Beyond Dreams" by David Yantis Kim Wold, Cathy Milburn

Faculty Speaker Shirley Aiken, R.N., instructor of nursing

Student Speaker Karen Markwith

Hymn Robin Knutson, organist
 "Jesu Joy of Man's Desiring" Marcia Madsen-Pever, flautist
 by Johann Sebastian Bach

Presentation of Pins Moira Mansell, Ph.D.
 Dean, School of Nursing

Assisted by Carolyn Schultz, Ph.D, instructor
 Connie Kirkpatrick, R.N., M.S., instructor
 Helen White, R.N., lab instructor

Closing Prayer Helen Murphy, Marilyn Snyder

Benediction Reverend Ron Tellefson

Recessional Robin Knutson, organist
 "Fanfare," recessional composed by J. Lemmens
 (please stand)

Class of August, 1983
 School of Nursing
 Bachelor of Science in Nursing

Maria Andino	Cathy T. Milburn*
Linda Rhea Bakkala	Leslie Ann Powers
Beverly Jean Berard	Karen Marie Markwith
Aya Sheri Blow	Debra Susan Morris*
Lisa Ann Bryan	Helen S. A. Murphy
Jose M. Cables	Ingrid Leanne Pihl
Margaret Kathryn Carey	Carolyn Annette Ralph*
Susan Chester	Jann Robinson*
Barbara Jo Dennis	Jane Todd Ross*
Terry Leigh Dietsch	Jenny Lynn Schierholtz
Carol Leslie Eddy	Karla Marie Sherman
Barbara Ann Haryn	Marilyn Maye Snyder
Joyce Yaeko Hatayama*	Rebecca Ann Smith
Vickie Lin Hollcroft	Suzanne Ruth Smithson
Betsy Anne Johnson*	Linda Stutterheim
Joan Irene Kelly	Sue Timm
Joanne Marie Lindberg	Carolyn M. Unger
Susan Elizabeth Linden*	Teresa Jean Whipple
Marcia Madsen-Pever*	Kimberly Ann Wold

*Graduating with Honors

Pinning Co-chairpersons: Joanne Lindberg, Aya Blow
 Photographer: Chris Styron

Thank you for joining us on our special day.

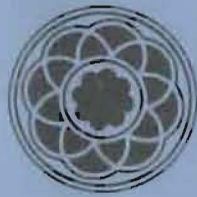
Senior Pinning Ceremony August 18, 1983



Capping & Banding Ceremony September 25, 1983

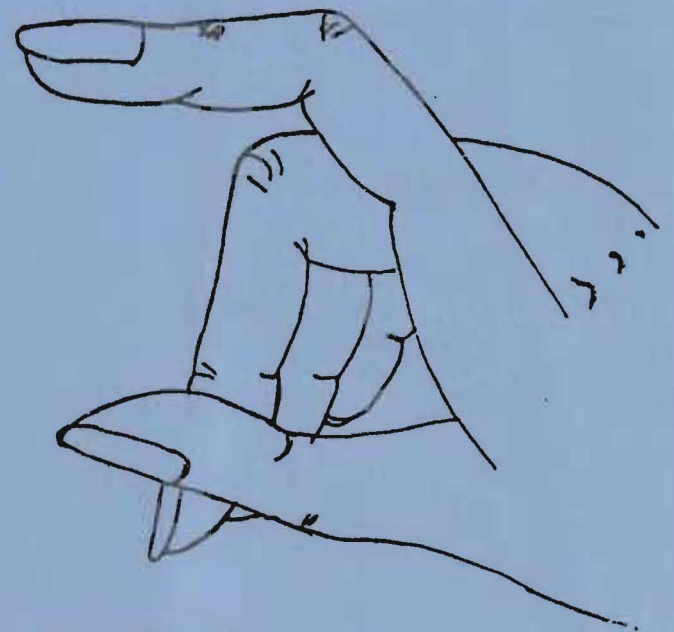
Level II





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

Seneca



School of Nursing
Pacific Lutheran University
September 25, 1983 2:00PM
Trinity Lutheran Church

PROGRAM

PRELUDE.Robin Knudsen, Organist
"Processional of Joy" Lawrence J. Meyer

INVOCATION. Reverend Ron Vignec
Associate University Pastor

HYMN.No. 406
"Take My Life, That I May Be"

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

STUDENT SPEAKERS.Dianna Wachtel (Level II)
Heidi Urness (Level III)

ADDRESS.Loretta Normile, R.N., M.N.
Assistant Professor

CAPPING AND BANDING CEREMONY

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

Candlelighting. . Constance Kirkpatrick, R.N., M.S.
Assistant Professor

Capping and Banding.
Lois Rhoades, R.N., B.S.N., Instructor
Helen White, R.N., M.N., Skills Lab Assistant

Assisted by.Jazelle Budlong (Level IV)
Holly Groh (Level IV)

HYMN.No. 524
"Savior Like A Shepherd Lead Us"

BENEDICTION. Reverend Ron Vignec
Associate University Pastor

RECESSIONAL AND POSTLUDE. . .Robin Knudsen, Organist
"Processional of Joy" Lawrence J. Meyer

Level II

Alfred Authorlee	Barbra Fischer	Bettina Lookab
Janet Bacon	Margaret Friesl	Jean Luce
Mary Bond	Sharon Galbraith	Leanne Malmo
Priscilla Bosch	Sarah Galvin	Teresa McKay
Terri Brinkmeyer	Linda Gard	Tisa Nicholson
Barbara Bristol	Jacqueline Gillet	Patricia Person
Mary Brown	Paul Gregor	Kirsten Peterso
Anne Marie Brouillard	Jennifer Hall	Melita Repp
Michelle Cheney	Lorette Hankins	Craig Revels
Kelly Clarke	Theresa Hoffart	Valerie Segerma
Jennifer Cornell	Lisa Holmberg	Margo Senechal
Sara Lyn Crabs	Robertta Holt	Christine Shaw
Connie Curtis	William G. Howe	Jeanine Silva
Lori Drew	Tracy Johnson	Taliitoga Tuia
Marsha Ebinger	Particia Lampson	Nancy Unruh
Sally Fanshier	Elizabeth Langeland	April Vanlierop
Cynthia Farley	Taiiai Lefao	Dianna Wachtel
Jill Ferguson	Lana Long	Kim Winkelseth

Level III

Mamie Anderson	Carol Harrison	Marilyn Richardson
Douglas Brandner	Barbara Hilken	Carmen Rodriguez
Mark Bryant	Kirsten Houby	Sandra Ruch
Kristine Coen	Ruth Jensen	Kristi Running
Tamera Cole	Elisabeth Johanson	Rano Saing
Christine Coleman	Laura Johnson	Karla Schmidt
Kari Creviston	Kimberly Karlstrom	Andrea Showalter
Dean DeMulling	Jan Kleven	Lynnita Smith
Lorri Freiday	Jodie Kyes	Ann Spelman
TwilloRee Gaines	Manumalo Leama	Kristi Stangland
Susan Gadstad	Tammy Marking	Sydne Stephens
Britt Gordon	Gretchen Nelson	Heidi Urnes
Gayle Grinde	Julie Pantier	Kathy Welsh
Robertta Hansen	Temple Parsons	Jerri Lynn Zinkan

Capping & Banding Ceremony September 25, 1983

Level III



'A miracle,' Hefty says of her recovery

By LOIS SWENSON

"It's just a miracle," said Luella Hefty, assistant professor of nursing, about her "speedy recovery" from a biking accident in August 1982.

"It happened just over a year ago, the only time I've ever been biking without my helmet, and I was about two blocks away from my home," Hefty said. Whether she was hit by a car or hit a "bad patch of road" has never been determined by the police, she said.

Hefty sustained damage to the left side of her body. "It took a while before I could walk. My left side needed full recovery," Hefty said.

"I was in physical therapy at Good Samaritan for two months as an in-patient, for four months as an out-patient. I also had therapy right here at PLU's gym."

Hefty is back teaching on a part-time basis. She has returned to instruct Level VI in the School of Nursing, the same level she was teaching prior to the accident.



Jon Tigges

Luella Hefty

By KRISTIN TIMM

In May 1983, Doris Stucke retired after 16 years as director of the PLU School of Nursing.

Stucke became director of PLU's School of Nursing in 1967. At that time the nursing school had 96 students and 10 and a half faculty members. When Stucke left, 16 years later, the enrollment had grown to 250, and the number of faculty had more than doubled.

During Stucke's career at PLU, the Nursing school implemented a five year curriculum improvement program. Stucke described the new program as "very creative and innovative" for that time. The school also introduced a program enabling registered nurses to return for their degree, and a continuing education program, she said.

When Stucke planned her college career, both nursing and teaching were far from her mind, she said. At Northern Montana College she studied secretarial science, graduating in 1937, and then found a job as a secretary.

It was while working as a government secretary during World War II that Stucke says she first became interested in nursing. Originally, she planned to become a Red Cross volunteer, but the training programs were full, with no waiting

lists. Faced with this difficulty, Stucke said she decided to return to college and earn a baccalaureate degree in nursing. In 1948 she received her degree from American University.

Stucke immediately began teaching first at Sibley Memorial Hospital, in Washington, D.C., then at Deaconess Hospital, in Grand Forks, Nebraska.

Stucke said she soon realized that although she was teaching nursing, she had never worked as a nurse herself. She resigned from her job and set out to prove to herself that she could do what she was asking students to.

After she had worked for several months as a staff nurse at Swedish Hospital, in Minnesota, Stucke says she was asked by the hospital to teach. She refused, saying she was not ready yet.

A few months later, satisfied that she could indeed perform what she taught, Stucke told her administrators that when they needed her, she would teach. That evening, she joined the teaching staff of the Swedish Hospital.

After two and a half years at Swedish Hospital, Stucke left in 1956 to join the masters program at the University of Minnesota.

Completing her degree, Stucke took a teaching job at Gustavus Adolphus College in Minnesota, she said. During the summers of 1963-65, Stucke

Sept. 30, 1983

Mooring Mast

Doris Stucke retires after 16 years of nursing service



Photo Service

Doris Stucke

attended Columbia University Teachers College, in New York, as well as attending during a one year sabbatical from Gustavus Adolphus. In 1967 she completed her doctorate in Educational Administration of the Baccalaureate Preservice Program in Nursing.

Stucke spent her final year at PLU on sabbatical, researching two projects for the School of Nursing.

One of her projects studied admissions requirements. Each year she said the school receives two-to-three times as many applicants as it can accept, so selection is made of the basis of grade point average and scores on the Allied Health Progressions Admissions Test, said Stucke. Stucke investigated the

relationship between students' scores on this test and their success in the nursing program; she found no correlation, she said.

About her decision to retire, Stucke said, "I just figured it was time." She explained that if she had not, she would have had to remain for another three years, while the nursing school was evaluated for accreditation.

Stucke praised the high caliber of students in the School of Nursing and the commitment of the faculty. She also commended the quality of support courses in biology, chemistry, and the liberal arts. Stucke concluded: "I feel it's a good school and I'm proud to have been associated with it."

PACIFIC LUTHERAN UNIVERSITY
SCHOOL OF NURSING

WELCOMES
You To
ORIENTATION, PHASE II
OCTOBER 18, 1983
REGENCY ROOM

MISTRESS OF CEREMONY CAROLYN HALVERSON
SENIOR NURSING STUDENT

WELCOME. JAZELLE BUDLONG (LEVEL IV)
JUNIOR NURSING STUDENT
PRESIDENT, DELTA IOTA CHI
(SWANS)

STUDENT SPEAKER. MARY GALE (LEVEL V)
SENIOR NURSING STUDENT

FACULTY SPEAKER. LOIS RHOADES
CHAIRMAN, COMMITTEE FOR
ADMISSIONS, PROMOTIONS,
HONORS AND GRADUATIONS

GRADUATE SPEAKER B.S.N. GRADUATE FROM PLU

MILITARY NURSING MAJOR ELISE GATES, ANC
ARMY NURSE COUNSELOR

QUESTIONS AND ANSWERS

DR. MOIRA MANSSELL, DEAN, SCHOOL OF NURSING

THE UNIVERSITY OF CHICAGO

Department of Chemistry

Chicago, Illinois

June 10, 1957

Dear Mr. [Name]

Reference is made to your letter of June 7, 1957.

Very truly yours,

[Name], [Title]

[Address]

[Address]

[Address]

[Address]

[Address]

[Address]

[Address]

[Address]

[Address]

[Address]

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New nickname? Absolutely—but what is a Lute?

News item: After a unanimous resolution was passed by the coaching staff, the university's identification committee, with the approval of President Rieke, last week officially changed PLU's sports nickname from "Knights" to "Lutes".

So that's it. We're the Lutes. Amen. But what's a Lute?



...In the Spotlight

By BRUCE VOSS

If you'll turn to your collegiate dictionary, the same one you haven't opened since Mom gave it to you after your high school graduation, you'll find a lute is "a pear-shaped musical instrument with a fretted fingerboard."

That'd be great if PLU suited up the

Choir of the West for football games, but somehow the image of a soft, twanging Lute doesn't quite mesh harmoniously with the bone-crunching and grunts on the field.

A lute can also be a substance for coating a porous surface to make it impervious to liquids. While a PLU coach or two might want to "Lute" a leaky defense, using this definition is at best a stop-gap measure.

Since we can't figure out what a Lute is, maybe we can at least discover why PLU took on such an elusive monicker.

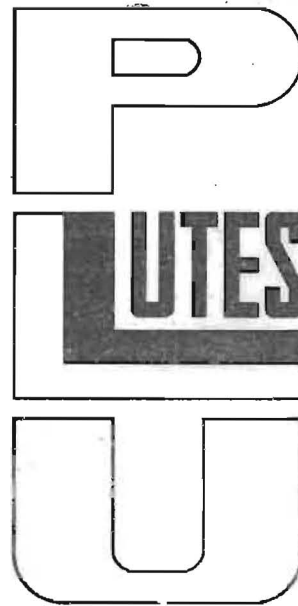
Originally, says archivist Milt Nesvig, Pacific Lutheran Academy's paper (then called *The Hurricane*) dubbed its sports teams the "Ebony and Gold". I suppose that's like Stanford calling its teams "The Cardinal", but PLA's tag didn't stick, probably because it wasn't colorful enough.

By the mid-20's we were the "Gladiators," or "Glads" for short. Honestly. A steroid-stuffed Viking with shield and sword was the mascot, and the headline writers had a ball.

Can't you just see what they might've written last year, when the Lute football team decided not to play a meaningless post-season game with Central: "PLU says 'Bag it'; Glads wrap up season." Perhaps not.

It was during these happy Glads days, around 1940, that a *Tacoma News Tribune* sportswriter first called the PLC football team the "Lutes". Within a half-dozen years the word "Lutes" was appearing on PLU's flanneled uniforms.

Then in 1960, when Pacific Lutheran



There's still no mascot, but at least now we have a Lute logo, developed by PLU art grad Joan Mattich, former cheerleader and current Lute Club president.

changed from being a college to a university, it was decided that the school's official nickname should also change. A joint student-faculty committee came up with "Knights," a name that will go down in history along with baseball's "Tacoma Tugs" and the World Football League's "Shreveport Steamer."

Knights, to put it kindly, never really caught on. While the local papers used it occasionally, (in fact last Sunday's *Seattle Times* called us

the "Knights"), here on campus students loved and lauded their Lute.

"It's not my fault, just because I haven't used the word 'Knights' in my press releases for 14 years," jokes long-time Sports Information Director Jim Kittilsby.

One of my predecessors called his sports column "Knight Life," and most students thought he just couldn't spell. The athletic booster organization has been the "Lute Club" since 1964, and in recent years only the wrestling team had any suits lettered with "Knights".

So, said Executive Director of Communication Martin Neeb, "the ad hoc committee on PLU identification felt that 'Knights' should be put to rest permanently." Rest in peace.

All of which brings us back to our identity crisis, a very dangerous thing in these pop psychology days of knowing exactly who you are and where you're at. Perhaps a develop-a-mascot contest could be organized by some ASPLute committee.

The most obvious choice, Norwegian Lutefisk, just doesn't make it as a mascot. There's not a lot of inspirational backbone in a pile of long-dead fish lying in gelatin.

Whatever finally happens with our missing mascot situation, and I doubt anything ever will, at least we've got a distinctive nickname.

"We're unique in the country," points out Nesvig. "At Texas Christian University, they don't call themselves 'Christians'. They're the 'Horned Frogs'."

And now which would you rather kiss, a Horned Frog or a Lute?

nurses 'lobby' in Olympia

red and fifty nurses from state gathered in Olympia Lobby Day, which was the Washington State election on Jan. 24.

ing instructor Connie said 10 nurses from PLU gathered. She said that ng Eunice Cole of Seattle by the American Nurses Kirkpatrick said this was a Washington nurse has ed by the ANA. Cole

received standing ovations in packed galleries in the House and Senate, Kirkpatrick said.

At noon, nurses from each legislative district met with representatives from their district to discuss matters the nurses were concerned with, such as hot water tank regulations, which pertain to the nurses because they're the ones who treat the victims of scalding. Kirkpatrick also said representatives held workshops teaching the nurses how to become more politically astute.

Kirkpatrick said she was happy

with the Nurses Lobby Day in Olympia and she spoke of next year's gathering. "Next year I hope we go into more depth on a limited number of bills." She also said next year would be easier. "We'll know where to park."

Another professor of nursing, Betty Meehan, also said she liked Nurses Lobby Day. "I really like the ability to get to know legislators. They are more approachable than we think they are." Meehan also said she thinks it is important to know who our legislators are and what they stand for.

Husband of PLU secretary in Grenada

Army Ranger faces fire to free Americans

By SCOTT HANSEN and
GAIL GREENWOOD

The other day George Conrad, a 41-year-old Fort Lewis U.S. Army Ranger went to get his usual Army haircut. But this time his barber said "this one's on me."

The free haircut was the barber's way of showing his appreciation for Conrad's role in the Oct. 25 invasion of Grenada—a mission in which he received his third Purple Heart after sustaining a deep wound in his right arm.

"It's kind of a warm feeling" knowing that people care, Conrad said, his arm bandaged and bound in an Army-green sling.

Sitting in their living room with their boys, Chris, 16 and Stacy, 13, George and his wife, Helen, a 40-year-old PLU school of nursing secretary recalled how the invasion experience affected each of them.

An Army man of 22 years, Conrad has been a member of the elite, specially-trained Rangers for the last 10 of those years.

He did not know when he was summoned Saturday morning, Oct. 22, that the mission would be more than a routine military maneuver. And to preserve military secrecy, none of the Rangers were told they would be fighting in Grenada.

Not until the 2nd battalion 75th Infantry division landed at Hunter Air Force Base in Georgia were they informed that this time the combat situation was for real.

"When I got hit it was like someone took a sledgehammer and hit me."

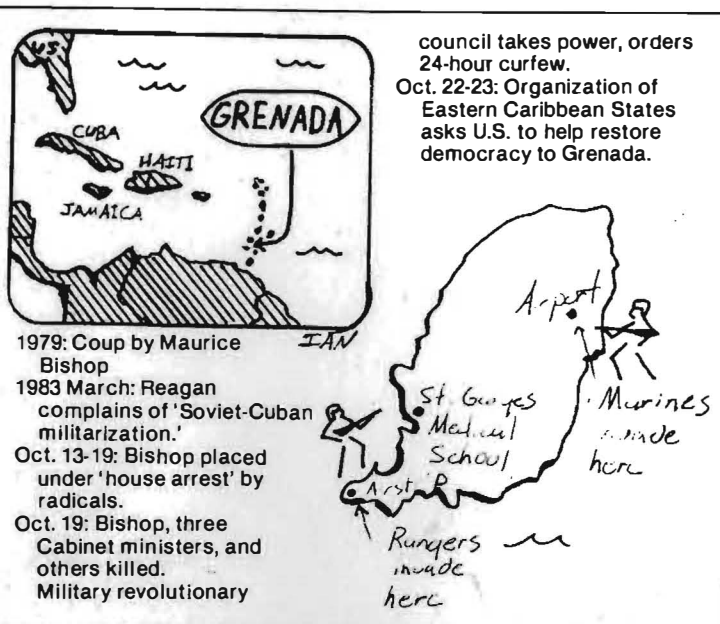
George Conrad

The Rangers' mission, 1st Sgt. Conrad said, was to "seize, secure and gain control of the Grenada airfield... and to clear the runway...and knock out all resistance."

Capturing the airfield was a must, Conrad said, so the American medical students studying there could be lifted out of the tiny island country in the South Caribbean.

The Rangers were the first wave in. To maintain an element of surprise and to avoid getting hit by anti-aircraft fire, they jumped from 500 feet without parachute reserves, he said. 500 feet is 300 feet lower than they even dare jump in training because of the risk involved in jumping at that low altitude, he said.

"With your adrenalin running, you don't even think about the possible danger of a low jump," he said.



"The main thing is to come in real low and real fast," he said, explaining that the plane actually flew in lower than the enemy's anti-aircraft guns positioned on the nearby hillsides.

"You didn't mind hitting the ground because you could hear the anti-aircraft fire over you," he said.

Besides the danger of getting shot down while parachuting, was the possibility of not hitting the ground at all, but instead landing in the water.

While under fire, the Rangers began their mission by pushing and clearing the bulldozers, jeeps and other obstacles which had been strategically placed on the runway to prevent aircraft from landing.

Once the airfield was secured, Conrad joined other Rangers who were assigned to knock out enemy resistance positions, he said.

The next objective, was to locate and evacuate the American medical students from St. George's University School of Medicine.

The students at the school had gathered in a lecture hall, he said.

The Revolutionary Military Council that seized control of the island following the overthrow of the Marxist Prime Minister Maurice Bishop's government had placed a curfew on everyone in Grenada, including the students. The council threatened that anyone out past hours would be shot on sight. Then, Conrad said, the students' water supply was cut off, and they were rationed both food and water.

Conrad said, when the invasion started, the students were unsure whose troops were involved and were quite relieved and thankful to see the U.S. Army Rangers.

In fact, the medical students "got some first rate medical training," by helping out the injured Rangers, he said. "They helped us out all they could. They were so grateful."

Wednesday, while Conrad was continuing to fight, he suddenly was hit in his upper right arm by a 40 millimeter shell fired from an enemy's hand-held grenade launcher.

"When I got hit it was like someone took a sledgehammer and hit me," Conrad said. "It knocked me back. I knew I got hit because I saw part of my shirt fly, and the blood..."

He then turned and called to the sergeant-major, "Will you come here a minute. You better bring the medic with you."

Conrad said he avoided looking at his wound, so he wouldn't go into shock. "I know I was talking, and my eyes were open, but I don't really remember anything."

Fortunately, Conrad said, a medic unit had just arrived, so he was quickly airlifted out and then taken to Fort Bragg, North Carolina, for medical attention.

Meanwhile, back in Tacoma, Helen found out Tuesday her husband was likely fighting in Grenada.

While getting ready to go to work Tuesday morning, she received a phone call from a friend. Her friend said, "Well they did it."

"Did what?" Helen asked. "The U.S. invaded Grenada," her friend answered.

Helen said that with the recent turmoil in Lebanon and the Grenada coup she speculated that it was possible the Rangers would be called into one of those areas.

After she called in to work and said she wouldn't be in for a while, Helen watched television to try to get some news. But she said she was still unclear whether her husband was directly involved in the invasion, because of conflicting media reports concerning the exact numbers of troops involved.

"One of the first things I thought, was that George has trained for this

for 10 years," she said. "Then I guess, I started worrying."

"You are real proud of them (Army husbands) when they are Rangers, but you are scared too."

Customary military practice is for word of soldier's injury or death be delivered in person to the family by a military officer.

Wednesday night at 11:30 someone knocked on Helen Conrad's door.

She said, "I was more concerned about who was at the door at 11:30 at night" than the possibility that something had happened to her husband.

Helen opened the door to discover a smiling rear-detachment officer. "I've got good news for you," he said, explaining that her husband was wounded but would be all right.

"I got a little shaky...I didn't know if I was supposed to laugh or cry or do neither."

Helen Conrad

"Then I got a little shaky...I didn't know if I was supposed to laugh or to cry or do neither."

While Helen was struggling with how to respond to the news of her husband's injury, George was laying in the Fort Bragg hospital concerned about something other than his injury.

He said, he considered that the injury could put him out of the Army, and he wondered "What can a 20-year man (soldier) do who has only been trained to jump out of planes and kill people? Push a broom?"

Conrad said he also was upset that while the American people seemed supportive of the soldiers, and were showing patriotism, a couple of congressmen were voicing their disapproval of the U.S. invasion.

"The country itself (Grenada) was being totally ate up by communism," he explained.

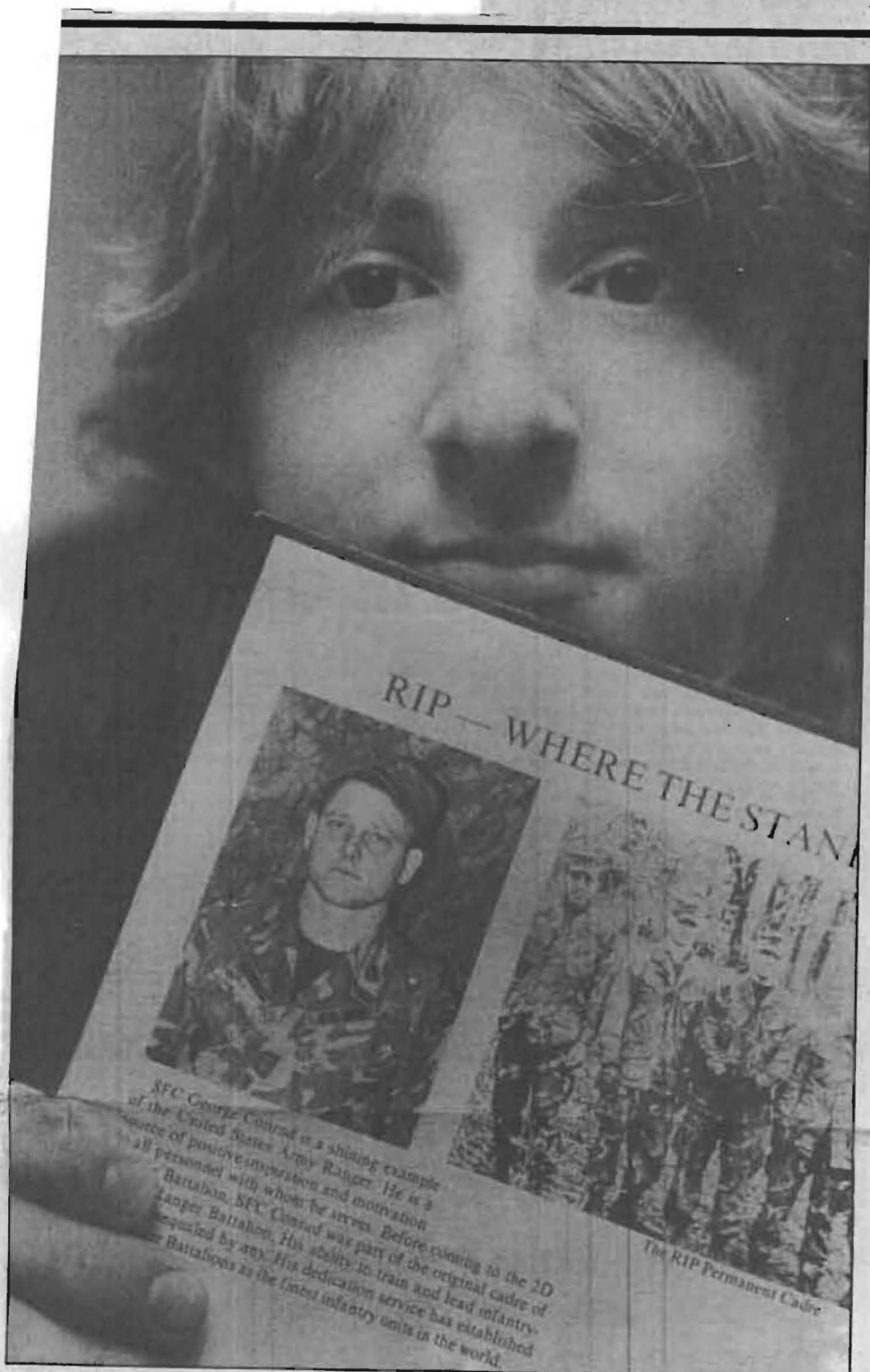
And not only the medical students were glad to see the Rangers, he said. The Grenadians were so relieved "they didn't want us to leave."

Some people wouldn't see the importance of the situation until "it was like Pearl Harbor," he said. "We can't let these little countries slap us around."

Although he didn't feel everyone in Grenada was supportive of the invasion, he said he felt more support there than during his three major campaigns in Vietnam.

As the Vietnam War continued, it became unpopular, because it dragged on longer than the government first thought, he said.

"All they (government officials) would have had to say was 'Win it, and we would have won it,'" Conrad said.



Chris Conrad showed wounded dad's picture

Staff photo by Russ Carmack

Not all war's wounds at front

Not all war's wounds at front

Grenada casualty's wife refuses to worry about his job

By JACK PYLE
The News Tribune

Helen Conrad was relieved when she got a phone call from her husband last night.

"He's okay," she told her two sons, Chris and Stacy.

That was the first the family had learned that 1st Sgt. George D. Conrad, 40, was wounded in Grenada while serving with Fort Lewis' 2nd Battalion, 75th Infantry Rangers.

The Army and Marines have released the identities of four men killed in action and 16 wounded in the invasion of Grenada. The Pentagon today said 11 men were killed, 67 were wounded and seven are missing from the Army and Marine force which invaded the island Tuesday.

Conrad has been evacuated to a hospital at Fort Bragg, N.C.

"He has a wound in the arm," Mrs. Conrad said. "I didn't ask him which arm was wounded. He didn't say anything about where he'd been. He didn't say anything about any of the other fellows, either."

The Rangers' secretiveness extends to their families.

"I'm not supposed to talk about it, but I don't know anything about it anyway," Mrs. Conrad said.

A secretary at the Pacific Lutheran University School of Nursing, Mrs. Conrad resides with her husband and two sons in a duplex apartment on North Fort Lewis.

Chris, 16, attends Lakes High School while Stacy, 13, is enrolled at Mann Junior High.

She said she has gone to work every day since her husband left with the elite Ranger unit.

"I don't want to say I worried, and I don't want to say I wasn't worried. It wasn't that.

"I'm a Ranger wife. If I thought about worrying, I could worry all the time."

Chris Conrad said he is proud of his father, and though he is concerned about his being in action he feels "Dad's got to do what he's got to do."

After news of her husband's wounding arrived last night, Mrs. Conrad spent considerable time on the telephone talking with friends, associates and other Army wives.

There was relief on her face as she stood cross-legged at her kitchen counter, the telephone cord draped across her body. Friends waited to talk with her in her living room, but the phone continued to ring as others heard the news about Sgt. Conrad.

She was casually dressed in a light blue blouse and blue denim pants as she stood in her spotless kitchen and said what she felt she was permitted to say as interested friends, neighbors and strangers

asked about her husband.

"I think I can only say he's an E-8 (rank) and that he's okay," she said. "I don't think I'm allowed to say any more. And I don't want any pictures of me. I take a terrible picture."

"And I can't give any interviews, either. I can say he's okay, though."

Her husband, a career soldier, has been in the Army for 21 1/2 years. He has been a Ranger six years, stationed three years in Georgia and three years at Fort Lewis.

A combat veteran of Vietnam, Sgt. Conrad has been decorated for heroism, but his wife said she wasn't sure of the incidents or the awards.

"I just try to be a Ranger wife," she said. "I don't think too often about what he's doing."

Male nurses need strong egos says one of PLU's men in white

By PAMELA HOLTEN

In May, Jazelle Budlong and Andy Robinson will graduate from PLU with degrees in nursing.

Both will be qualified to give enemas, catheterize patients, administer medications, comfort the ill, change bandages, and hold the hands of the dying.

Yet, there is an obvious difference between the two.

Andy Robinson is a male.

Because men represent only two percent of the nursing profession (and 18 of the roughly 200 nursing students at PLU), "you have to have a strong ego and a good sense of who you are," Robinson said. "I went into nursing because it was where I felt my niche was."

Robinson said nursing was the next logical progression up the professional ladder for him, after having been a combat medic in Vietnam with the 173rd Airborne Division. Later, he worked in an intensive care unit at Madigan Army Medical Center, and then became a paramedic and a licensed practical nurse.

He now is earning his degree with the help of the Air Force

For junior Paul Gregor, the decision to enter nursing was prompted by his desire to do something in medicine which would allow him to work with people.

"I wanted to care for people in a 'total' capacity," he said, "not only physically, but socially and psychologically."

Men have been well-received into the traditionally female profession, Budlong said. "It's hard for patients in their 60s and 70s to accept them. I think it all depends on what context you're brought up in."

Budlong said male nurses generally do not work in obstetrics or gynecology because patients find it difficult to relate to men.

Robinson said his attitude toward people's reaction to his role, determines his acceptance.

"The other day a patient said to me, 'Oh, you're a male nurse!' I said, 'Oh, you're a lady patient!' She smiled—I think she understood."

"I also make it a point to stop any sexist remarks at the start," he said. "I think all nurses should."

For the most part, Robinson said patients recognize that he is a "helper" and is there to assess their problems and to help them deal with

Mooring Mast

Dec. 2, 1983



Nursing student Andy Robinson (far right) listens in class.

their situation.

In the medical profession, Gregor said, men are expected to be more than a nurse. "I'd like to break the standard or stereotype that men are incapable of showing emotion or caring for people."

Nurses possess a genuine caring for people, said Gregor. "I think you need to have an understanding of all types of people and how cultures work and interact."

Gregor plans to practice nursing through one of the church missions, namely Lutheran World Relief.

Robinson will continue his education through the Air Force and become an anesthetist.

Personal motivation is essential in nursing, he said. "You don't go into nursing if you expect to be paid well or if you expect tangible gains.

"Nursing is made up of intangible gains, and often times the intangibles are spread thin."



MID-YEAR COMMENCEMENT 1983

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**This concludes Book #1 for
the 1980's: 1980-1983.**