

P. L. U.
Nursing
1990 - 1993

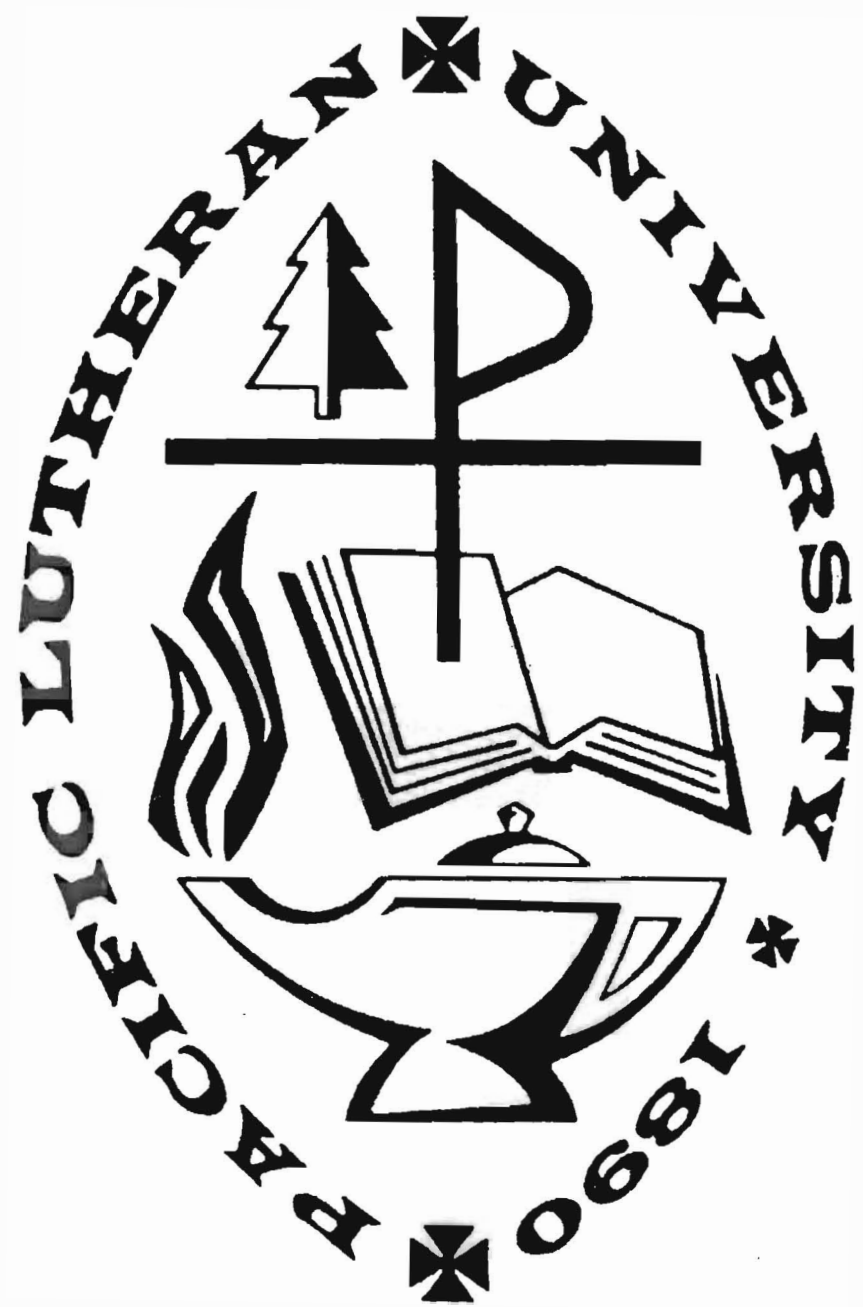
This album was compiled by:

- **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

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

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



School of Nursing
1990'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 self-directed 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
September 1951

December 1959

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

1960's

June 1960

June 1962
November 1965

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

1970's

January 1977
January 1978

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

1980's

January 1981
March 1986
December 1989

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

1990's

February 1990
September 1990
January 1991

February 1991

October 1991
October 1995

The first Masters Degree students begin classes.
An LPN to B.S.N. sequence is implemented as first in the Northwest.
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).
Official formation of the School of Nursing Alumni organization. It is the second alumni group organized at PLU.
First annual Nursing Alumni Brunch as part of homecoming weekend.
First Dorothy Cone/Lutheran Brotherhood Scholarship awarded.

Directors/Deans

1951 - 1953
1953 - 1967
1967 - 1982
1982 - 1989
1989 - 1997
1997 - 1998
August 1998

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

PLU Nursing Alumni Organization

February 1991
January 1992
January 1993
January 1994
January 1995
January 1996
January 1997
January 1998
January 1999

President

Judy Scott '78
Judy Scott '78
Jane Curl '81
Jeanette (Bergstrom) Saltwick '59
Karen (Malfait) Lynch '58
Linda (Svendsen) Strand '67
Linda (Svendsen) Strand '67
LeBron Sims '93
Karen (Wuest) Grams '67

Distinguished Alumnus

Jackie Gillete '85
Dr. Shirley (Harmon) Hanson '60
Class of 1968
Dr. Penny (Johnson) Leake '68
Karen (Malfait) Lynch '58
Shirley (Coleman) Aikin '71
Lois (Grimsrud) Capps '59

Class of 1990

Class of 1990

Acselrod, Barbara J.
Begeson, Nancy D. Kruger
Betancourt-Hernandez, Katherine M.
Brown, Didre M.
Bryant, Sabrina K.
Bryant-Turpin, Sharon M.
Calhoun, Marybelle J.
Canino, Kathryn J.
Carter, Roberta L.
Chouinard, Melinda S.
Colter, Tracy D.
Elliot, Laura C.
Farnsworth, Lesli L.
Fennegan, Kelly E.
Fossum, Sonja R.
Gilles, Karen L.
Gorund, Kristine M.
Harris, Lisa A.
Hilliker, Lori L.
Hokenstad, Janet K.
Houser, Judy L.
Larsen, Christine J.
Lehman, Beverly E.
Linterman, Lisa M.
Lopez-Smith, Janet M.
Love, Holly M.
Lundeen, Kristine A.
Mason, Jeanette L.
McKillip, Robin A.
Meya, Renee M.
Minnick, Amy J.
Morris, Doreen G.
Newlun, Joyce Bacon
Norris, Mary A. Peets
Norton, Sharon L.
Orr, Amy K.
Perry, Christine G.
Reinsma, Lori A.
Remmerden, Susan L.
Roberts, Dorena L.
Rowe, Marilee A.
Stine, Florence C.
Swanson, Rita L. Phonecia
Swenson, Marta J.
Thoreson, Barbars J.
Troung, Chi
Vejar-Brown, Maria V.
Wilson, Sharon L.

School of *Nursing*

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

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

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and registered nurses, and the Master of Science in Nursing with areas of concentration in nursing administration, school nursing, and continuity of care. An additional concentration in nurse midwifery is being planned.

A program leading to Education Staff Associate certification is available for school nurses. Course work is offered by Pacific Lutheran University School of Nursing in collaboration with the School of Education and the office of the Washington State Superintendent of Public Instruction.

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

The basic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the NCLEX examination for licensure as registered nurses. They are prepared for beginning professional nursing positions in hospitals and other health agencies. A special sequence of study is available which awards credit and provides challenge options for licensed practical nurses. There also is a sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. These undergraduate programs provide a foundation for graduate study in nursing.

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

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

FACULTY

Kellmer-Langan, Dean; Hirsch, Assistant Dean; Aikin, Allen, Egan, Gaspar, Goodwin, Grassley, Hefty, Herman-Bertsch, Kelly, Kirkpatrick, Klisch, Mahoney, L. Olson, Page, Pass, Philichi, Primomo, Rhoades, Schultz, Stiggelbout, Strong; Assisted by Rinehart and White.

*Agenda
Staff Mtg*

* UPDATE *

OPERATION DESERT SHIELD
DESSERTS

The cookies you made have
successfully been delivered
to the American women
and men stationed in
Saudi Arabia!!

THEY LOVED THEM!!

YOU MADE A
DIFFERENCE!!!!

THANK-YOU!


*led by
the Dean*

RECEIVED

DEC - 2 1990

BY SCHOOL OF NURSING

23 Nov 90

Dear Nursing student,
Greetings from somewhere in Sandia
Arabia from any serviceman. Thanks so
much for the cookies. I suppose I gained
10 lbs eating them, but it was worth it.

This letter will be aimed at the
women in the class and the idiosyncrasies of
this country towards women (the invisible women).
For the men in the class you can disregard every-
thing because in this society men are all powerful,
that is until they go into the house then we are
back to our normal social status.

First off, women have no rights. You are
completely invisible. When you leave the house you
must be completely covered in a
small area around the eyes is
of the more religious women wear
cloth over their eyes. You can
one of the women is more tract
into walls. A man in this
to have up to four wives
each wife must be treated
This would explain why they
hire foreign nationals to
for them as they men must
the following evening. When
one wife's home he must be



PACIFIC LUTHERAN UNIVERSITY

School of Nursing

Senior Recognition Ceremony

Scandinavian Cultural Center

December 14, 1990

PROGRAM

PROCESSIONAL

"Canon in D"

Julie Slind, Pianist
Senior, Semester 1
Pachelbel

INVOCATION

The Reverend Susan Briebl
Campus Pastor

GREETINGS

Dorothy Kellmer-Langan, Ed.D., R.N.
Dean and Professor, School of Nursing

ADDRESS

Anne M. Hirsch, D.N.S., R.N.
Assistant Dean and Associate Professor
School of Nursing

VOCAL SELECTION

"On Eagle's Wings"

Julie Slind, Soloist
Joncas

RECOGNITION CEREMONY

Presiding: Lois Rhoades, M.P.H., R.N.
Assistant Professor
Academic Advisor, RN/BSN Program

BENEDICTION

The Reverend Susan Briebl
Campus Pastor

RECESSIONAL

Selections from Bach

Julie Slind, Pianist

GRADUATING SENIORS

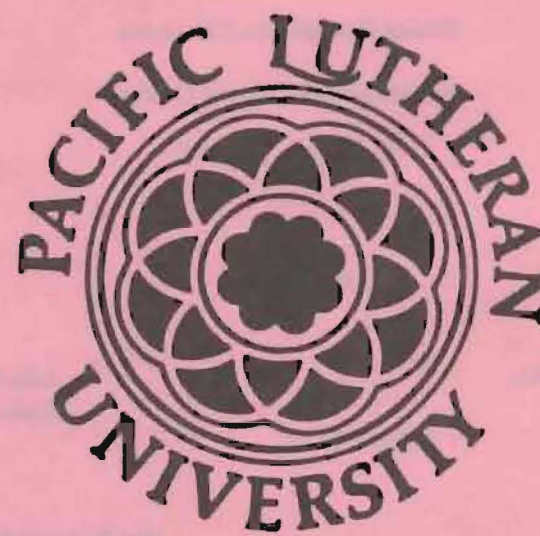
Bobbie Acelrod
Marybelle Calhoun
Kathryn Canino
Chris Larsen
Janet M. Lopez-Smith
Kristine A. Lundeen
Robin A. McKillip
Doreen Morris
Christine Perry
Rita "Phoenecia" Swanson

ACKNOWLEDGEMENTS

Professor Connie Hansen, Advisor
Professor Anne Hirsch, Advisor

Ken Dunmire, Photographer

Pacific Lutheran University (PLU) was founded in 1890 and is currently celebrating its Centennial. Nursing has been an integral part of PLU since 1951 when a department of Nursing was established. In June, 1960, the department became the School of Nursing at the time that Pacific Lutheran College became Pacific Lutheran University. As of August, 1990, Pacific Lutheran University School of Nursing has 1,942 alumni.



Pacific Lutheran University
Centennial
1890 - 1990

School of Nursing

Senior

Recognition Ceremony

December 14, 1990

ADMISSION AND CONTINUATION POLICIES

Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to BSN sequence must make formal application to both the university and the School of Nursing.

Applications for admission to the School of Nursing's basic program are accepted twice during the year. Students desiring admission to either fall or spring semester of the following academic year should submit applications between January 1 and February 15. Additional applications from students wishing to be considered for any remaining admissions for the spring semester should be submitted by September 15. Applications are reviewed only if the applicants have been admitted to PLU and have provided official transcripts as requested by the School of Nursing Admissions Committee.

Students accepted to begin the nursing sequence in either fall or spring semester, and who have applied by the February 15 deadline, are selected for both terms and notified by May 1. Students are admitted to the term of their choice insofar as it is possible. Deferred admission to the next term may be necessary. Additional selection for the spring semester is made in the fall with notification by November 1. Late applicants are considered on a space available basis.

All potential or pre-nursing students are urged to seek early academic advisement from the admissions, retention and recruitment coordinator in the School of Nursing Office in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum modification and revision as long as it does not hinder the students' progress toward graduation.

Minimal criteria for admission to or continuation in the School of Nursing are as follows:

1. Admission to the university. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.
2. Completion of or current enrollment in Psychology 101 (Introduction to Psychology) and the following: Biology 205, 206 (Human Anatomy and Physiology), and Chemistry 105 (Chemistry of Life). The remaining courses will be completed after enrolling in the nursing program; however, both Biology 205 and 206 must be completed before enrollment in Nursing 251, 263, and 273. Students need to plan their schedules accordingly.
3. Completion of a minimum of 26 semester credit hours. Some of these may be in progress at the time of application.
4. A minimum grade of 2.00 (C) in all required nursing and prerequisite courses. A student receiving a grade point of less than 2.00 in any course which is a prerequisite for a nursing course may not continue in that nursing course until the prerequisite course is repeated with a grade point of 2.00 or above.
5. A minimum cumulative grade point average of 2.50.
6. Demonstration of math proficiency by meeting the university math requirement before admission to the School of Nursing.
7. Physical health and emotional stability sufficient to meet the demands of nursing and provide effective, safe patient care.*
8. Entering students are required to have completed two high school years of one foreign language (or the equivalent) and two years of college preparatory mathematics (or the equivalent), excluding courses in computer science. If these requirements have not been met, one year of foreign language and a course in intermediate algebra or above on the college level will be required.
9. Progression in the nursing sequence is dependent upon satisfactory performance (a grade of C or higher) in both prerequisite and nursing courses. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses. Specific details of progression policies can be found in the School of Nursing Student Handbook.

*Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Board of Nursing, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions should be addressed directly to the Washington State Board of Nursing Nurse Practice Manager at 206-586-8186.

The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate dismissal from the clinical component.

HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

BASIC PROGRAM

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements. Nursing courses are sequential in nature and all have prerequisites. 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.

Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and, if enrolled full-time, normally extend over six semesters. Part-time enrollment also is possible. Students for whom English is their second language may not be able to complete the program of study within the six semesters as described. Individual advising is directed toward assisting students to be successful.

LICENSED PRACTICAL NURSE SEQUENCE

The licensed practical nurse sequence is planned to provide credit for past coursework and experience. Either full-time or part-time enrollment is possible. After completion of prerequisites, the program may be completed in 24 months of full-time study, starting in September with an August graduation. Prospective students are encouraged to contact the LPN/BSN coordinator for specific early advisement in order to reduce time spent in completing prerequisites and to facilitate progress.

TRANSFER CREDIT

Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.50 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

REGISTERED NURSE SEQUENCE

The registered nurse sequence is arranged to accommodate working nurses. Either full-time or part-time enrollment is possible. With full-time study, the program may be completed in 12 months starting in September with graduation the following August. Registered nurses may enroll in 200 and 300 level non-clinical nursing courses out-of-sequence. Prospective students are encouraged to contact the RN/BSN coordinator for specific advisement in order to reduce time spent in completing prerequisites and facilitate progress.

TRANSFER CREDIT

Registered nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.50 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.



COURSE OFFERINGS

100 MEDICAL TERMINOLOGY

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

212 INTRODUCTION TO HEALTH CARE

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

232 PHARMACOLOGY IN NURSING

Focuses on pharmacological principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: 251. Pre- or corequisite: 273. (2)

251 COMMONALITIES IN NURSING I

Introduction to the use of the nursing process and psychomotor skills in client care. Opportunities to practice nursing skills in the nursing laboratory and selected clinical settings. Prerequisites: BIOL 205-206, CHEM 105, PSYC 101. (2)

252 COMMONALITIES IN NURSING II

Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experiences with adults in extended health care facilities. Prerequisites: BIOL 201, PSYC 335, NURS 251. Prior or concurrent enrollment in NURS 232. (2)

263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 251. (2)

273 PATHOPHYSIOLOGY

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

322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: PSYC 335, prior or concurrent enrollment in NURS 324. (2)

324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 252, 263, 273, PSYC 335. (4)

333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiological disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 252, 263, 273. (3)

342 PHYSIOLOGICAL NURSING I: CLINICAL

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

352 NURSING IN THE CHILDBEARING YEARS

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

362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Prior or concurrent enrollment in 352. (2)

372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOCI 330. (2)

382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Prior or concurrent enrollment in 372. (2)

392 NURSING RESEARCH

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

423 PHYSIOLOGICAL NURSING II

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

433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Prior or concurrent enrollment in 423. (3)

436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 342, 352, 362, SOCI 330. (3)

453 COMMUNITY HEALTH NURSING: CLINICAL

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Prior or concurrent enrollment in 436. (3)



462 LEADERSHIP IN NURSING

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: Senior standing in nursing. (2)

472 ISSUES AND TRENDS IN NURSING

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: Senior standing in nursing. (2)

473 COMMUNITY AS CLIENT (CLINICAL)

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 436, 453, prior or concurrent enrollment in 462, and senior standing in nursing. (3)

474 NURSING SYNTHESIS

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462 and senior standing in nursing. (4)

491, 492 INDEPENDENT STUDY

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

493 INTERNSHIP ABROAD

Nursing

Master of Science in Nursing

Dorothy Kellmer, Ed.D., R.N., Dean, School of Nursing,
Director of Graduate Programs (appointment pending)

Purpose

The purpose of the graduate program in nursing is to provide professional nurses with the knowledge and skills to serve as nursing administrators, clinical specialists, or school nurses. It is suited to either part-time or full-time study. Courses are scheduled to accommodate schedules of nurses who are employed. The summer sequence is designed primarily to serve the needs of school nurses; however, some required courses will also be scheduled during the summer. The curriculum consists of a common core with areas of concentration in nursing administration, clinical specialization, and school nursing.

Prerequisites

A course in descriptive and basic inferential statistics is prerequisite. A course in basic computer use is recommended. At least one year of clinical practice as a registered nurse is strongly advised.

Admission

Applicants for admission to the Master of Science in Nursing program will hold a baccalaureate degree from a National League of Nursing accredited program. All application materials should be filed with the Office of Graduate Studies. All candidates are required to submit scores from the Graduate Record Examination (GRE), taken within five years of application for admission. A pre-admission interview with the director of the nursing graduate program is required.

Applications are now being accepted for courses scheduled to begin in February 1990.

Advising

The director of the graduate program in nursing will serve as adviser to all students until these chairpersons are selected. Information regarding program planning and transfer credit will be provided by the director.

511 SCHOOL NURSING I

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, role implementation. (3)

512 SCHOOL NURSING II

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: 521. (3)

521 SCHOOL NURSING I PRACTICUM

Integration of content from School Nursing I into the practice setting. Prerequisite: 511. (3)

522 SCHOOL NURSING II PRACTICUM

Integration of content from School Nursing II into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. Prerequisites: 512, 521. (2)

500 NCAST II: ASSESSMENT OF PARENTS & INFANTS

Designed to provide individuals with new techniques, tools, knowledge, and skills in caregiver-child assessment. A variety of caregiver-child interactional concepts including how caregivers and infants sensitize, care, and teach each other; and the role that the home environment plays in the psychosocial and cognitive development of the child. Systematic observation of caregiver-infant interactions to gain reliability in the use of several standardized assessment tools. (3)

530 ROLE OF THE CLINICAL NURSE SPECIALIST

Continuity of Care specialist role development emphasizing subroles of expert practitioner, consultant, educator, leader, and researcher. In-depth study leads to development of a role specific practice framework with utility for interactions within a family context. Students select and delimit a health care consumer population of interest. May be concurrent with 531. (2)

531 FOUNDATIONS OF ADVANCED PRACTICE

Focus on advanced practice skills essential to multilevel managed care, critical analysis of health care delivery systems, and environmental concepts affecting the management of care across health care systems. Advanced practice skills include comprehensive assessment of needs and resources specific for defined client groups. Multilevel managed care concepts include interdisciplinary/interagency coordination, collaboration, decision making, legal aids/barriers, and reimbursement. May be concurrent with 530. (3)

532 FOCUSED STUDY IN CLINICAL SPECIALIZATION

Application of advanced practice skills with defined client groups specific to students' interests. Focus on facilitating continuing care for clients during transition phases along the wellness-illness continuum to insure quality, comprehensive, accessible, and effective/efficient organization of resources and services. Clinical experiences required. Prerequisite: 531. (3)

533 CONTINUITY OF CARE PRACTICUM

Focus on evaluation of discharge planning, case-management, vertically integrated systems, and other models for continuing care. Students develop a comprehensive Continuity of Care model addressing access across agency boundaries within the context of a client-oriented system. Prerequisite or concurrent with 532. (3)

534 DESIGN AND PLAN SYNTHESIS

Application of the model developed in 533 to generate a continuity of care program for a specific consumer population. Advanced practice skills are applied to coordinate the multidisciplinary and inter-agency care team in focusing on adoption of a client-oriented continuity of care system. Prerequisite or concurrent with 533. (3)

540 ROLE OF THE NURSE SPECIALIST

In-depth exploration of the role of nurse specialists. Role theory examined and applied in the study of role components with emphasis on expert practitioner, administrator, educator, and researcher. (2)

541 EPIDEMIOLOGY AND CONTINUITY OF CARE

Presentation of epidemiological concepts and methodologies. Exploration of various approaches in the surveillance and control of chronic and communicable diseases. Focus on high-risk populations and problems of national and international concern. (2)

542 COMPLEX CARE IN THE HOME

Exploration of the utilization of current technology in providing increasingly complex care in a home setting. Methods for providing nutrition, pain relief, chemotherapy, hydration, and psychosocial support with a therapeutic nursing framework. (2)

543 NURSING CARE AND CULTURALLY DIVERSE POPULATIONS

Comparative analysis of health beliefs and care practices of western and non-western cultures with emphasis on theoretical and practical dimensions. Seminar discussions focus on a cross-cultural view of nursing concepts and professional practices as these relate to values, beliefs, and techniques. Exploration of transcultural caring and curing role behavior and the processes of socialization into those roles. Contemporary theoretical and research methods for the study of nursing care components are an important part of the course. (2)

544 NURSING CARE OF THE CHEMICALLY DEPENDENT CLIENT

Nursing care of individuals who are chemically dependent. Care within the framework of the nursing process, including the dimensions of assessment, nursing diagnosis, planning, implementation, and evaluation of care. The physical, social, psychological, behavioral, and environmental dimensions of lifestyle as these relate to the pattern of dependency which clients and their families manifest. Community resources for primary, secondary, and tertiary care will be explored with respect to services provided and criteria for client access to these services. Interdisciplinary interventions for chemical dependency will be presented as options for nursing referral or consultation. (2)

545 LIFE, DEATH, AND PUBLIC POLICY

Analysis of hard life and death decisions that, increasingly, are making their way into the public policy agenda. The aggregate consequences of the widespread application of biomedical technology, including critical questions. Case studies center around the nurse's role in public policy and decision making. Topics include prenatal intervention, organ transplantation, euthanasia, prevention and lifestyle change, and setting limits on medical care. (2)

546 FAMILIES AND CHRONIC ILLNESS THROUGH THE LIFE SPAN

Analysis of family theory and chronic illness literature using a life span approach. Critique of health care resources for families with chronic illness in relation to continuity of care. Exploration of family nursing principles and nursing research challenges. (2)

547 SOCIAL SUPPORT AND NURSING CARE

Introduction to the conceptual and research basis for social support as an important component in the delivery of nursing care of various consumer groups such as maternity, pediatric, and geriatric clients/patients. (2)

548 CURRICULUM DEVELOPMENT FOR NURSING

Examination of the theory and practice of curriculum development and evaluation. Students function in the role of a faculty member to plan a curriculum, develop individual courses, and explore methods for course and curriculum evaluation. (2)

549 TEACHING IN SCHOOLS OF NURSING

Theoretical and philosophical principles of the teaching/learning process. Analysis of teaching strategies and the process of self and student evaluations. Supervised teaching experience included. (2)

556 FUNDAMENTALS OF FINANCIAL MANAGEMENT IN THE HEALTH CARE DELIVERY SYSTEM

Introduction to theories and procedures of financial management and accounting data in planning, control, and decision making for mid-level managers in the health care delivery system. A study of expenses and revenue, income statements and balance sheet accounts, short and long term financing, capital investments and valuation. (3)

559 NURSING ADMINISTRATION PRACTICUM

Integration of content from area of concentration into practice. Focus on role development and analysis, issues related to the role, leadership and theory application in a practice setting. Prerequisites: 556, 575; BUSA 550, 554. (6)

571 RESEARCH IN NURSING I

An overview of the research process and its application to nursing practice. Emphasis on evaluation of current research in nursing. (2)

572 RESEARCH IN NURSING II

Continuation of Research in Nursing I. Focus on research methodologies, data collection, statistical strategies, data analysis, computer use in nursing research, and proposal development. Prerequisite: 571. (2)

573 MODELS AND THEORIES OF NURSING

Focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. (2)

574 ADVANCED NURSING CONCEPTS

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. Prerequisite: 573. (3)

575 NURSING LEADERSHIP AND MANAGEMENT

Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing, and controlling, and selected issues in health care—communication, delegation, power, values, marketing and structure—are examined with emphasis on leadership skill acquisition. (3)

599 THESIS

Application of the research process under the guidance of a faculty committee. May involve replication of a previous study, secondary analysis of research data, an evaluation research project, or an original investigation. (2-6)

INTERIM 1990

January 8 - February 2

PEACE THROUGH CARING: YOUR PLACE IN NURSING

NURS 302
2 semester hours
M. Klisch

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

Class participation and a paper exploring a topic of choice related to professional nursing practice is the method of evaluation for this course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 50
MEETING TIME AND PLACE: 1:00 - 4:00 p.m., MW, R-205

WORDS OF PEACE: MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONALS

NURS 315
2 semester hours
S. Aikin

Knowledge of the origin of each word is one of the keys to understanding, learning and remembering ideas and concepts. This provides a sound basis for helping those in the health care field become familiar with important words, their derivatives, abbreviations and the formation of related terms. Principles of medical word building will be applied to anatomical, physiological and pharmacological topics. Correct pronunciation of terms will be an emphasis. This course would incorporate the understanding, application and pronunciation of health care terminology. Students taking this course would become advanced in their ability to identify and pronounce medical terms and abbreviations. Knowledge obtained from this course can be applied to any helping profession dealing with health care.

Students will be evaluated on the basis of three weekly exams and a final. In addition, students will have an oral presentation involving the application of medical terminology.

BIBLIOGRAPHY: B.A. Gyls & M.E. Wedding, Medical Terminology: A Systems Approach; 2nd ed.
REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 25
MEETING TIME AND PLACE: 9:00 - 12:00 noon, TR, R-206

STRATEGIES FOR PEACE

PEACEFUL BEGINNINGS: CLINICAL PERSPECTIVES ON PERINATAL NURSING

NURS 306
4 semester hours
C. Hansen & P. Page

This course will explore current clinical practice in the field of Perinatal Nursing. Areas to be explored include new concepts in delivery of care, technology, areas of nursing practice specialization, social policy, and ethical-legal issues. Students will have the opportunity to select a clinical area of interest (Antenatal, Labor and Delivery, Neonatal) for an arranged clinical mentorship of 32 hours per week. Visits to several perinatal practice centers are planned. Students will develop clinical objectives in collaboration with their mentor. Additional course requirements include a daily journal of clinical experiences and a clinical case study. Students will be evaluated on clinical performance objectives and the case study.

BIBLIOGRAPHY: Olds, London, & Ladewig, Maternal Newborn Nursing, Whaley & Wong, Nursing Care of Infants and Children, selected professional references

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
COURSE LEVEL: The course is designed for nursing majors only. Must have completed N352, N362, N372, N382. Preference will be given to students who have completed APHS 405 and APHS 406.
GRADING SYSTEM: H. P. NC
COST IN ADDITION TO TUITION: \$10 to cover field trip expenses
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 8:00 - 12:00 noon, Thurs., R-315. The clinical of 32 hours per week to be arranged.

THE SURGICAL EXPERIENCE

NURS 312
4 semester hours
F. Gough

This is a patient-centered study of the nursing care required for patients undergoing surgical intervention. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the operating room with selected experiences in the induction area, in "scrubbing" and "circulating," and in the post anesthesia recovery area.

Students will be evaluated by written work (completion of a study guide, a journal of various experiences and self evaluation to be turned in at the completion of the course) and satisfactory clinical performance.

BIBLIOGRAPHY: J. R. Fuller, Surgical Technology: Principles and Practices; L. Groah, Operating Room Nursing: The Perioperative Role
REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
The course is designed for advanced students in the major.
GRADING SYSTEM: H, P, NC
MAXIMUM ENROLLMENT: 10

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.

Sophomore Recognition Ceremony
Sophomore Semester 2
April 29, 1990
Trinity Lutheran Church



Front Row L-R

1. S. Jane Smith
2. Erin McMillin
3. April Stanke
4. Dina Longen
5. Theresa Brislin
6. Melissa Hohengarten
7. Julie Savelkoul
8. Brigitte Pearson
9. Christi Young
10. Linda Weber

Middle Row L-R

1. Ashley Nicholls
2. Cheryl Lewis
3. Louise Huynh
4. Karen Spadaro
5. Denise Larson
6. Lisa Scott
7. Heidie Kepferle
8. Jana Towne
9. Christine Klue
10. Andrea Langley
11. Erin Hoiland

Back Row L-R

1. Lisa Kern
2. Melanie Galvan
3. Luann Bock
4. Wendy Vigil
5. Dave Aqua
6. Mary Wang
7. Kelly Reed
8. Carolyn Noviello

Not Pictured
 Steven Behr
 Danielle Gale
 Laura Goldstein
 Beth Hedstrom
 Elizabeth Ladd
 Robin Roberts
 Sandy Ruffo
 Tammy Schwesinger
 Cynthia Smith

Health Fair coming soon

by Beth Holverstott
staff reporter

The cold and flu season has descended upon us as it does each year at this time. So the timing couldn't be better to attend the annual Health Fair sponsored by Pacific Lutheran University

It will be held in the University Center on Wednesday, February 28, 10 a.m. until 2 p.m.

Health Fair '90 will offer important information for students, staff and faculty. This will include various health issues, such as AIDS, birth control, breast exams, cancer, exercise, eye care, nutrition, dental care, stress, weight control, and many more.

Also plan to attend "Fit-stop," the area coordinated by the PLU School of Nursing, to obtain free testing for diabetes, blood pressure, fitness, vision, and anemia.

Other testing will be offered by Good Samaritan Hospital, including body fat testing in the UC for a fee of \$3 and cholesterol testing for a \$5 fee.

The cholesterol testing will take place in the new mobile unit which will be stationed outside of the UC, next to the main entrance.

Valerie Carr-Coffey, administrative assistant of Student Health Services, says those staffing the different areas will be in a position to refer people to the correct agencies when further testing or information is warranted. This provides a good opportunity for students, especially those who may have questions and health concerns.

Another event that day will be the Pierce County Blood Bank's annual blood drive, which Carr-Coffey says tends to do very well. PLU draws a high percentage of student and campus personnel involvement.

"They really look forward to coming here because they receive a lot of donations," she explains.

The drive will be stationed in Chris Knutsen Hall. Scheduling a time to donate can be done during lunch and dinner hours on February 23 and 26 in the UC or the Columbia Center or by calling 535-8448.

Support and information

groups representing Alcoholics Anonymous and Adult Children of Alcoholics will also be available the day of the fair.

Carr-Cofey says the fair is popular with the agencies that attend and it has continued to grow over the past years. The agencies enjoy the university setting and interaction with students and, she notes, it serves as a good means of exposure for them as well.

The Student Health Services staff, which is coordinating the event, will be present to answer questions or refer people to the appropriate area. Although the health center will have only half of the usual staff and fewer appointments available, the Health Center will remain open that day.

Health Fair '90 will offer a myriad of health and wellness information for students, staff, and faculty, says Carr-Coffey, and she encourages everyone to stop in and make use of the resources that will be available.

"Getting education and awareness out there is the bottom line," says Carr-Coffey. "That's what it is all about."



Educating for Service

PACIFIC LUTHERAN UNIVERSITY

1890-1990

Philip A. Nordquist

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Published by Pacific Lutheran University Press

The nursing department was established in 1951 under the direction of Frieda Al Peterson and R. Eline Kraabel. Students spent their first and last years at PLC and received their clinical training at Emanuel Hospital in Portland. It was a forty-eight-month program, so summer school work was required. In 1953 Marianne Sunset was the first graduate. In 1959 the entire program was moved to Tacoma, and local hospitals provided the clinical experience. The program was expensive to operate, but it was encouraged because of the commitment to service inherent in nursing. The Tacoma-based program proved increasingly popular and continued to grow. By 1988, some 1,883 nurses had graduated from the program.





PCNA NEWSLETTER



JUNE-JULY, 1990

*PCNA Membership
1300 Members
And Growing*

**Pierce County
Nurses Association**

4537 South G Street
Tacoma, WA, 98408
(206) 472-4656

President
Cynthia Mahoney

Vice President
(Vacant)

Secretary
Sue Olson

Treasurer
Joyce Brandner

Treasurer-Elect
Marilyn Becker

Directors
Theresa Christiansen
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Dean Hughes
Bonnie Godwin
Sally Nutter
Patricia Palms
Adriene Tillman

Executive Director
Lu Hefly

Newsletter Committee
Doris Leister
Terry Christiansen
Sally Nutter



Cynthia Mahoney, PCNA President, left and Executive Director Lu Hefly, pose with Pierce County Executive Joe Stortini at May 4 Proclamation presentation.

PROCLAMATION

WHEREAS Registered Nurses are knowledgeable health care professionals in the management and delivery of health care services, to provide safe, dependable, conscientious care for everyone; and

WHEREAS The demand for nursing services is increasing in light of changes in financing of health services, settings where health care services are delivered, and the health care needs of the community; and

WHEREAS The supply of nurses is not keeping pace with the demand, creating an urgent need to recruit well-qualified candidates into the profession and retain nurses already in the workplace; and

WHEREAS the American Nurses Association and the Pierce County Nurses Association are striving to maintain the high standards of professionalism and excellence which are the hallmarks of nursing care in this nation.

Now, Therefore, I, Karen L. R. Vialle, Mayor, and I, Joe Stortini, Pierce County Executive, do Hereby Proclaim the day of May 7, 1990 as

NURSES DAY

in the City of Tacoma and County of Pierce, and we urge all of our citizens to join us in recognizing the important contributions of nurses to the quality of health care in our community.

Dated: May 4, 1990

KAREN L. R. VIALLE
Mayor

JOE STORTINI
Pierce County Executive

MARK YOUR CALENDAR

July 11.....New Graduates Reception

At Tacoma Dome, 2-4 p.m. This follows the first day of State Boards and usually results in over 100 new members for WSNA. Please attend and bring your enthusiasm for nursing.

Sept. 11.....PCNA Board Meeting, 6:30 to 9:30 p.m.

Sept. 14.....Deadline for PCNA News

Nov. 13.....PCNA Board Meeting at office on South G Street

ALL BOARD MEETINGS ARE OPEN TO GENERAL MEMBERSHIP

Pierce County Nurses Association

District No. 3
4537 South G Street
Tacoma, WA 98408

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Cynthia Mahoney, PCNA President, left and Executive Director Lu Hefty, pose with Pierce County Executive Joe Stortini at May 4 Proclamation presentation.

**At the time of this event, Cynthia Mahoney was
Director of Continuing Nursing Education.
Lu Hefty was Associate Professor of Nursing, Emeritus.**

**Senior Recognition Ceremony
Centennial Graduating Class
May 26, 1990**



COMMENCEMENT, 1990

Olson Auditorium, Pacific Lutheran University
Sunday, May 27, 1990 - 2:30 p.m.

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Katherine Marina Bétancourt-Hernández
Sabrina Kimberly Bryant
Sharon Marie Bryant-Turpin
Melinda Sue Chouinard
Lesli Lynn Farnsworth
Kelly Eileen Finnegan
Sonja René Fossum
Karen L. Gillies, *Cum laude*
Kristine Marie Gorud
Janet Kay Hokenstad, *Magna cum laude*
Judy Lynn Houser, *Cum laude*
Nancy Dee Kruger Bergeson
Jeanette Louise Mason
Renee Michelle Meya
Amy Jo Minnick
Joyce Bacon Newlun, *Cum laude*
Mary Ann Peets Norris, *Magna cum laude*
Susan L. Remmerden, *Cum laude*
Marilee Amerman Rowe, *Cum laude*
Florence Churchill Stine, *Magna cum laude*
Barbara Jean Thoreson, *Magna cum laude*
Chi Truong
Maria Veronica Vejar-Brown

NURSING HONOR SOCIETY

Karen L. Gillies	Susan L. Remmerden
Kristine M. Gorud	Marilee A. Rowe
Janet K. Hokenstad	Florence C. Stine
Judy L. Houser	Barbara J. Thoreson
Joyce E. Newlun	

Fern Gough Is Named Nurse of Year

By DORIS LEISTER

One of the highlights of PCNA's annual spring banquet May 8 at Grande Vista was the announcement that Fern Gough is PCNA's Nurse of the Year for 1990.

Fern is currently an Associate Professor at Pacific Lutheran University. She will retire soon, and after taking the month of June off, she plans to do volunteer work at her church and St. Joseph Hospital.

Born in Canova, South Dakota, Fern grew up and attended Canova high school. Her parents were farmers and were very pleased that Fern not only finished high school, but also was the first person in her family to go to college. Very few people finished high school in the farming community as this was considered a waste of good planting and harvesting time.

Fern had several aunts who were nurses and she enjoyed listening to them talk about their experiences. She had taken a shorthand class and knew instantly she would not make a good secretary. The only other profession accepting women at that time was teaching. Fern ended her career as both teacher and nurse.

Fern graduated from Methodist School of Nursing in Mitchell, South Dakota in 1950 and completed her BSN in Wheaton, Illinois. In her diploma school, Fern had to live in the dorm, could not be married, and had to obey curfew rules, worked six days a week, often split shifts, and worked nights as a student. Split shifts meant working from 7 to noon, attend class from 1-4, returning to work until 7 p.m. (or until your work was done, whichever was later) and then doing homework for the next day's class. When she graduated and went from 48 hours plus homework to 40 hours a week she thought she "had died and gone to heaven." Fern said some of the girls



(no boys in the nursing school) would sneak in and out of the open windows on the ground floor after curfew. She refused to say how she knew about this outrageous practice. One of the girls married before she graduated and it had to be kept secret or she would have been expelled from school. The schools gave two weeks vacation each year. Forty-eight hours times 50 weeks times 3 years is 7200 hours. That does not include study time. Fern remembers that her three years of school cost just about \$300, and her parents struggled to pay for it. Times certainly have changed, haven't they?

The greatest change in her experience has been the increase in responsibility given to nurses. In the 1950's nurses were not allowed to start IV's or do anything with blood. Nurses had to clean, wrap and sterilize all their own supplies. Syringes were glass with metal needles. The barrels were sometimes so loose as to fall out, losing the contents and sometimes so tight as to be impossible to eject the contents. IV tubing had to be boiled between uses.

If Fern could give new graduates advice, she would tell them to first get some experience and then go on to school to earn the highest degree available in nursing, whatever that may be in the future.

Fern is happy with the way her life and career has progressed. She would not do anything differently if she had the opportunity to do things over.

For the future she would like to see nurses be more unified. There is too much dissension between the 2-year, 3-year and 4-year nurses. There is a need and niche for all nurses and they should support and encourage each other.

Fern will soon have more time to indulge in her handicraft and other hobbies. She enjoys embroidering pillowcases and reading biographies. We wish Fern a long, healthy, fulfilling and rewarding retirement.

Congratulations to Fern Gough, PCNA's Nurse of the Year for 1990.



**PRESIDENT: PROFESSOR GOUGH, WILL YOU PLEASE RISE?
(PROVOST READS CITATION)**

PROVOST: PROFESSOR FERN GOUGH CAME TO PACIFIC LUTHERAN UNIVERSITY IN 1971. HER SERVICE AREAS HAVE VARIED FROM STAFF NURSING TO SUPERVISION, TO TEACHING. IN 1975, SHE WAS APPOINTED ASSISTANT PROFESSOR; AND IN 1989, ASSOCIATE PROFESSOR AT PACIFIC LUTHERAN UNIVERSITY SCHOOL OF NURSING. SHE HAS HAD SIGNIFICANT IMPACT ON MANY STUDENTS' DEVELOPMENT OF THEIR PROFESSIONAL ROLE FROM A THEORETICAL AND CLINICAL PERSPECTIVE. SHE HAS BEEN A POSITIVE ROLE MODEL FOR STAFF NURSES AND FACULTY AND HAS BEEN MENTOR TO MANY NURSES OVER THE YEARS. SHE HAS CONSISTENTLY CONTRIBUTED TO CURRICULUM DEVELOPMENT AND HAS PARTICIPATED IN MAINTAINING OR RAISING ACADEMIC AND PROFESSIONAL NURSING STANDARDS.

IN 1981, PIERCE COUNTY NURSES ASSOCIATION BEGAN A TRADITION OF ANNUALLY GIVING HONOR AND RECOGNITION TO A REGISTERED NURSE WHO HAS MADE SIGNIFICANT CONTRIBUTIONS TO THE NURSING PROFESSION WITHIN OUR COMMUNITY. FERN GOUGH IS THE 1990 RECIPIENT OF THIS AWARD, A WORTHY TRIBUTE TO HER CONTRIBUTION TO NURSING AND TO PACIFIC LUTHERAN UNIVERSITY.

PROFESSOR GOUGH, WE SALUTE YOU AND THANK YOU FOR 19 YEARS OF LOYAL AND DEDICATED SERVICE, AND WISH YOU WELL. APPLAUSE





Dorothy Barlowe



Phyllis Sells

Public Health Nursing a challenge

POPLAR - Although they both worked on the Navajo Reservation before they transferred to the Fort Peck Reservation, the two Public Health Nurses did not know each other until they met late last year at the Verne Gibbs Indian Health Clinic in Poplar.

Dorothy Barlowe and Phyllis Sells are now covering the Fort Peck Reservation as Public Health Nurses in the field.

Barlowe, who moved to Poplar in December with her Navajo husband and 10-year-old son, covers Poplar, Brockton and Fort Kipp.

Sells moved to Poplar last August with her Navajo husband and daughter. From the Fort Belknap Reservation, Sells covers Wolf Point, Oswego and Frazer.

Their jobs are very diversified.

As Public Health Nurses, Barlowe and Sells primarily do home visits in the field through informal or written referrals from individuals, doctors or nurses. This includes in-home care of Indian people from the elderly to children.

They also do a lot of teaching by various means and consult with schools to keep children up on immunizations and well-child clinics for the schoolers.

They are currently working on setting up parenting classes and prevention of diseases through education.

On April 10, there are plans to have a mother-daughter class, focussing on 12 to 14 years olds. There is a high pregnancy rate here, said Barlowe, and we need to focus on that. There are also high statistics on sexually transmitted diseases, she said, and we are working on prevention.

Barlowe is a Lieutenant Commander in the Public Health Commissioned Corp. She holds military rank and privileges.

Every Public Health nurse is a registered nurse first. Barlowe graduated in 1974 from Pacific Lutheran University in Tacoma with a degree in nursing.

She spent a year as a VISTA volunteer in Yakima, Wa. before moving to Chinle, Ariz. on the Navajo Reservation in August, 1974. She remained there until April, 1977 before she went back to Washington state.

In March, 1978, Barlowe went into active duty with the Air Force until March, 1981. When she left the Air Force, she moved to Pocatello, Idaho where she remained until 1982 when she moved back to Arizona - this time to Tuba City. She worked there until she transferred to Poplar with her family.

"I like working with Native Americans. I feel there is a health need there, and I feel a closeness with them," said Barlowe, who moved around as she grew up because her father was in the military.

"I miss the Navajo, but I'm getting to know the Sioux," she said.

She notices a lot of differences in programs, attitudes and job functions between the two Indian Health Services clinics she has worked in.

Here, there is no language barriers, families don't live together in camps, a lot of the roads are paved, and the weather is colder, she said.

Barlowe's husband does silversmith work and her son, a fourth grader in Poplar Middle School.

A Gros Ventre, Sells also notices a lot of the the same differences between the Navajo and Assiniboine and Sioux at Fort Peck.

She tries to stress patient responsibility for their own health when she goes out in the field. "It's your body and your life. Try to be more responsible," she says.

Sells earned her Bachelor's degree in Nursing at the University of New Mexico in 1977.

From there she moved to Ft. Defiance, Ariz. where she lived and worked until she transferred to the Wolf Point IHS clinic, which is her duty station.

On Aug. 18, 1989, Sells, her husband and her daughter, Deanna, who is in the ninth grade at Poplar High School, moved to Poplar. She has a son in college in Tempe, Ariz., and a daughter in pre-medicine in the INMED program at the University of North Dakota in Grand Forks. And, she has two grandsons, with their mother in ND.

She has 25 years and 5 months in Civil Service employment with Indian Health Service. She has 6 years experience working as a Public Health Nurse.

For years, being a Public Health Nurse is something Sells has wanted to do. "I liked the idea, I wanted to try it and I enjoyed it and stayed with it this long."

She calls her work challenging. "It's a total different kind of nursing. It's different from working as a nurse at a clinic or hospital. It's meeting

the people, the patient, on their own terms, not your's."

Our main goal as Public Health nurses is prevention, she said. We try to focus on preventing teen pregnancy, diabetes and other diseases in the Indian communities, she said.

It's a fun and challenging position to be in, said Sells.

Welcome Letter to New Graduates

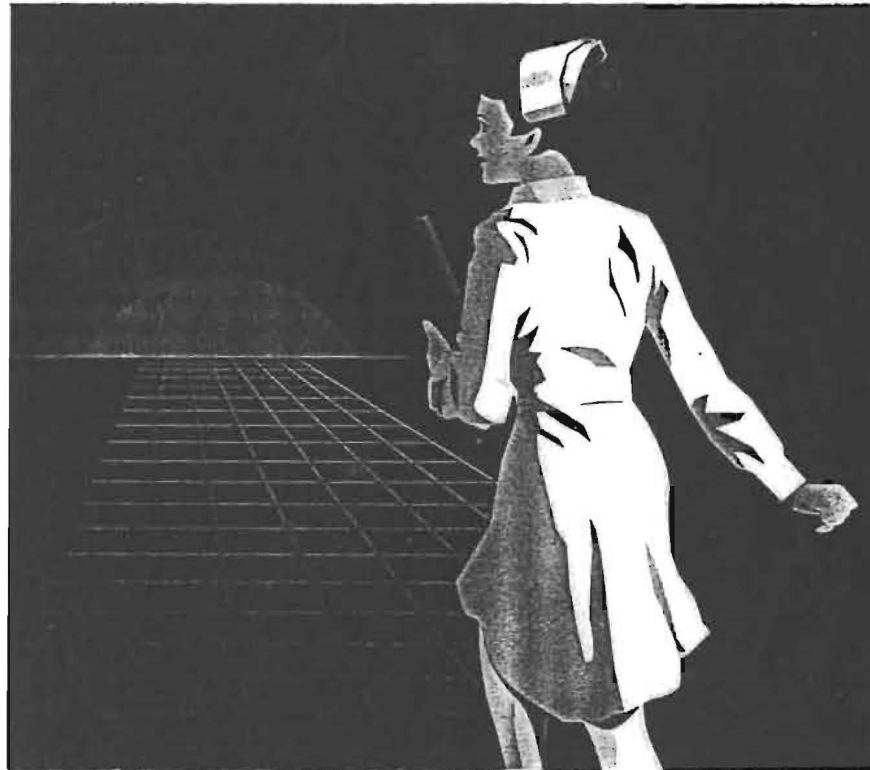
Theresa M. Stephany, R.N., M.S.N.
Staff Nurse, Home Care Hospice Program
Kaiser Foundation Hospital
Hayward, Calif.

Graduation marked the beginning of a new adventure for you. Today, you begin to construct a lifetime of memories as a professional nurse. As an "old-timer," I feel both excited and a bit protective of you because I know that you are being handed a very difficult climate in which to practice. I am excited for you because I know how many deeply satisfying personal encounters await you. Patients and their families will permit you to share some of their most intimate and moving moments. You will see what nonnurses never see: life born and life aborted. You will play with the young and sit with the dying, and you will become very streetwise. Most of all, you will hurt, often.

Like other seasoned nurses, my first impulse is to pull you under my protective wing to shield you from the ugliness. But I won't do this because you deserve the chance at the great maturity that follows great pain. It would deny you the chance to be the best that you can be.

Although I cannot protect you from the rigors inherent in professional nursing, I will ask you to practice conscientiously and to keep the following in mind.

1. Remember who you are and be proud of it. Tell everyone you are a registered nurse. This title means something to the public, and they trust it. Nurses have a reputation of speaking up for those who cannot speak for themselves, and you must continue the tradition. Be visible and be proud.
2. Remember that you have great personal power. By personal power, I do not mean simply as a decision maker, though you will surely make decisions on a daily basis. But you are powerful because you have the ability to ease pain, bolster self-confidence and encourage self-determination. You have the power to set the tone and direction of patient care. And you have the power to praise liberally and justly.
3. Remember that your roots are in nurturing. Be kind to your patients, to your colleagues (especially to the ones who don't deserve it!) and, most of all, be kind to yourself.
4. Remember that you are not expected to know everything, all at once nor all of the time, and neither is anyone else.
5. Remember that you have not "become a nurse"; you are always becoming a nurse. The process is a lifelong endeavor, with peaks and valleys.



6. Remember to be especially kind to nursing students, for they are your future. Smile welcomingly at them and remember how you felt when you were in their place not so long ago. Remember how wonderful it felt to have a staff nurse give you the ultimate compliment at the end of the day: "You're a born nurse." Say those words—just that simply—to a nursing student assigned to your unit and watch him/her visibly grow an inch or two right before your eyes! Compliment a long-time nurse on something he/she does well and watch the same phenomenon occur! Nurture each other as you were nurtured and the circle will be complete.

Finally, remember to say thank you. Remember to thank the nurses who help you, who watch out for you, who cover for your fumbling mistakes. Take time to thank nurses who have written letters of recommendation for you, who believed in you, who have expressed confidence in your intelligence and ability. Remember that nowhere in their official job descriptions is it required that they be kind to you. Thank them for their interest and support; recognize them publicly and they will feel fortified enough to continue doing the same for other "youngsters."

Each of you is familiar with the concept of excellent, holistic, family-centered care. We look to you, now, to make that ideal the

reality. Now it is your turn to live the dream. Make a difference, do not stop trying. Go and *do what nursing is*. Expect to work hard, physically and emotionally. And expect to leave your non-nurse friends far behind when it comes to personal maturity. You will be wise beyond your years. You will never need to wonder whether or not you have lived a meaningful life. How many people can actually say that?

Graduation was the last time you spoke to your instructors as students to faculty. From now on, you speak as colleague to colleague. All of us in nursing want you to know that we welcome you and are proud to call you colleague and friend. One of life's greatest adventures is just beginning for you, and we wish you a long and satisfying career.

With love,
from a Staff Nurse of 15 years

Theresa M. Stephany is a graduate of Philadelphia General Hospital School of Nursing. She holds a BSN from Pacific Lutheran University in Tacoma, Wash., and a MSN from San Jose State University in San Jose, Calif. She is ANA-certified as a maternal-child nurse and community health nurse. She is currently a staff nurse in the home health department at Kaiser Foundation Hospital, Hayward, Calif.



School of Nursing

1990
SAGA

Opening Eyes through Fieldwork

Graduation, for PLU's nursing students, was somewhat easier on their nerves than for those from other disciplines. By the time nursing graduates were handed their diplomas, they had had a pretty good look at what awaited them in their chosen field, since five of the six levels in the nursing program included some clinical experience.

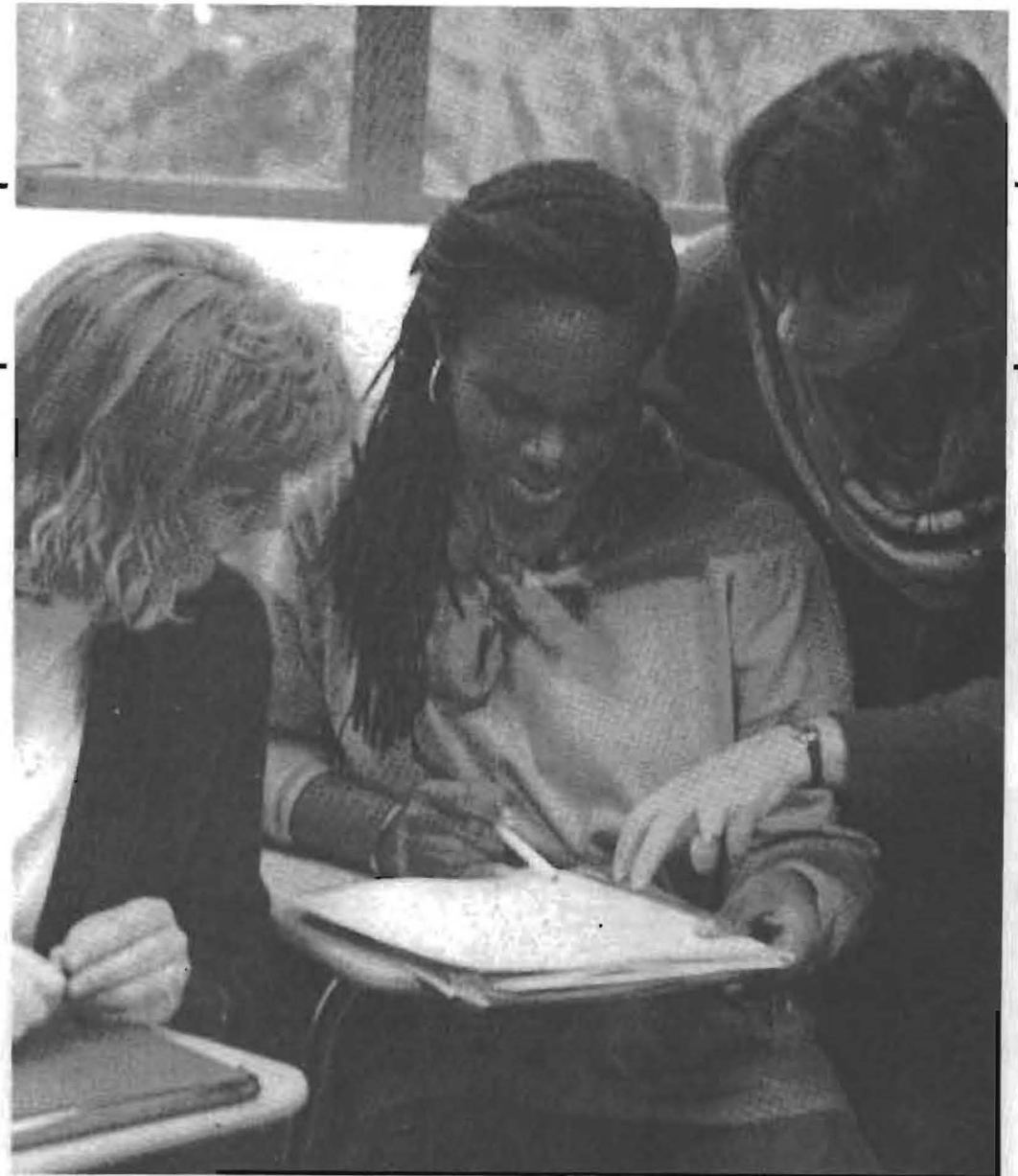
Students began their fieldwork by providing basic care in area nursing homes, which held duties such as bed baths. Later, they moved to hospitals, administering medication and becoming more responsible for their patients. By level six, students went through a preceptorship; during this time, they had a mentor, but performed all the care themselves.

The work of nursing students was multi-dimensional, since it required them to assist with pediatrics, OB, and community health services such as abortion clinics. Some students cared for patients who were terminally ill, working in homes and learning first-hand that the nursing career can be emotionally taxing.

For Julie Slind, though, the most powerful encounter of the nursing regimen was in her "psych clinical" experience. Julie, a junior, described the one-on-one sessions students faced at Western State Hospital with paranoid schizophrenics and patients suffering from Post-Traumatic Stress Disorder (PTSD) as a "real eye-opener."

Clearly, PLU's School of Nursing has earned its strong reputation in the Northwest, and the introduction of a new master's program in 1990 indicated that it fully understood the expanded role of today's nurse.

Susan Johnstad



▲ Nursing professor elaborates on lecture material for students. (Troy Brost)



◀ Informal discussion between nursing students is greatly encouraged. (Troy Brost)



▲ Students practice testing for blood sugar levels in diabetic patients. (Troy Brost)



1990

SAGA

▲ Being honored at the Induction Ceremony for PLU's Nursing Honors Society are Doreen Morris, Sandra Barth, Cathy Hillman, Kathleen Sack, Jan Hokenstad, Kim Stewart, Lori Hilliker, Karen Gillies, Kristine Gorud, Susan Remmerden, Joyce Newlun, Judy Houser, Susan Herrick, Janice Deck, Florence Stine, Christine Larson, Barbara Thoreson, and Pat Lotona. (Troy Brost)

Students/World

Pacific Lutheran University Scene June 1990

Nursing Grad Earns Fuld Fellowship For Conference

Michelle Thaut, a '90 nursing graduate from Milton, Wash., has received a Fuld Fellowship to attend the 6th International Conference on Cancer Nursing in Amsterdam, Holland, Aug. 12-16.

She will attend the 16th International Union Against Cancer in Hamburg, West Germany, Aug. 18-22.

Thaut was selected from among more than 400 applicants because of her sincere interest in oncology nursing. The fellowship will cover all expenses, including round trip airfare and ground travel, meals and lodging.

The Helen Fuld Health Trust of New York City funds the annual fellowships. Fuld Fellows are representative of America's top nursing students.

Last fall the nation's schools were invited to each nominate one student for the honor.

▼ Mr. Bones guards nursing students Lori Hilliker, Lisa Harris, and Shari Kyn. (Troy Brost)





Yukie Yumibe

Two graduation ceremonies, a half-century apart, have had great significance in the life of Yukie Yumibe.

At PLU's May Commencement, Prof. Yumibe retired after 10 years on the nursing faculty. Still youthful in mind and spirit, she looks forward to continued activity as an advocate for the aging, and health promotion for everyone.

Exactly 50 years ago she graduated from North Kitsap High School in Poulsbo, Wash., no more than 50 miles from the PLU campus. She was filled with excitement then, too, as she anticipated nursing studies at the University of Washington.

Not long after she enrolled at the U., however, war clouds began to dim her future. Due to imposed curfews and travel restrictions placed on Japanese-Americans, she was unable to continue her studies in 1941. In the spring of 1942 she and the other four members of her family were among more than 120,000 Japanese-Americans placed behind barbed wire in internment camps. Her family, which had lived in the U.S. for more than 20 years, was taken to the Tule Lake area in northern California with only the belongings they could carry. They had been given one week to dispose of their other belongings and arrange for the farming of their land and harvesting of a bumper crop of strawberries.

"Though we were very aware of the war between Japan and China and Japan's tense relationship with the U.S., we were confident the problems would be ironed out," she recalls. "We were shocked and dismayed that

war erupted so abruptly.

"I am an American citizen. I was born here," she continued. But citizenship no longer mattered, on the West Coast particularly, in an atmosphere of fear and hatred. "That fear and hatred of Japanese was fanned by the Hearst newspapers," Yumibe said.

In California they lived five people in one room in a tar paper barracks. "We separated our 'rooms' with Army-type blankets," she said.

Prior to the war, her family made a living on 20 acres north of Kingston, Wash. Her father, originally an immigrant sawmill cook who worked up and down the coast, was leasing and operating a strawberry farm. Yukie experienced discrimination during her primary schooling as she knew only the Japanese language, but by the fourth grade she felt she had become accepted.

"I probably made things more difficult for myself because I fought back when I was taunted," she smiles.

Her fourth grade teacher was a major influence in her life. "She was a caring, empathetic person who treated everyone as equals," Yumibe remembers.

That early experience was not forgotten. "I know how important it is for professors to realize that students from diverse backgrounds struggle to accommodate to the major culture in their pursuit of education. In doing so they sometimes place less importance on their rich cultural origins. We need to be sensitive to their needs and help them retain the richness of their culture," she says.

While in the internment camp Yukie met and became engaged to Kiyoshi Yumibe. He enlisted in the U.S. Army and joined the nisei team that trained prisoner of war interrogators at Fort Snelling in Minnesota. Thus began 25 years of residence in Minnesota. When Kiyoshi went overseas, Yukie joined the U.S. Cadet Nurse Corps and graduated from the University of Minnesota with a degree in nursing. She worked in hospitals until 1968 while raising a family of five children.

A career change for Kiyoshi took them to Wisconsin, where Yukie earned a master's degree in preparation for her own change to a teaching career. They returned to the Northwest in 1975 "because Kiyoshi was tired of shoveling snow." Yukie spent the next five years teaching at community colleges

before her appointment by then PLU Director of Nursing Dr. Doris Stucke.

After some of the ups and downs of her earlier life, her decade at PLU was "a tremendous experience.

"There have been great people to work with, and there have been many positive changes," she said.

Yumibe remains an enthusiastic advocate of nursing as a career. "There are so many more opportunities; no matter where your interests lie you can feel fulfilled," she said.

In retirement she will remain active on the board of the Area Agency on Aging. She serves on the agency's monitoring committee, which keeps tabs on meal sites, day care centers and health care clinics. "We not only want to assure access to these services but the quality of the service," she said.

In addition she will participate in the Literacy Project and Wellness Clinic at PLU's East Campus.

Faculty

Pacific Lutheran University Scene June 1990

By Jim Peterson



Faculty

Pacific Lutheran University Scene June 1990



Fern Gough

Fern Gough

By Jim Peterson

Fern Gough

Nursing professor Fern Gough's career at PLU came to a close, with a bang in May. Earlier this spring, Professor Gough was named 1990 Nurse of the Year by the Pierce County Nurses' Association.

The award recognizes significant contributions to the nursing profession in the community and the maintenance and raising of academic and professional standards.

Gough has spent nearly half of her 40-year nursing career at PLU, joining the university faculty in 1971. Her specialty has been medical-surgical nursing.

Like her fellow retirees, Gough has midwest roots. She was born and raised in South Dakota and earned her three-year nursing diploma at Methodist Hospital in Mitchell, S.D., in 1950.

With relatives in Tacoma, she ventured west, working at Tacoma General Hospital for six years. She returned east to Wheaton School of Nursing in Illinois for her BSN in 1956, then worked in a Sioux Falls, S.D., hospital for two years. Prior to her appointment at PLU she served at the Tacoma General Hospital School of Nursing for a decade, the last six years as educational coordinator.

As the 1970s began, diploma nursing programs were being phased out across the country and TG was no exception. "The handwriting was on the wall," said Gough.

She was familiar with the PLU program. "PLU had students at TG," she said. "I knew PLU had a good program."

"Working with students is challenging and stimulating," she added, "and working with the

nursing faculty has been a rewarding team effort."

Nursing has changed a great deal during her career, she observed. "Today it is wide open in terms of options. You can work in schools, industry, research, education, occupational health, community health, or as a nurse practitioner, in addition to the hospital option," she said.

"There are more adult learners coming back into nursing, people in their 20s and 30s," Gough added. "They are adding elements of depth and maturity to the programs."

What hasn't changed are the character traits of potential nurses. "They are people-oriented and want to help society," she said.

When not teaching, Gough has been involved with the state's nursing student association and has taught Sunday school for many years. She was a Sunday school teacher of the year at First Presbyterian Church.

She also has sung with Billy Graham Crusade choirs in Seattle, Tacoma and Sioux Falls, S.D.

In retirement she will continue to volunteer at St. Joseph's Hospital, teach Sunday school, sing in choir and help with a local literacy program. ■



1990 Summer Sessions Calendar

APPLIED HEALTH SCIENCES

(See Nursing also)

APHS 501 NCAST II: Assessment of Parents and Infants (3)

Term II: June 25-July 20

This course is designed to provide individuals with new techniques, tools, knowledge, and skills in caregiver-child assessment. Students will learn a variety of caregiver-child interactional concepts including: how caregivers and infants sensitize, care, and teach each other; and the role that the home environment plays in the psychosocial and cognitive development of the child. Students will learn systematic observation of caregiver-infant interactions and gain reliability in the use of several standardized assessment tools. Fee: \$70 Tuition: \$190 per semester hour.

0900-1200, MTW. RAMS-205. P. Page

NURS 423 Physiological Nursing II (3)

July 16-August 23

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. RN's only. Prerequisites: NURS 322, Psychosocial Nursing: Clinical; NURS 324, Psychosocial Nursing; NURS 333, Physiological Nursing I; NURS 342, Physiological Nursing I: Clinical; NURS 352, Nursing in the Childbearing Years; NURS 362, Nursing in the Childbearing Years: Clinical. Tuition: \$297 per semester hour.

0800-1200 and 1300-1700, W. RAMS-203. S. Goodwin

NURS 433 Physiological Nursing II: Clinical (3)

July 16-August 21

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. RN's only. Prerequisite: prior or concurrent enrollment in NURS 423, Physiological Nursing II. Tuition: \$297 per semester hour.

Clinical: 0700-1500, MT. Location TBA. S. Goodwin

NURS 436 Community Health Nursing: Families (3)

May 29-July 13

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. RN's only. Prerequisites: NURS 322, Psychosocial Nursing: Clinical; NURS 324, Psychosocial Nursing; NURS 333, Physiological Nursing I; NURS 352, Nursing in the Childbearing Years; NURS 362, Nursing in the Childbearing Years: Clinical. Tuition: \$297 per semester hour. 0800-1200 and 1300-1700, W. RAMS-203. L. Rhoades

NURS 453 Community Health Nursing: Clinical (3)

May 29-July 10

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. RN's only. Prerequisite: Prior or concurrent enrollment in NURS 443, Physiological Nursing II: Clinical. Tuition: \$297 per semester hour. Clinical: 0700-1500 MT. Location TBA. L. Rhoades

NURS 462 Leadership in Nursing (2)

May 31-August 23

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisite: Senior standing in nursing. Tuition: \$297 per semester hour. 0800-1000, R. RAMS-205. C. Schultz

NURS 47201 Issues and Trends in Nursing (2)

May 29-August 24

Analysis and evaluation of the impact of selected socioeconomic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisite: Senior standing in nursing. Tuition: \$297 per semester hour.

1000-1200, R. RAMS-205. C. Hansen

NURS 472B02 Issues and Trends in Nursing (2)

June 4-July 9

See course description above. Tuition \$297 per semester hour. TBA, M. TBA. C. Schultz

NURS 473 Community as Client (3)

May 29-July 11

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: NURS 436, Community Health Nursing: Families; NURS 472, Issues and Trends in Nursing; and senior standing in nursing. Tuition: \$297 per semester hour.

Clinical: 0800-1600, MTW. Location TBA. Seminar: 1300-1500, R. RAMS-205. C. Schultz

NURS 474 Nursing Synthesis (4)

July 16-August 23

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; prior or concurrent registration in NURS 462, Leadership in Nursing and NURS 472, Issues and Trends in Nursing; senior standing in nursing. Tuition: \$297 per semester hour.

Clinical: 0700-1500, MTW. Location TBA. Seminar: 1300-1500, R. RAMS-203. C. Hansen

NURS 511 School Nursing I (3)

Term II: June 25-July 19

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. Tuition: \$190 per semester hour. 0800-1100, MTWR. RAMS-202 G. Synoground

NURS 512 School Nursing II (3)

Term II: June 25-July 18

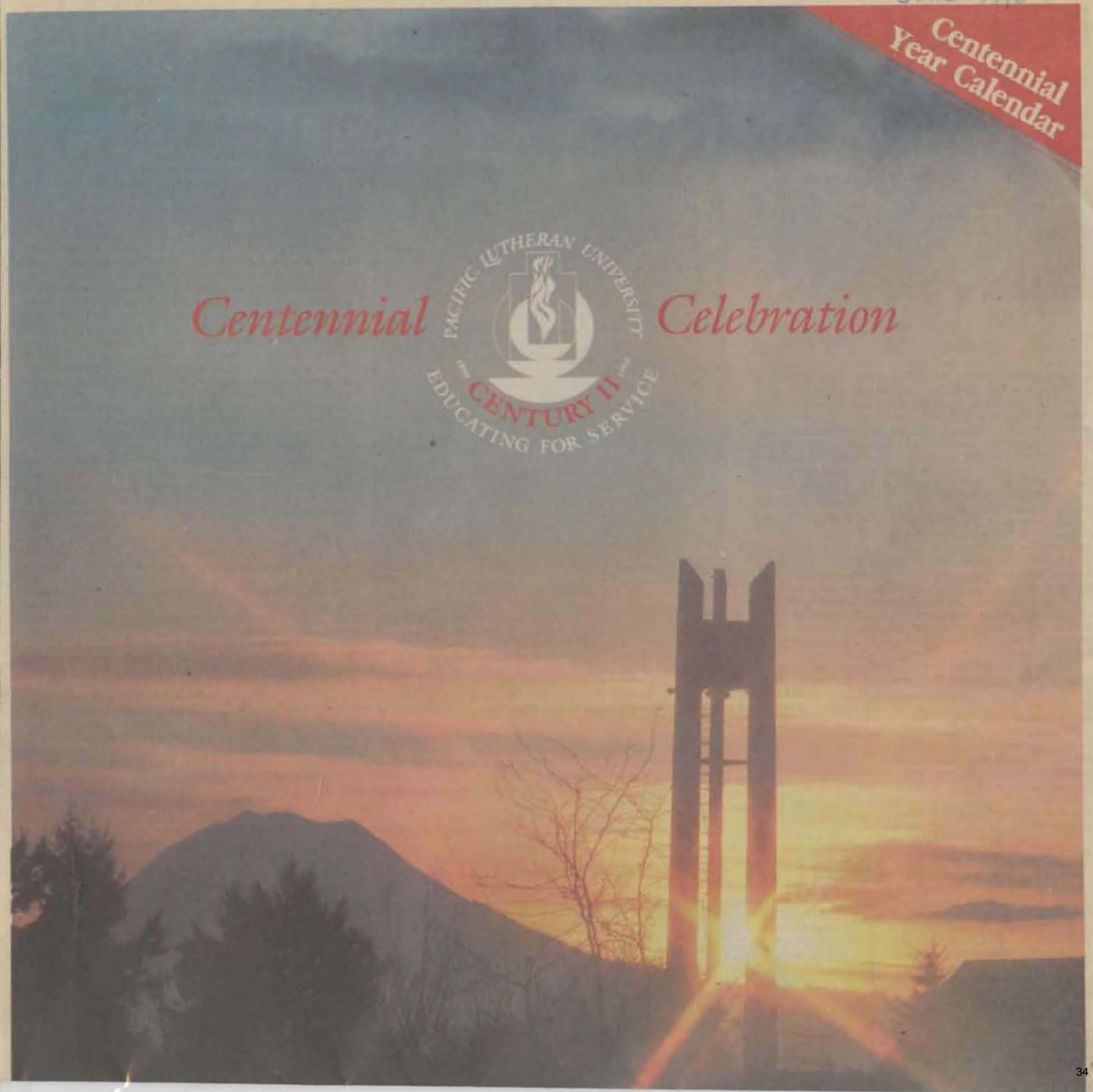
Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: NURS 521, School Nursing I Practicum. Tuition: \$190 per semester hour. 1300-1600, MTW. RAMS-202. G. Synoground



June 1990

Centennial
Year Calendar

Centennial *Celebration*



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News Tribune
The Morning

a special advertising section of

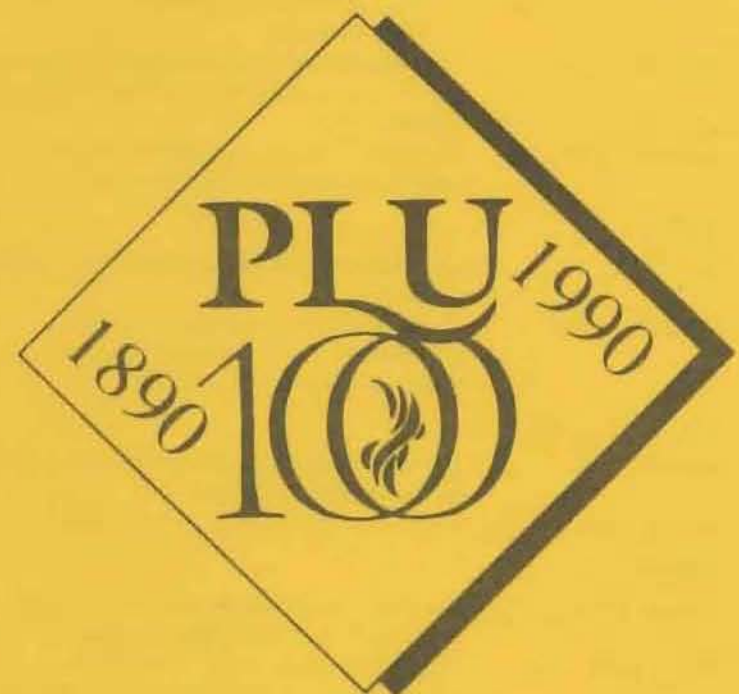
*The School of Nursing wishes to acknowledge
the following contributors to this event.*

UNIFORM BOUTIQUE

The **BON MARCHÉ**
TACOMA WA

Nursing Alumni Organization Committee

Judy Dickey
Jacqueline Gillett
Katherine Glick
Lisa Holmberg
Jannelle Personius



~~~~~
**SCHOOL OF NURSING
ALUMNI**
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Pacific Lutheran University School of Nursing Highlights of the Decades

1950's

- April 1951 A Department of Nursing is approved for Pacific Lutheran University
- 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 The Department of Nursing becomes a School of Nursing
- 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 the BSN 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 present
- December 1989 ... The Master of Science in Nursing program is approved

1990's

- February 1990 The first master degree students begin classes
- September 1990 ... A LPN to BSN sequence is implemented as first in the Northwest
- January 1991 The School of Nursing is a charter member of Psi Chapter At-Large Pacific Lutheran University, Seattle Pacific University, and University of Washington, Sigma Theta Tau.

Deans

- 1951-1967 R. Eline Kraabel Morken, MN
- 1967-1982 Doris Stucke, Ph.D.
- 1982-1989 Moira Mansell, Ph.D.
- 1989-Present Dorothy Kellmer, Ed.D.

PLU NURSING ALUMNI

- 11:30-12:00 Registration
- 12:00 Noon Welcome — Introductory Remarks
Jacqueline Gillet/Lisa Holmberg —
Co-chair, Steering Committee
Dorothy Kellmer-Langan, Dean, School of Nursing
- Invocation
Susan R. Briehl, Pastor
- 12:15 Luncheon
- 12:45 *PLU Nursing Fashions of the Decades*
Judith Scott-Dickey, Moderator
Julie Slind, Senior Student, Pianist
- 1:15-2:00 Nursing Alumni — *Structure/Bylaws*
(Presented for membership acceptance)
Lisa Holmberg
Election of officers
Judith Scott-Dickey, Chairperson
Interim Nominating Committee

MODELS

- (1954) Delora (Johnson) Olivers
- (1958) Betty (Johnson) Larson
- (1959) Janet (Ulleland) Labes
- (1965) Leslie (Geer) Perry
- (1969) Patty (Boyson) Reinkensmeyer
- (1975) Alene L. Coglizer
- (1979) Susan Holloway
- (1980) Cynthia (Hanson) Evans
- (1980) Melina (Denny) Meyer
- (1981) Debra Saint
- (1985) Connie (Curtis) Smith
- (1990) Susan Remmerden
- (1990) Michael Baxter
- (1991) Amy White

**Pacific Lutheran University School of Nursing
SEND ME A PLU NURSE!**

1. There once was Mt Rainier a 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

2. 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

3. And Deborah Noville From TV
As she went to the delivery room,
Said to her husband to sweetly,
You know what'd be a great boon! OH

CHORUS

4. An explorer incredibly daring,
Way out in the African Bush,
Was heard to yell to his partners
When he fell onto his tush:

CHORUS

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

CHORUS

6. A PLU Soccer player
Tried a little too hard for a goal
As she struggled to stand up
She pleaded with her heart and soul:

CHORUS

7. A PLU half-back was injured,
And Frosty ran out on the field
And when they came up from the pig-pile
Frosty and all the Lutes squealed:

CHORUS

8. There once was a President Rieke
Too many meetings had he
He sat down and said to his colleagues
I need a consultant for me.

One of the perks of nursing education is having wonderful colleagues
with which to share... So I'm sharing this poem with you. Take care, Nurse!
another dynamic role model like all of you

NURSE-TEACHERS

Probably, I am the luckiest of teachers
I teach students who will do extraordinary things
and they are willing learners.

I teach nurses.

Sometimes it is a wonder that anything is taught.

There is too much to teach.

More wondrous is that there is anything learned
for it is hard to learn to care for others,
to care about others
and to be skilled at it.

It could be looked at as an impossible goal.
But nurses have always taken impossible goals in stride,
Have stretched the limits of possible
and made wholes out of pieces.

Why should nurse-teachers be different?

Once, I thought that taking care of patients was the best thing
that one human could do for another.

Being a nurse would let me care, without being faulted.

Now, I know that patients are only a means
for one human to give minimally, and receive maximally.

Now, I know that teaching another human how to care
is the most effective way for one human to care for many.

It must be a lesson a nurse-teacher taught me.

If one teaches, one must be patient.

If one teaches, one must be satisfied with delayed gratification.

But if one teaches nurses, or would-be nurses,
One is blessed by seeing

One human caring for another, touching one another
making a difference for one another.

It happens quickly, early, and continuously.

It happens in hospitals, in classrooms, in clinics
in homes and in everyday interchanges.

Once you have taught a nurse to care

It is done unconscious of context, in uninhibited interchange.

If you are successful, it is part of the nurse -
a hidden fiber whose origin need not be named.

I am the luckiest of teachers.

I teach nurses to care.

F. Whitney 1991

Centennial Alumni Recognition



Claudia (Riiff) Finseth 1977
(nursing)

Free-Lance Writer, Embroiderer; Author of a book on Scandinavian embroidery; Registered nurse, former PLU Health Center nurse; School Art Enrichment Volunteer; Educational Outreach Volunteer, PLU Scandinavian Cultural Center; Needle Arts Guild of Puget Sound; Former Youth Group Leader, Bethany Lutheran Church, Spanaway.



Shirley Hanson 1960
(nursing)

Therapist, Division of Child Psychiatry, Professor, University School of Nursing, Oregon Health Sciences University, Portland, Ore.; family therapy intern, Pennsylvania, two years; staff nurse, instructor, consultant, Children's Orthopedic Hospital, Seattle, three years; Associate Professor, Intercollegiate Center for Nursing Education, Spokane, Wash., 1981-84; 30 years in nursing service or education; NCAST Advisory Committee, Oregon State Health Dept.; Parish Nurse Task Force, Emmanuel Medical Center, Oregon Synod, ELCA; Board of Directors, Friends to the Elderly, 1985-87; Lutheran Family Service, 1984-88; Fellow, American Academy of Nursing; 66 publications; 71 presentations.



Leslie (Geer) Perry 1965
(nursing)

Counselor, Human Relations Instructor, Assistant Director of Student Development, Pierce College, Tacoma, since 1988; Director, L1'N School, 6236th U.S. Armed Forces School, Tacoma, since 1987; independent human relations and self improvement consultant; U.S. Army Medical Service Corps, Vietnam, 1966-67; four Army Commendation Medals, Pierce College Outstanding Faculty nominee; Lakewood Playhouse, Chinook Dinner Theatre; Sunday School and Vacation Bible School Music Director (15 years), Cantor, Parish Education Volunteer, Christ Lutheran Church, Tacoma.



Beatrice Scheele 1958
(nursing)

Staff Nurse Anesthetist, CRNA/ARNP, Holy Family Hospital, Spokane, 18 years; Missionary Nurse, Yaguam Hospital, Papua New Guinea, 11 years; American Lutheran Church Board for World Mission and Interchurch Cooperation, 1973-82; Chair, Congregational Council, St. Peter, Lutheran, 1986-89; Outstanding Young Women of America, 1966.



Theresa M. Stephany 1978
(nursing)

Staff Nurse II, Home Care Hospice Program, Kaiser Foundation Hospital, Hayward, Calif.; Community Health Instructor, Carson, Calif.; 1986-90; staff nurse or instructor, 1974-89; seven nursing awards, including California Nursing Association Award for Excellence in Nursing Practice, three writing awards; over 40 publications.

They represent all age groups. They are men and women from diverse cultural backgrounds and career fields. They are the 100 alumni of Pacific Lutheran University honored this fall in observance of the 100th anniversary of the university.

"The focus of this alumni centennial recognition is upon those who exemplify the diversity that is now PLU, as we head into our second century of service," said PLU Alumni Association president James Hushagen, a Tacoma attorney.

"It is the intent of the PLU Alumni Association to make a statement, on the occasion of the 100th birthday of the university, about the diversity of our graduates who take seriously their responsibility to

serve their families, communities, churches and humanity as a whole," he added.

The honorees were selected from the vast alumni constituency outside the employ of PLU that had not yet received alumni recognition.

"As we honor these persons who have brought honor to their alma mater through their achievements, leadership and involvement in their communities, we are also honoring all PLU alumni whose life focus is beyond themselves and toward the betterment of humanity and the world around them," he added.

Baccalaureate Program For LPNs Offered

Licensed practical nurses (LPNs) can enhance their career options by earning a bachelor of science in nursing degree. A new program offered by the PLU School of Nursing, the first of its kind in the Pacific Northwest, is designed specifically to meet their needs.

A student can progress through the BSN curriculum in 24 months following completion of prerequisite courses, according to Dr. Dorothy Kellmer-Langan, dean of the School of Nursing.

Class times, including summer options, are arranged to accommodate schedules of LPNs who are working she added.

Students can achieve advanced placement through examination. In addition, a number of the courses can be challenged, based on educational background and work experience. Traditionally, LPNs have not had the challenge option, and no credit has been given for past educational achievements, Kellmer-Langan indicated.

Enlisted Army nurses in the program may have their tuition and fees paid through the Army Medical Department Enlisted Commissioning Program. They also receive full pay and benefits if they can complete the program in two years or less.

The program is intended to help relieve the shortage of registered nurses, Kellmer-Langan indicated.

"The State Board for Professional Nursing is very supportive of what we are doing and we have had tremendous interest," she said.

More information is available by calling (206) 535-7677.

The 100 honorees represent a microcosm of PLU's 25,000-plus alumni.

The Oct. 11 banquet honoring the alumni was a highlight of PLU's centennial homecoming weekend.

Madigan

Mountaineer

Volume 46, No. 19
October 22, 1990
Madigan Army Medical Center

Army Medical Department Enlisted Commissioning Program changes requirements

Enlisted soldiers in all career fields now have chance to complete school, receive nursing degree

Sgt. Brian Dorgan
Editor

A program designed to allow enlisted nurses to complete their schooling for a bachelor's degree in nursing has been opened to all active duty Army enlisted members.

Under the Army Medical Department Enlisted Commissioning Program (AECP) soldiers who can complete their nursing degree program in two years or less get all tuition and book fees paid while still receiving full pay and benefits at their current pay

grade. The program is designed to help alleviate the current shortage of nurses.

With a couple of exceptions, the prerequisites for the program are the same for the medical and non-medical applicant.

A soldier not in the medical field (Career Management Field 91) must have a personnel command clearance from their CMF for a release from their current Military Occupational Specialty.

Whereas medical soldiers applying for the AECP must have a letter of recommendation from an Army commissioned nurse, others must have a letter from a commissioned officer commenting on the soldiers "maturity, competence and judgement."

According to Master Sgt. Timothy Koenig, NCOIC of Nursing Education and Staff Development, applicants need to find out where they stand.

"They would need to get their transcripts evaluated by the school that they're interested in applying to," he said. "Fortunately for us we are going to have a representative from Pacific Lutheran University here on the second, ninth and sixteenth of November in the NESD classroom

giving information on their program as well as evaluating transcripts."

Koenig said the representative will let potential applicants know how close they are to attaining their degree and will be giving out information on the program at PLU.

"We currently have seven Army nurses enrolled at PLU," said Shirley Aiken, assistant professor of nursing at PLU and co-coordinator of the AECP at PLU. She encourages those who may be interested to attend one of the briefings/evaluations.

"It helps to talk to the people face-to-face," she said. "It gives us a chance to explain to them where they stand and what they need to do."

Aikin said though some may have no background in nursing, if they have an associate's degree, and some of the prerequisites, there's a chance a program can be designed to allow for a completion of a nursing degree within the two years.

For more information on the AECP or to set up an appointment with a PLU counselor contact NESD at 967-6443/6827.

Professor Yumibe retires from PLU



At Pacific Lutheran University's May Commencement, Professor Yukie Yumibe retired, after 10 years on the nursing faculty.

In retirement she will remain active on the board of the Area Agency on Aging, on the agency's monitoring committee, which keeps tabs on mealsites, day care centers and health care clinics. "We not only want to assure access to these services but the quality of the service," she said.

In addition, she will participate in the Literacy Pro-

ject and the Wellness Clinic at PLU's East Campus.

Exactly 50 years ago she graduated from North Kitsap High School in Poulsbo. She enrolled at the University of Washington.

In the spring of 1942, she and the other 4 members of her family, who had lived in the U.S. for more than 20 years, were taken to the Tule Lake area in northern California with only the belongings they could carry. They had been given 1 week to dispose of their other belongings and arrange for the farming of their land and the harvesting of a bumper crop of strawberries.

"Though we were very aware of the war between Japan and China and Japan's tense relationship with the U.S., we were confident the problems would be ironed out," she recalls. "We were shocked and dismayed that war erupted so abruptly.

"I am an American citizen. I was born here," she continues. But citizenship no longer mattered, on the West Coast particularly, in an atmosphere of fear and hatred. "That fear and hatred of Japanese was fanned by the Hearst newspapers," Yumibe says.

Yukie's 4th grade teacher was a major influence in her life. "She was a caring, empathetic person who treated everyone as equals," she remembers.

That early experience was not forgotten. "I know how important it is for professors to realize that students from diverse backgrounds struggle to accommodate to the major culture in their pursuit of education. In doing so they sometimes place less importance on their rich cultural origins. We need to be sensitive to their needs and help them retain the richness of their culture," she says.

While in the internment camp, Yukie became engaged to Kiyoshi Yumibe. He enlisted in the U.S. Army and joined the nisei team that trained prisoner of war interrogators at Fort Snelling in Minnesota where they lived for 25 years. When Kiyoshi went overseas, Yukie joined the U.S. Cadet Nurse Corps and graduated from the University of Minnesota with a degree in nursing. While raising a family of 5 children, she worked in hospitals until 1968.

A career change for Kiyoshi took them to Wisconsin, where Yukie earned a master's degree in preparation for her own change to a teaching career. She taught for several years in Eau Claire before they returned to the Northwest in 1975, "because Kiyoshi was tired of shoveling snow".

Yukie spent the next 5 years teaching at community colleges before her appointment to the PLU nursing faculty.

**Senior Recognition Ceremony
Centennial Graduating Class
August 24, 1990
Scandinavian Cultural Center**



Spotlight on NPC member

I am often asked what a nurse does in the Radiology Department. Well, I do many things, but primarily I take care of the patient's nursing needs while they are in the Radiology Department. Most of my time is spent assisting with the scrubbing in during Special Procedures. Special Procedures are arteriograms and angioplasties (excluding cardiac), drainage tube placements (placed in kidneys, abscesses, bile ducts, etc...) biopsies, percutaneous feeding tube placements, and embolizations. I recover the patient in the Radiology Department. When time allows, I monitor patients from the 5th and 6th floors. I spend time giving general nursing care, troubleshooting IV problems, giving medications (including narcotics), putting catheters in patients, dressing drainage tubes, explaining procedures, giving emergency care as needed, and acting as the patient advocate while the patient is in the Radiology Department. My other responsibilities include: development and coordination of the Quality Assessment and Risk Management Program, development and evaluation of policies and procedures related to nursing, and inservice education for the Radiology Department.

I work Monday through Friday, 0730 to 1530 and I am the ONLY nurse in the Radiology Department. If you think you are going to need my help with a patient, please call me BEFORE you send the patient. I am not always available to help care for a patient in another area of the Department. PLEASE try

to send Medication Records with your patients when they go to the Radiology Department. If your patient is having a procedure I assist with, I will call you for report, I'll ask you if your patient can sign a consent form and if they have an IV site. PLEASE inform me if any special instructions or orders given by the patient's physician are to be done in the Radiology Department. I chart on Invasive Special Procedures forms, Intra Operative Records and sometimes in the Progress Notes. If you have questions or suggestions to help us improve our service to you, please let us know.

Jil Andreasen, RN
Imaging Services

CENTENNIAL COMMENCEMENT, 1990

Olson Auditorium, Pacific Lutheran University
Friday, August 24, 1990 - 7:00 p.m.

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Deidre Marie Brown
Roberta Lee Carter
Tracy Diane Colter
Laura Christine Elliott
Lisa Anna Harris
Lori LoAnn Hilliker, *Cum laude*
Beverly Eileen Lehman
Lisa Michelle Lintertnan, *Cum laude*
Holly Mershon Love
Sharon Lee Norton, *Magna cum laude*
Amy Kathleen Orr
Lori Ann Reinsma
Dorena Lynn Roberts, *Cum laude*
Marta J. Swenson
Sharon Lynn Wilson

**Senior Recognition Ceremony
Centennial Graduating Class
December 14, 1990
Scandinavian Cultural Center**

PACIFIC LUTHERAN UNIVERSITY
School of Nursing

MEMORANDUM

TO: All Nursing Students
FROM: Dr. Dorothy Kellmer-Langan, Dean ^{DK-L}
DATE: November 26, 1990
RE: Updates from the School of Nursing

I hope you've all had a very enjoyable and relaxing Thanksgiving break. I am sure that you are feeling that the time away was too short; however, Christmas is just around the corner.

I would like to take this opportunity to update you on a few things that have been happening, some of which I know you have heard of through rumors and discussion. The first item is, yes, it is true, we have two faculty members who have been called up in the Army Reserve. These persons are Professors Shirley Aikin and Phyllis Page. As far as we know at the present time, both of these professors will be gone for the rest of the year and we are making plans to address the School of Nursing needs in relationship to their absences. I will be letting you know about plans for next semester, but for the rest of this semester, Lisa Philichi will be covering Phyllis Page's assignments, including both theory class and clinical. Fern Gough, who retired from the School of Nursing last spring, will be with those of you who are assigned to Shirley Aikin's clinical at Madigan. The theory classes will be covered by Janet Herman-Bertsch, who is already teaching in that course, and by Anne Hirsch, Assistant Dean. I know that it is disruptive to have such a change midstream, but we are fortunate to have excellent and well-prepared people to help us out in this situation. We will certainly miss Shirley and Phyllis and pray that they will be rejoining our faculty as soon as possible.

In light of these circumstances, we have had to cancel a couple of the Interim classes. NURS 306 Diverse Beginnings: Clinical Perspectives on Perinatal Nursing, and NURS 312 The Surgical Experience, will not be offered. For any of you who may have been registered for these courses, I want you to be aware that a number of other Interim nursing courses are available. IDIS 307 Challenges and Choices: Developing Social Responsibility through Understanding and Action taught by Jan Herman-Bertsch and Cathy Yetter is available.

Also Connie Kirkpatrick will be offering NURS 318 Selective Medical-Surgical Clinical Experience. That will be located at St. Clare Hospital. Another course in which you may be interested is SOCW/MFT 303 A Journey Home with C. York and Sheila Goodwin. If you have any questions related to how these changes may affect your schedule, please discuss them as soon as possible with your advisor.

The second issue that I wanted to address with you is related to preregistration. I do apologize for the confusion and the lateness of notifying you of the clinical options available. We have taken steps to make sure that that type of confusion does not happen in the future. One of the ways that we have addressed this is by taking the suggestion of a number of you that we return to the registration approach used by the university, in that those with the highest number of completed credits will register first. In the Spring, therefore, you will need your card from the Registrar's Office indicating your assigned time of registration. Secondly, we will have available to each of you a sheet describing the clinical options along with their locations and times at least a week, and if possible two weeks, prior to the preregistration date. I believe that these two measures will avoid the situation that we ran into this Fall.

Another issue has arisen and some questions have come to my office relative to the schedule of final exams, particularly in light of the closeness of Christmas. The university policy is that final exams must be taken as scheduled and so the School of Nursing will abide by that policy.

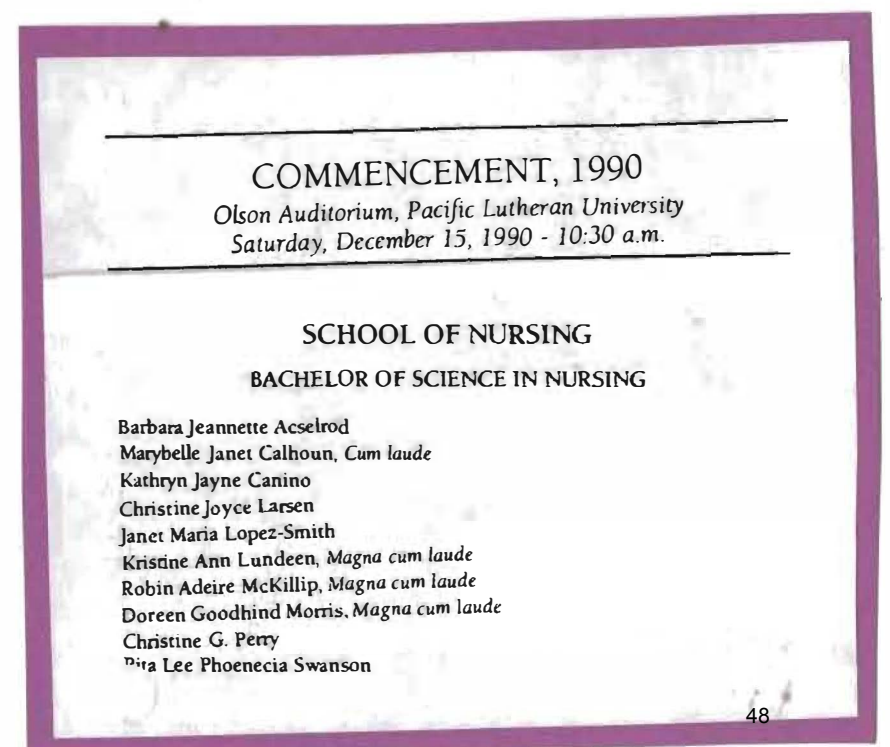
One other item that I draw to your attention relates to attendance at clinical as well as the taking of course tests or quizzes. Let me remind you that attendance at all scheduled clinical experiences is required. Additionally, any testing, whether it is a major test or a quiz, and that includes lab testing, must be done as scheduled. Exceptions are to be made only in case of emergencies. If you are ill and unable to attend clinical or the testing session, medical verification may be required.

I know that the next few weeks they will go very quickly as we move into the Christmas season. I hope that a number of you will be able to join me on Thursday, December 6, in Room 206 for what I have called a Brown Bag Lunch with the Dean. I have planned that time as an opportunity to talk with you informally about issues related to the School of Nursing.

Have a good week.



Dr. Dorothy Langan and William Randon, an LPN-BSN student who received a degree in Art as well as his BSN. This is his class project which he donated to the School of Nursing.



Class of 1991

Class of 1991

Badger, Teresita V.
Barth, Sandra P.
Baxter, Michael B.
Boe, Karen L.
Bradley, Enrique s.
Commer, Michelle L.
Corcoran, Larry P.
Deck, Janice M.
Driver, Susan C.
Duff, Shannon M.
Erickson, Nancy J.
Garcia, Cinthia A.
Grant, Stephanie M.
Harrison, Virginia C.
Haugen, Krista M.
Herrick, Susan A,
Hilbert, Linda A.
Hillman, Catherine E.
Hof, Terry L.
Hope, Susan L.
Huntsman, Shelly A.
Kym, Shari K.
Malloy, Frederick W.
McEwen, Michael E.
McRae, Heather J.
Merrin, Deborah L.
Murphy, Margaret H.
Nock, Amy J.
Ottenfeld, Christine F.
Pheister Kathryn N.
Reiter, Lori C.
Ryen, Colleen D.
Sack, Kathleen M.
Schutt, Brenda S.
Slind, Julie A.
Stewart, Kimberly A.
Thaunt, Michelle M.
Trevino, Rebekah K.
Uphaus, Danelle L.
Van Vleck, Katryna B.
Ward, Janice Eileen
White, Amy C.
White, Kimberly S.
Williams, Elizabeth A.

School of *Nursing*

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

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

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and registered nurses, and the Master of Science in Nursing with areas of concentration in nursing administration, school nursing, and a clinical specialty designed to prepare a continuity of care nurse specialist.

Education Staff Associate certification for school nurses is individually designed through a consortium consisting of a school district, related professional associations, and Pacific Lutheran University (subject to Washington State certification requirements).

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

The basic program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the State Board of Nursing examination for licensure as registered nurses. They are prepared for beginning positions in professional nursing in hospitals and other health agencies. A special sequence of study is available which awards credit and provides challenge options for licensed practical nurses. There also is a sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. These undergraduate programs provide a foundation for graduate study in nursing.

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

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

FACULTY

Kellmer, *Dean*; Hirsch, *Assistant Dean*; Aikin, Egan, Fanslow, Goodwin, C. Hansen, Hefty, Herman-Bertsch, Kelly, Kirkpatrick, Klisch, Kottal, L. Olson, Page, Pass, Primomo, Rhoades, Schultz, Stiggelbout, Strong; Assisted by Mahoney and White.

ADMISSION AND CONTINUATION POLICIES

Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to BSN sequence must make formal application to both the university and the School of Nursing.

Applications for admission to the School of Nursing's basic program are accepted twice during the year. Students desiring admission to either fall or spring semester of the following academic year should submit applications between January 1 and February 15. Additional applications from students wishing to be considered for any remaining admissions for the spring semester should be submitted by September 15. Applications are reviewed only if the applicants have been admitted to PLU and have provided official transcripts as requested by the School of Nursing Admissions Committee.

Students accepted to begin the nursing sequence in either fall or spring semester, and who have applied by the February 15 deadline, are selected for both terms and notified by May 1. Students are admitted to the term of their choice insofar as it is possible. Deferred admission to the next term may be necessary. Additional selection for the spring semester is made in the fall with notification by November 1. Late applicants are considered on a space available basis.

All potential or pre-nursing students are urged to seek early academic advisement from the admissions, retention and recruitment coordinator in the School of Nursing Office in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum modification and revision as long as it does not hinder the students' progress toward graduation.

Minimal criteria for admission to or continuation in the School of Nursing are as follows:

- Admission to the university. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.
- Completion of or current enrollment in Psychology 101 (Introduction to Psychology) and the following: Biology 205, 206 (Human Anatomy and Physiology), and Chemistry 105 (Chemistry of Life). The remaining courses will be completed after enrolling in the nursing program; however, both Biology 205 and 206 must be completed before enrollment in Nursing 251, 263, and 273. Students need to plan their schedules accordingly.
- Completion of a minimum of 26 semester credit hours. Some of these may be in progress at the time of application.
- A minimum grade of 2.00 (C) in all required nursing and prerequisite courses. A student receiving a grade point of less than 2.00 in any course which is a prerequisite for a nursing course may not continue in that nursing course until the prerequisite course is repeated with a grade point of 2.00 or above.
- A minimum cumulative grade point average of 2.33.
- Demonstration of math proficiency by successfully passing a basic math proficiency test (Bindler-Bayne) with a score of at least 80% in each of the six sections.
- Physical health and emotional stability sufficient to meet the demands of nursing and provide effective, safe patient care.*
- Entering students are required to have completed two high school years of one foreign language (or the equivalent) and two years of college preparatory mathematics (or the equivalent), excluding courses in computer science. If these requirements have not been met, one year of foreign language and a course in intermediate algebra or above on the college level will be required.
- Progression in the nursing sequence is dependent upon satisfactory performance (a grade of C or higher) in the prerequisite nursing courses. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses.

*Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Board of Nursing, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions should be addressed directly to the Washington State Board of Nursing Nurse Practice Manager at 206-586-8186.

The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate dismissal from the clinical component.

HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

ADDITIONAL COSTS

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical laboratory areas beginning with the first nursing course. Available public transportation is limited, so provision for private transportation is essential. Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. This is available under a group plan at a nominal cost to the student. Health examination fees, student uniforms and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

Standardized testing fees of approximately \$30.00, payable directly to the School of Nursing, are assessed at the time of enrollment in the final semester of nursing studies.

BASIC PROGRAM

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements. Nursing courses are sequential in nature and all have prerequisites.

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

FIRST YEAR-Pre Nursing		Semester
Fall Semester		Credit Hours
Biology 205	Human Anatomy and Physiology	4
Psychology 101	Introduction to Psychology	4
English 101	College English	4
GUR/Core		4
Physical Education 100	Personalized Fitness Programs	1
		17
Interim (optional)		0-4
Spring Semester		
Chemistry 105	Chemistry of Life	4
GUR/Core (Religion)		4
Biology 206	Human Anatomy and Physiology	4
Elective		4
Physical Education		1
		17

SECOND YEAR

Fall Semester		
Biology 201	Introductory Microbiology	4
GUR/Core		4
Psychology 335	Development: Infancy to Maturity	4
Nursing 212	Introduction to Health Care	2
Nursing 251	Commonalities in Nursing I	2
Physical Education		1
		17
Interim		
Elective		4
		4
Spring Semester		
Nursing 232	Pharmacology in Nursing	2
Nursing 252	Commonalities in Nursing II	2
Nursing 263	Health Assessment	2
Nursing 273	Pathophysiology	3
GUR/Core		4
Physical Education		1
		14

THIRD YEAR

Fall Semester		
Nursing 322	Psychosocial Nursing: Clinical	2
Nursing 324	Psychosocial Nursing	4
Nursing 333	Physiological Nursing I	3
Nursing 342	Physiological Nursing I: Clinical	2
Sociology 330	The Family	4
		15
Interim (optional)		0-4
Spring Semester		
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2
Nursing 392	Nursing Research	2
GUR/Core		4
		14

FOURTH YEAR

Fall Semester		
Nursing 423	Physiological Nursing II	3
Nursing 433	Physiological Nursing II: Clinical	3
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3
GUR/Core		4
		16
Interim		
Elective		4
		4

Spring Semester		
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4
		11

*GUR = general university requirement

A minimum of 128 semester credit hours is required for the baccalaureate degree.

LICENSED PRACTICAL NURSE SEQUENCE

The licensed practical nurse sequence is planned to provide credit for past coursework and experience. Either full-time or part-time enrollment is possible. After completion of prerequisites, the program may be completed in 24 months of full-time study, starting in September with an August graduation. Prospective students are encouraged to contact the LPN/BSN coordinator for specific early advisement in order to reduce time spent in completing prerequisites and to facilitate progress.

TRANSFER CREDIT

Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.33 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

ADVANCED PLACEMENT

Non-nursing
Advanced placement may be available through College Board or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

Nursing
The following courses are transferred or waived following successful completion of an examination (course exam or a standardized test). Exams are offered during the summer before entering the LPN sequence.

		Semester
		Credit Hours
Nursing 251	Commonalities in Nursing I	2
Nursing 252	Commonalities in Nursing II	2

Challenge examinations are available for a number of courses and are offered at appointed times during the year. Each student is individually counseled, and appropriate challenge exams are recommended based on the student's educational background and work experience. Course examinations, standardized examinations, and clinical proficiency examinations are used. The cost of the tests is paid by the student (\$30-\$45 per test). To receive credit for courses following successful challenge, one-fourth of the tuition per credit is paid.

PREREQUISITES

Prerequisite courses are available at most junior or community colleges. Course equivalency sheets are available. Transfer with junior standing (60 semester credit hours) reduces the *Religion and the *Interim requirements from 8 to 4 semester credit hours each.

		Semester
		Credit Hours
Biology 205, 206	Human Anatomy and Physiology	8
Biology 201	Introductory Microbiology	4
Chemistry 105	Chemistry of Life	4
Sociology 330	The Family	4
Psychology 101	Introduction to Psychology	4
Psychology 335	Development: Infancy to Maturity	4

General University Requirements include:

		Semester
		Credit Hours
Anthropology/History/Political Science		4
Fine Arts		4
English 101		4
Literature		4
Philosophy (not Logic)		4
*Religion (4 semester hours must be taken at PLU)		4-8
*Interim		4 or 8
PE		4
Electives (as needed for graduation)		4 or more

FIRST YEAR		Semester
Fall Semester		Credit Hours
Enroll:		
GUR		
Nursing 212	Introduction to Health Care	2
Nursing 263	Health Assessment	2
Challenge (early in semester):		
Nursing 333	Physiological Nursing I	3
Nursing 342	Physiological Nursing I: Clinical	2

Interim		
Interim Requirement		4



Spring Semester		
Enroll:		
GUR		
Nursing 273	Pathophysiology	3
Nursing 232	Pharmacology in Nursing	2
Nursing 324	Psychosocial Nursing	4
Enroll or challenge:		
Nursing 322	Psychosocial Nursing: Clinical	2

Summer Semester		
GUR		
Challenges (Potential):		
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
or		
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2

SECOND YEAR
Transition in with Basic Students

Fall Semester		
Enroll:		
Nursing 352	Nursing in the Childbearing Years	2
Nursing 362	Nursing in the Childbearing Years: Clinical	2
Nursing 372	Nursing of Children	2
Nursing 382	Nursing of Children: Clinical	2
Nursing 392	Nursing Research	2

Interim
Interim Requirement or GUR

Spring Semester		
Enroll:		
Nursing 423	Physiological Nursing II	3
Nursing 433	Physiological Nursing II: Clinical	3
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3

Summer Term		
Enroll:		
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4

REGISTERED NURSE SEQUENCE

The registered nurse sequence is arranged to accommodate working nurses. Either full-time or part-time enrollment is possible. With full-time study, the program may be completed in 12 months starting in September with graduation the following August. Registered nurses may enroll in 200 and 300 level non-clinical nursing courses out-of-sequence. Prospective students are encouraged to contact the RN/BSN coordinator for specific advisement in order to reduce time spent in completing prerequisites and facilitate progress.

TRANSFER CREDIT

Registered nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.33 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

ADVANCED PLACEMENT

Non-Nursing
Advanced placement may be available through College Board or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

Nursing
The following courses are transferred in for credit for ADN's; waived for diploma RN's.

		Semester
		Credit Hours
Nursing 232	Pharmacology in Nursing	2
Nursing 251	Commonalities in Nursing I	2
Nursing 252	Commonalities in Nursing II	2

Three NLN Mobility Tests are used to challenge the following courses:

Nursing 322/324	Psychosocial Nursing	1 test
Nursing 333/342/423	Physiological Nursing	1 test
Nursing 352/362/372/382	Maternal Nursing/ Nursing of Children	1 test

Nursing 433 (Physiological Nursing II: Clinical) may be challenged by means of a clinical proficiency exam.

Students must successfully pass the NLN Mobility Tests to receive credit for courses. NLN tests may be taken twice if necessary. If a satisfactory passing grade is not achieved, RN/BSN students enroll in the course with basic students and/or LPN students.

Challenge exams are offered during the summer before beginning the RN nursing sequence and at appointed times during the year.

The cost of the NLN mobility tests and the clinical proficiency test is paid by the student (approx. \$45/test). To receive credit for courses following successful challenge, one-fourth of the tuition per credit is paid.

PREREQUISITES

Prerequisite courses are available at most junior or community colleges. Course equivalency sheets are available. Transfer with junior standing (60 semester credit hours) reduces the *Religion and the *Interim requirements from 8 to 4 semester credit hours each.

Prerequisite courses include:

	Semester	
	Credit Hours	
Biology 205, 206	Human Anatomy and Physiology	8
Biology 201	Introductory Microbiology	4
Chemistry 105	Chemistry of Life	4
Sociology 330	The Family	4
Psychology 101	Introduction to Psychology	4
Psychology 335	Development: Infancy to Maturity	4

General University Requirements include:

	Semester
	Credit Hours
Anthropology/History/Political Science	4
Fine Arts	4
English 101	4
Literature	4
Philosophy (not logic)	4
*Religion (4 semester hours must be taken at PLU)	4-8
*Interim	4 or 8
*PE	4
Electives (as needed for graduation)	4 or more

SEQUENCE OF STUDY - 12 Months

The following sequence is designed to facilitate progress through a 12-month sequence following completion of prerequisite courses.

FALL SEMESTER		Semester
		Credit Hours
Enroll:		
Nursing 212	Introduction to Health Care	2
Nursing 263	Health Assessment	2
Nursing 273	Pathophysiology	3
GUR (Religion)		4

Register as challenge:		
Nursing 322/324/352/362/372/382		14

INTERIM		4
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SPRING SEMESTER		
Enroll:		
Nursing 392	Nursing Research	2
Nursing 436	Community Health Nursing: Families	3
Nursing 453	Community Health Nursing: Clinical	3

Register as challenge:		
Nursing 333/342/423/433		11

SUMMER TERM		
Enroll:		
Nursing 462	Leadership in Nursing	2
Nursing 472	Issues and Trends in Nursing	2
Nursing 473	Community as Client	3
Nursing 474	Nursing Synthesis	4

PART-TIME SEQUENCE

A number of options to the 12-month sequence are available. One option is to complete the fall and spring semesters as described and spread the final semester over the summer and subsequent fall, graduating in December. Other programs can be worked out on an individual basis to fit into the schedules of working registered nurses.

MASTER OF SCIENCE IN NURSING

Consult the Graduate Catalog for details of the program leading to the degree of Master of Science in Nursing and/or contact the School of Nursing Graduate Program (535-8872).

SCHOOL NURSE CERTIFICATION

Contact the School of Nursing School Nurse Program (535-8872).

WORKSHOPS AND SHORT COURSES

Contact the School of Nursing Continuing Nursing Education Program (535-7683).

COURSE OFFERINGS

100 MEDICAL TERMINOLOGY

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

212 INTRODUCTION TO HEALTH CARE

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

232 PHARMACOLOGY IN NURSING

Focuses on pharmacological principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: 251. (2)

251 COMMONALITIES IN NURSING I

Introduction to the use of the nursing process and psychomotor skills in client care. Opportunities to practice nursing skills in the nursing laboratory and selected clinical settings. Prerequisites: BIOL 205-206, CHEM 105, PSYC 101. (2)

252 COMMONALITIES IN NURSING II

Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experiences with adults in extended health care facilities. Prerequisites: BIOL 201, PSYC 335, NURS 251. Prior or concurrent enrollment in NURS 232. (2)

263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 251. (2)

273 PATHOPHYSIOLOGY

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

322 PSYCHOSOCIAL NURSING: CLINICAL

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

324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 252, 263, 273, PSYC 335. (4)

333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiologic disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 252, 263, 273. (3)

342 PHYSIOLOGICAL NURSING I: CLINICAL

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

352 NURSING IN THE CHILDBEARING YEARS

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

362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Prior or concurrent enrollment in 352. (2)

372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342; SOCI 330. (2)

382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Prior or concurrent enrollment in 372. (2)

392 NURSING RESEARCH

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



BASIC CONCEPTS IN CRITICAL CARE NURSING

A comprehensive course designed to provide RNs with theoretical concepts essential for knowledgeable practice in critical care settings. The content presented is appropriate for beginning practice in any intensive care specialty unit. Content includes the physiology and common pathologies of the major body systems, implications for nursing assessment, EKG interpretation, hemodynamic monitoring, ventilator management, stress management, nutritional support, pediatric patients in adult critical care units, and ethical/legal issues. The faculty includes clinical specialists and nurse educators affiliated with the Mount Rainier Chapter of the American Association of Critical Care Nurses (AACN), and professionals from the community. Priority enrollment is given to members of the Critical Care Consortium. Open to RNs newly employed in critical care units and RNs interested in a career change. Participants may register for the entire course or individual daily sessions on a space available basis. The schedule of daily sessions is available on request.

Co-sponsored with Mount Rainier Chapter, American Association of Critical Care Nurses.

Twelve Sessions: Tuesdays and Wednesdays February 12, 13, 19, 20, 26, 27, March 5, 6, 12, 13, 19, 20, 1991, 8:00 am to 4:00 pm, Ramstad Hall, Room 202, Pacific Lutheran University.

Coordinator: Patricia Latona, Staff Nurse, Special Care Unit, Black Hills Community Hospital, Olympia, WA.

Registration opens Monday, January 21, 1991 for non-critical care consortium participants.

Registration Deadline: Tuesday, February 5, 1991

Enrollment limited to 40 participants.

ANA approved for 80 contact hours-\$475

Daily Registration-\$60

SCIENCE AND SERVING HUMANITY: RESPONSIBILITY OR PRIVILEGE?

As scientific advances resolve major health problems, new problems evolve. Is technological progress consistently a benefit? Do scientists have a duty towards scientific development or a moral responsibility to the cultural, economic, and political implications? A panel of internationally known leaders in ethics, medicine, nursing, and agriculture will explore how science serves, or should serve humanity and investigate how health professionals and scientists assume responsibility for this service. Small group sessions will allow participants to explore the questions in greater depth with three teams of presenters.

This presentation is cosponsored by the School of Nursing and the Division of Natural Sciences and a grant from General Telephone and Electronics.

Friday, February 22, 1991, 8:30 am to 5:30 pm, Chris Knutzen Hall, University Center, Pacific Lutheran University.

Norman Borlaug, PhD, Consultant and Past Director, Wheat Program, International Center for Maize and Wheat Improvement, Mexico

Daniel Callahan, PhD, Director, The Hastings Center, Briarcliff Manor, NY.

William H. Foege, MD, Executive Director, The Carter Presidential Center of Emory University.

James P. Grant, JD, Executive Director, United Nations Children's Fund (UNICEF).

Jonas Salk, MD, Founding Director and Distinguished Professor of International Health Sciences, Salk Institute for Biological Studies, San Diego, CA.

Margretta Styles, EdD, Livingston Professor of Nursing, University of California at San Francisco, San Francisco, CA and 1990 Fulbright Scholar in Greece.

Registration Requested - Not Required
NO FEE

Continuing Education credit is available through pre-registration for a \$5.00 handling charge.

Registration Deadline: Friday, February, 15, 1991.

ANA approved for 8 contact hours-\$5.00

EUTHANASIA AND HEALTH CARE RATIONING: AN EVENING WITH DANIEL CALLAHAN

Dr. Callahan is well known for his support of setting limits on the life extending care that society makes available to patients. He is less well known for his oppositions to active euthanasia. In this dinner discussion, Dr. Callahan will describe his most recent thinking on the relationship between the two controversies, rationing and euthanasia. There will be ample time for group discussion.

Friday, February 22, 1991, 6:30 pm to 8:30 pm, Scandinavian Cultural Center, Pacific Lutheran University.

Daniel Callahan, PhD, Director, The Hastings Center, Briarcliff Manor, NY.

Registration Deadline: Friday, February, 15, 1991.

Registration limited to 40 persons.

There will be no continuing education credit offered for this informal discussion.

Fee (includes dinner) \$20

CONTINUING NURSING EDUCATION

8

NURSING IN CENTURY II

What will be the structure and governance of the nursing profession in the next decade and further? In this presentation Dr. Margretta Styles will address the forces shaping the nursing profession and how nursing will contribute to its advancement. She will present a vision of the future structure of nursing practice and its practitioners and discuss models of governance in which nursing will thrive.

Saturday, February 23, 1991, 9:30 am to 11:30 am, Scandinavian Cultural Center, Pacific Lutheran University.

Margretta Styles, EdD, RN, Livingston Professor of Nursing, University of California at San Francisco, San Francisco, CA and 1990 Fulbright Scholar in Greece.

Registration Deadline: Friday, February, 15, 1991.

ANA approved for 1.6 contact hours -\$12

Student Fee (ID Required) - \$6

ANNUAL WOMEN'S HEALTH CARE CONFERENCE FOR ARNPs

A workshop designed for ARNPs involved with the health care of women from adolescence through senescence. The foci are practice issues and pharmacotherapeutics. General session content includes discussions on the syndrome of postpartum depression, vitamin and mineral supplements in womanhood, and preventive health screening throughout the life span of womanhood. Concurrent afternoon sessions are designed for two groups of practitioners, women's health and nurse midwifery. Sessions include sports gynecology, laser treatment in gynecological care, an update on hormonal replacement, pregnancy induced hypertension (PIH), perinatal fetal surveillance, and early and habitual pregnancy loss. Pharmacotherapeutics of postpartum depression and PIH will be included in the presentation. The registration fee includes lunch and beverage breaks.

Friday, March 1, 1991, 8:30 am to 4:30 pm, LaQuinta Inn, 1425 E. 27th Street, Tacoma, Olympia Room at the Portland Street Entrance.

Robert Cotterill, MD, Maternal Fetal Medicine, Southwest Perinatal Services, Tacoma, WA

Victoria Fletcher, MSN, ARNP, CNM, Perinatal Outreach Coordinator, Southwest Perinatal Services, Tacoma, WA

Rex Gentry, MD, Clinical Director, Psychiatric Services, Overlake Hospital Medical Center, Bellevue, WA

Kristi Jett, MD, FACOG, Private Practice in Gynecology, Bend, OR

Patty J. Kulpa, MD, FACOG, FAASP, Sports Gynecologist, Obstetrician and Gynecologist, Pacific Sports Medicine Clinic, Tacoma, WA

Cleo Massicotte Pass, DSN, RN, Director, Graduate Nursing Education Programs, Pacific Lutheran University, Tacoma, WA

Bonnie B. Worthington-Roberts, PhD, Director, Interdisciplinary Graduate Program in Nutritional Sciences and Chief Nutritionist, Child Development and Mental Retardation Center, University of Washington, Seattle, WA.

Registration Deadline: Thursday, February 14, 1991

Enrollment limited to 75 participants

ANA approved for 7.6 contact hours - \$80

Pharmacotherapeutic hours - 2.1 or 2.4
Nursing Practice hours - 5.5 or 5.2
Program approval requested from ACNM for 6.33 contact hours

BRINGING LIFE TO THE HEALTH CARE SETTING

The purpose of health care is to promote human life; yet a striking lack of aliveness permeates many health care settings. Stress and burnout are serious problems for the professional caregiver. New, effective approaches to these syndromes are developing. Bringing a fresh attitude for life to pressure-filled work is the professional challenge we suggest. This offering provides valuable insights for developing an awareness of stress, healing burnout and bringing an appropriate aliveness to the health care workplace.

Thursday, March 21, 1991, 9:00 am to 4:00 pm, Ramstad Hall, Room 202, Pacific Lutheran University.

Jo Simms, BSN, RN, Staff Nurse, Group Health Cooperative of Puget Sound, Tacoma, WA.

Jerry Roback, President, Garinski Associates, Tacoma, WA.

Registration Deadline: Thursday, March 14 1991.

Enrollment limited to 40 participants.

ANA approved for 6 contact hours - \$50

Registrations for continuing nursing education courses may be mailed directly to: Office of Continuing Nursing Education, School of Nursing, Pacific Lutheran University, Tacoma, Washington 98447-0003. All inquiries regarding future offerings in nursing courses should be directed to Pacific Lutheran University Continuing Nursing Education at 535-7683.

423 **PHYSIOLOGICAL NURSING II**

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

433 **PHYSIOLOGICAL NURSING II: CLINICAL**

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Prior or concurrent enrollment in 423. (3)

436 **COMMUNITY HEALTH NURSING: FAMILIES**

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 342, 352, 362, SOCI 330. (3)

453 **COMMUNITY HEALTH NURSING: CLINICAL**

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Prior or concurrent enrollment in 443. (3)

462 **LEADERSHIP IN NURSING**

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: Senior standing in nursing. (2)

472 **ISSUES AND TRENDS IN NURSING**

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: Senior standing in nursing. (2)

473 **COMMUNITY AS CLIENT (CLINICAL)**

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 436, 453, prior or concurrent enrollment in 462, and senior standing in nursing. (3)

474 **NURSING SYNTHESIS**

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462 and senior standing in nursing. (4)

491, 492 **INDEPENDENT STUDY**

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

Nursing

Master of Science in Nursing

Dorothy Kellmer-Langan, Ed.D., R.N., Dean, School of Nursing (206) 535-7674
Cleo Massicotte Pass, D.S.N., R.N., Director of Graduate Nursing Education

Purpose

The purpose of the graduate program in nursing is to prepare professional nurses as advanced practitioners, leaders and scholars. The curriculum consists of a common core with areas of concentration in nursing administration, continuity of care, school nursing and the proposed nurse-midwifery concentration. The program is suited to either part-time or full-time study. Courses are scheduled to accommodate nurses who are employed. The summer sequence is designed primarily to serve the needs of school nurses; however, select core and nursing elective courses are also scheduled during the summer on a rotating basis.

Prerequisites

A basic course in descriptive and inferential statistics is prerequisite. A course in basic computer use is recommended. A minimum of one year of clinical practice as a registered nurse is strongly advised. A refresher course is required if the applicant has not practiced nursing within the last seven years.

Admission

Applicants for admission to the Master of Science in Nursing programs will: hold (or be eligible for and in process of obtaining) a current license to practice as a registered nurse in the State of Washington; hold a baccalaureate degree from a National League for Nursing accredited program; submit evidence of a minimum cumulative undergraduate grade point average of 3.0 (on a 4.0 scale); submit scores from the Graduate Record Examination (GRE), taken within five years of application for admission; and complete a pre-admission interview with the director of the graduate program.

NOTE: Exceptions to the above criteria are based on assessment of an individual's file for demonstration of equivalence to admission requirements, and/or potential for successful completion of graduate study.

Advising

The director of the graduate program in nursing or an appointed designee will serve as adviser to all students. Information regarding program planning and transfer credit will be provided.

When a thesis chairperson is selected, program guidance will be assumed by that person.

Program Requirements

Granting an exemption from program requirements is rare. Students requesting such exemption assume responsibility for submitting a file for review by the School of Nursing Graduate Program Committee that clearly documents equivalence of the course offered by the School.

Prior to enrollment in clinical practica, students must provide evidence of current immunization and health status as required by the School of Nursing (in addition to the general university requirement), current CPR certification, and current professional liability insurance in specified amounts.

Core Requirements

Students are required to complete a common core of nursing courses for a total 18 semester credits. The core courses provide the framework for advanced nursing practice in a select area of concentration.

Required Core Courses

18 semester hours

- NURS 571 **Research I** (2)
- NURS 572 **Research II** (2)
- NURS 573 **Models & Theories of Nursing** (2)
- NURS 574 **Advanced Nursing Concepts*** (3)
- NURS 575 **Nursing Leadership & Management*** (3)
- NURS 599 **Thesis** (6)

*Content integrated with area of concentration requirements for nurse midwives currently enrolling in the area of concentration.

At the time of publication, the nurse midwifery concentration was awaiting final funding approval. For details on coursework and requirements, please contact the School of Nursing at 535-8872.

Areas of Concentration

Required courses for each area of concentration are listed below with specific course and total number of semester credit hours identified. Prior to enrollment in clinical practica in the School of Nursing, Continuity of Care and Nurse-Midwifery areas of concentration, physical assessment skills must be demonstrated or verified.

NURSING ADMINISTRATION CONCENTRATION

Students are prepared for leadership and administrative positions in the health care delivery system.

Concentration Requirements

18 semester hours

- BUSA 550 **Organizational Behavior & Environment** (4)
- NURS 556 **Fundamentals of Finance in the Health Care Delivery System** (3)
- BUSA 554 **Planned Organizational Change** (4)
- NURS 559 **Nursing Administration Practicum** (5)
- Supportive elective (2)

CONTINUITY OF CARE CONCENTRATION

Students gain skills as nurse specialists to assume leadership roles in designing pathways to facilitate clients' transitions through and among health care systems. Graduates occupy positions in primary, secondary, and tertiary care facilities in the public and private health care systems.

Concentration Requirements

18 semester hours

- NURS 530 Role of the Clinical Nurse Specialist* (2)
NURS 531 Focused Study in Clinical Specialization* (3)
NURS 532 Theoretical Foundations for Continuity of Care (3)
NURS 533 Continuity of Care Practicum (3)
NURS 534 Program Development for Continuity of Care (3)

Elective/support course(s) (4)

*pending final approval

SCHOOL NURSING CONCENTRATION

Students are prepared to assume the role of school nurse specialists. The curriculum is consistent with the State of Washington Administrative Codes and meets the requirements for initial and continuing certification of school nurses as Education Staff Associates.

Concentration Requirements

18 semester hours

- NURS 511 School Nursing I* (3)
NURS 521 School Nursing Practicum I* (3)
NURS 512 School Nursing II** (3)
NURS 522 School Nursing Practicum II** (2)
EPSY 535 Foundations of Guidance* (4)
SPED 522 The Role of Health Professionals in Special Education** (3)

*Required: Initial School Nurse Certification

**Required: Continuing School Nurse Certification

COURSE OFFERINGS

NURS 511 SCHOOL NURSING I

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. (3)

NURS 512 SCHOOL NURSING II

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. (3) Prerequisite: NURS 521.

NURS 521 SCHOOL NURSING PRACTICUM I

Integration of content from School Nursing I (NURS 511), into the practice setting. (3) Prerequisite: NURS 511.

NURS 522 SCHOOL NURSING PRACTICUM II

Integration of content from School Nursing II (NURS 512) into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. (2) Prerequisites: NURS 512 & 521.

NURS 530 ROLE OF THE CLINICAL NURSE SPECIALIST

Focus is on continuity of care specialist role development emphasizing subroles of: expert practitioner, consultant, educator, leader, and researcher. In depth study leads to development of a role specific practice framework with utility for interactions within a family context. Students select and delimit a health care consumer population of interest. (2)

NURS 531 FOCUSED STUDY IN CLINICAL SPECIALIZATION

In depth study of the literature, policies, and key agencies in student's area of clinical specialization. Students are expected to narrow the focus of their interest area under direction of faculty. (Clinical experiences required). (3)

NURS 532 THEORETICAL FOUNDATION FOR CONTINUITY OF CARE

Focus on advanced practice skills essential to multilevel managed care, critical analysis of health care delivery systems, and environmental concepts affecting the management of care across health care systems. Advanced practice skills include comprehensive assessment of needs and resources specific for defined client groups. Multilevel managed care concepts include: interdisciplinary/interagency coordination, collaboration, decision making, legal aids/barriers, and reimbursement. (3)

NURS 533 CONTINUITY OF CARE PRACTICUM

Application of advanced practice skills with defined client groups specific to students' interests. Focus on facilitating continuing care for clients during transition phases along the wellness-illness continuum to insure: quality, comprehensive, accessible, and effective/efficient organization of resources and services. (3) Prerequisite or concurrent with NURS 532.

NURS 534 PROGRAM DEVELOPMENT FOR CONTINUITY OF CARE

Focus on evaluation of discharge planning, case-management, vertically integrated systems, and other models for continuing care. Students develop a comprehensive Continuity of Care model addressing access across agency boundaries within the context of a client-oriented system. (2) Prerequisite: NURS 533.

NURS 556 FUNDAMENTALS OF FINANCIAL MANAGEMENT IN THE HEALTH CARE DELIVERY SYSTEM

Introduction to theories and procedures of financial management and accounting data in planning, control and decision making for mid-level managers in the health care delivery system. A study of expenses and revenue, income statements and balance sheet accounts, short and long term financing, capital investments and valuation. (3)

NURS 559 NURSING ADMINISTRATION PRACTICUM

Integration of content from area of concentration into practice. Focus on role development and analysis, issues related to the role, leadership and theory application in a practice setting. (6) Prerequisites: NURS 556 & 575; BUSA 550 & 554.

NURS 571 RESEARCH IN NURSING I

An overview of the research process and its application to nursing practice. Emphasis on evaluation of current research in nursing. (2)

NURS 572 RESEARCH IN NURSING II

Continuation of Research in Nursing I. Focus on research methodologies, data collection, statistical strategies, data analysis, computer use in nursing research, and proposal development. (2) Prerequisite: NURS 571.

NURS 573 MODELS AND THEORIES OF NURSING

Focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. (2)

NURS 574 ADVANCED NURSING CONCEPTS

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. (3) Prerequisite: NURS 573.

NURS 575 NURSING LEADERSHIP AND MANAGEMENT

Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing and controlling and selected issues in health care—communication, delegation, power, values, marketing and structure—are examined with emphasis on leadership skill acquisition. (3)

NURS 599 THESIS

Application of the research process under the guidance of a faculty committee. May involve replication of a previous study, secondary analysis of research data, an evaluation research project, or an original investigation. (6)

BUSA 550 ORGANIZATIONAL BEHAVIOR AND ENVIRONMENT

Study of open socio-technical systems within which a manager must operate. Three major perspectives are encompassed: the external organization environment, including legal, ethical, social, economic, political, and international influences; the organization itself as an entity; and the internal organization environment. Comparisons with administrative practices in other countries and cultures. (4) Prerequisite: NURS 575.

BUSA 554 PLANNED ORGANIZATIONAL CHANGE

Detailed examination of techniques for diagnosing administrative problems requiring change, and for planning, implementing, and evaluating changes undertaken through systematic programs of individual, group, and organization development. Emphasis on the problem assessment skills of internal change agents and on interventions aimed at structural changes, management training, and career development. Comparative organization development practices in other countries. (4) Prerequisite: BUSA 550.

EPSY 535 FOUNDATIONS OF GUIDANCE

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

SPED 522 THE ROLE OF HEALTH PROFESSIONALS IN SPECIAL EDUCATION

This course was designed to introduce school nurses to the special learners within the school environment. Emphasis will be placed on the role of the school nurse as a team member in providing comprehensive services to children with special needs. Other topics included will deal with special issues and trends such as parents as partners, legal and medical concerns, early childhood, drugs, alcohol and suicide. (3)

Nursing Electives

NURS 540 ROLE OF THE NURSE SPECIALIST

In-depth exploration of the role of nurse specialists. Role theory is examined and applied in the study of role components with emphasis on expert practitioner, administrator, educator, and researcher. (2)



NURS 541 EPIDEMIOLOGY AND CONTINUITY OF CARE

Presentation of epidemiological concepts and methodologies. Exploration of various approaches in the surveillance and control of chronic and communicable diseases. Focus is on high-risk populations and problems of national and international concern. (2)

NURS 542 COMPLEX CARE IN THE HOME

Exploration of the utilization of current technology in providing increasingly complex care in a home setting. Methods for providing nutrition, pain relief, chemotherapy, hydration and psycho-social support with a therapeutic nursing framework will be included. (2)

NURS 543 NURSING CARE OF CULTURALLY DIVERSE POPULATIONS

Comparative analysis of health beliefs and care practices of western and non-western cultures with emphasis on theoretical and practical dimensions. Seminar discussions focus on a cross-cultural view of nursing concepts and professional practices as these relate to values, beliefs and techniques. Exploration of transcultural caring and curing role behavior and the processes of socialization into those roles. Contemporary theoretical and research methods for the study of nursing care components will be an important part of the course. (2)

NURS 544 NURSING CARE OF THE CHEMICALLY DEPENDENT CLIENT

This course focuses on the nursing care of individuals who are chemically dependent. Care will be discussed within the framework of the nursing process, including the dimensions of assessment, nursing diagnosis, planning, implementation and evaluation of care. The physical, social, psychological, behavioral and environmental dimensions of lifestyle will be discussed as these relate to the pattern of dependency which clients and their families manifest. Community resources for primary, secondary and tertiary care will be explored with respect to services provided and criteria for client access to these services. Interdisciplinary interventions for chemical dependency will be presented as options for nursing referral or consultation. (2)

NURS 545 LIFE, DEATH, AND PUBLIC POLICY

Analysis of hard life-and-death decisions that, increasingly, are making their way into the public policy agenda. The aggregate consequences of the widespread application of biomedical technology will be examined including critical questions. Case studies center around the nurse's role in public policy and decision making. Topics include prenatal intervention, organ transplantation, euthanasia, prevention and lifestyle change, and setting limits on medical care. (2)

NURS 547 SOCIAL SUPPORT AND NURSING CARE

Introduction to the conceptual and research basis for social support as an important component in the delivery of nursing care of various consumer groups such as maternity, pediatric, and geriatric clients/patients. (2)

NURS 548 CURRICULUM DEVELOPMENT FOR NURSING

Examination of the theory and practice of curriculum development and evaluation. Students function in the role of a faculty member to plan a curriculum, develop individual courses and explore methods for course and curriculum evaluation. (2)

NURS 549 TEACHING IN SCHOOLS OF NURSING

Theoretical and philosophical principles of the teaching/learning process will be explored. Teaching strategies and the process of self and student evaluations will be analyzed. Supervised teaching experience included. (2)

NURS 500 NCAST II: ASSESSMENT OF PARENTS & INFANTS

This course is designed to provide individuals with new techniques, tools, knowledge, and skills in caregiver-child assessment. Students will learn a variety of caregiver-child interactional concepts including: how caregivers and infants sensitize, care, and teach each other; and the role that the home environment plays in the psychosocial and cognitive development of the child. Students will learn systematic observation of caregiver-infant interactions and gain reliability in the use of several standardized assessment tools. (3)

Pacific Lutheran University School of Nursing Highlights of the Decades

1950's

- April 1951 A Department of Nursing is approved for Pacific Lutheran University
- 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 The Department of Nursing becomes a School of Nursing
- 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 the BSN 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 present
- December 1989 . . . The Master of Science in Nursing program is approved

1990's

- February 1990 The first master degree students begin classes
- September 1990 . . . A LPN to BSN sequence is implemented as first in the Northwest
- January 1991 The School of Nursing is a charter member of Psi Chapter At-Large Pacific Lutheran University, Seattle Pacific University, and University of Washington, Sigma Theta Tau.

Deans

- 1951-1967 R. Eline Kraabel Morken, MN
- 1967-1982 Doris Stucke, Ph.D.
- 1982-1989 Moira Mansell, Ph.D.
- 1989-Present Dorothy Kellmer, Ed.D.





PACIFIC LUTHERAN UNIVERSITY

MANY VOICES, MANY WAYS

INTERIM 1991

NURSING

DIVERSE BEGINNINGS: CLINICAL PERSPECTIVES ON PERINATAL NURSING

NURS 306
4 semester hours
C. Hanson, P. Page

This course will explore current clinical practice in the field of Perinatal Nursing. Areas to be explored include new concepts in delivery of care, technology, areas of nursing practice specialization, social policy, and ethical-legal issues. Students will have the opportunity to select a clinical area of interest (Antenatal, Labor and Delivery, Neonatal) for an arranged clinical mentorship of 32 hours per week. Visits to several perinatal practice centers are planned. Students will develop clinical objectives in collaboration with their mentor. Additional course requirements include a daily journal of clinical experiences and a clinical case study. Students will be evaluated on clinical performance objectives and the case study.

BIBLIOGRAPHY: Olds, London, & Ladewig, Maternal Newborn Nursing; Whaley & Wong, Nursing Care of Infants and Children; and selected professional references.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required.
COURSE LEVEL: Nursing majors only. Must have completed N352, 362, 372 & 382.
GRADING SYSTEM: H,P,NC
COST IN ADDITION TO TUITION: \$10 field trip expenses.
MAXIMUM ENROLLMENT: 10
MEETING TIME AND PLACE: 8:00 a.m. - 12:00 noon, Thursdays, R-202. Clinical (32/hrs/week) to be arranged.

CHALLENGES AND CHOICES: DEVELOPING SOCIAL RESPONSIBILITY THROUGH UNDERSTANDING AND ACTION

IDIS 307
4 semester hours
J. Herman-Bertsch & C. Yetter
(See interdepartmental listing)

THE SURGICAL EXPERIENCE

NURS 312
4 semester hours
S. Aikin

This is a patient-centered study of the nursing care required for patients undergoing surgical intervention. The course should help the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team. Opportunity to apply aseptic technique will be given.

Students will spend three hours in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the operating room with selected experiences in the induction area, in "scrubbing" and "circulating," and in the post anesthesia recovery area.

Students will be evaluated by written work (completion of a study guide, a journal of various experiences and self evaluation to be turned in at the completion of the course) and satisfactory clinical performance.

BIBLIOGRAPHY: J.R. Fuller, Surgical Technology: Principles and Practices; L. Groah, Operating Room Nursing: The Perioperative Role

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally cards required
COURSE LEVEL: The course is designed for advanced students in the major.
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 10

SELECTIVE MED-SURG CLINICAL

NURS 318
1-2 semester hours
C. Kirkpatrick

This course provides a medical-surgical clinical experience with a twist: You select the area of concentration. A small local hospital will support students who may select the adult medical-surgical area(s) of their choice. Elect to take one or two credits in medications-administration, the surgical experience, cardiac care, etc. Clinical times to be arranged. In addition to the hospital experience students will meet as a group to present didactic information on cases. Evaluation of appropriate preparation and performance criteria will be through a three way conference between the student, faculty and nurse preceptor. Faculty will organize and supervise the experiences.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: This course is restricted to nursing students who have completed Level 3.
COURSE LEVEL: The course is designed for majors or advanced students.
GRADING SYSTEM: H,P,NC
MAXIMUM ENROLLMENT: 15

APPLIED HEALTH SCIENCE

THE FAMILY DANCE IN HEALTH AND ILLNESS

APHS 305
2 semester hours
S. Goodwin

Families are something we all have in common. In this course family patterns, or the "family dance", during developmental stages and situational transitions will be discussed. The "dysfunctional family dance" will be explored in relation to families with violence, families with addiction, families with poverty, and families with illness. Intergenerational patterns will also be included.

Lecture, discussion, roleplay, small group activities, and personal introspection will be the learning dynamics of this course. Evaluation will be based on two exams and two short papers (3-5 pages).

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 12:00 - 3:00 p.m., M,W, R-206

A WORLD ISSUE: VIOLENCE TOWARD CHILDREN

APHS 310
2 semester hours
L. Philichi

This course will provide students the opportunity to become aware of the severity and extent of child abuse in the world. The course content is designed for those students whose future professions involve children. The theories of child abuse, roles of the victim and abuser, and aspects of identifying, reporting and documenting violence towards children will be discussed. Legal ramifications and resources for the victim and abuser will also be explored. These topics will be addressed through lecture, guest speakers, and audio visual aids. Through a variety of experiences, the student will learn about child abuse in the community. These activities include, but are not limited to: interaction with a child abuse case worker or social worker, observation at a sexual abuse clinic, and attending a child abuse related court hearing (14 hours outside activities/week).

Class participation, one exam, a journal of learning experiences, and a paper exploring a child abuse topic will be the method of evaluation for this course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 6:00 - 9:00 p.m., M,W, R-206

January 7-
February 1



26 JAN 91



Dear Dr. Kellmer + the Family,

You have all probably thought that I'd never write... we are slowly adjusting to the overall situation + environment here.



I arrived on 13 Jan, and have had 4 days off - not in a row. The weather is warm upper 70's +, but cool @ noc. In addition, the wind storms are also present, which requires a scarf over your mouth/nose in order to breathe. The compound where we live is very austere. High rise (6 story) bldgs built for the Bedouin nomads. We moved in to a 5 BR apt + 3 bath rooms and NO furniture. Many people are still sleeping on their sleeping bags on the floor. I have been fortunate to rec' a cot. Being resourceful, we have made dressers from boxes!



I am assigned as a HN on a 32 bed ortho/acute unit. When we arrived, there were 9 pts, all Saudi's. 6 of the 9 were from MVA's, 3 of the 6 were Quads C4, 5, 6 ft. Patients here do not get discharged.. One pt has been here since Sept 89! If you know someone or is the friend of a friend, you are taken care of For Free. The hosp is a 2000 bed facility, but has only been operating @ 750 beds. It is fairly modern - does CABG's, liver transplants, major trauma.. however, it is run under the British system. Only doctors start IV's; draw blood.



Nurses do not listen to heart, breath or bowel sounds. For the most part, just do basic care and give meds - and 2 nurses must v and administer each drug; one of the nurses must be an RN. They SAY they use BSI, but I have ypt



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3



I was looking at the calendar on yesterday, and realized that everyone must be preparing for Spring Semester.



How are the UN students doing? I think of them and all of you often.



I rec'd a card from Janet Baska, one of our grads... she is also stationed here, but is closer to the front lines in a Combat Support Hospital (in tents)



How is the Cent. program coming? I truly regret that the forums will be held and I'll miss it... can you video tape it? or audio-tape it? Please save one of the SGN alumni directories for me.



Well, I must go for now. As I am here, I can realize that the freedoms + privileges of an American and a woman are precious. I am encouraged that we will be finished with this mission soon. Remember to pray for all of us here.



Love,
Shirley



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Seven famous doctors to speak at PLU forum

by Audra Bradford
assistant news editor

Seven doctors who have helped change the world for the better are the featured speakers in Pacific Lutheran University's third Centennial forum entitled, "Science and Serving Humanity: Responsibility or Privilege?" on Feb. 22 and 23 in the University Center.

Drs. Jonas Salk, Thomas Weller, William Foege, Margretta Styles, Terrell Hill, Daniel Callahan and Salim Yusuf will speak at the forum and address questions such as the state of the world's health and what has been accomplished.

Angelia Alexander, professor of biology and chair of the organizing

committee for the forum said, "(We're hoping) to provide the possibility of the role that science and technology is playing in solving health and hunger problems as well as social and moral issues involved in solving these problems."

The forum will begin with a welcome by PLU President William Rieke at 8:30 a.m. The first guest speaker will be Salk, founding director and professor at the Salk Institute for Biological Sciences in San Diego, Calif. Salk developed the killed-virus poliomyelitis vaccine in 1955 and currently leads research efforts to develop a similar vaccine for the AIDS virus.

The next speaker is Weller, who shared the Nobel Prize in Medicine

in 1954 with John Enders and Fredrick Robbins for discovering poliovirus grows in various tissue types. This made subsequent vaccine developments by Salk possible.

The third speaker is Hill, senior health advisor in the program division of UNICEF. He oversees and consults programs involving child health matters such as vaccination and infectious diseases.

After a coffee break, the session will continue with Styles, professor of the School of Nursing at the University of California in San Francisco. She is an authority on nursing education, specialization and credentialing.

Styles will be followed by Yusuf, a leader in the development of large

scale clinical drug trials at the National Institute of Health in Bethesda, Md.

The last speaker before lunch is Foege, executive director at the Carter Presidential Center of Emory University. Foege is currently participating in a program to immunize children in underdeveloped countries against several childhood infectious diseases.

The panel discussion topic will be on "What Kind of Life Should Medical Progress Serve?" Special interest sessions covering preventive medicine, problems of hunger, health and education will follow the panel discussion.

At 6:30 p.m., Callahan, director of the Hastings Center in Briarcliff

Manor, N.Y. will discuss euthanasia at a dinner in the Scandinavian Cultural Center, which costs \$20. Callahan has recently been involved with the problem of finding a moral balance between medicine's responsibilities to society and its concern for individuals.

A discussion will be held Feb. 23 in the Scandinavian Cultural Center from 9:30 a.m. to 11:30 a.m. Styles will address universal challenges in the nursing profession.

Graduates of the division of Natural Sciences will share their professional concerns, research interests and experiences on Feb. 23 in the Rieke Science center from 8:30 a.m. to 5:30 p.m.



Pacific Lutheran University Scene March 1991

1990-91 Corporate/Foundation Scholarship Recipients

1990-91 corporate/foundation scholarship recipients are:

Ackerley Communications Scholarship - Stacia Gaston

Alpac Corporation Scholarship - Christopher Beer

Arthur Anderson & Co. Merit Award - Lani Artacho

Allenmore Foundation: Allenmore Registered Nurse Scholarship - Barbara Acselrod, Susan Allen, Marybelle Calhoun, Kathryn Canino, Chris Larsen, Janet Lopez-Smith, Kristine Lundeen, Robin McKillip, Doreen Morris, Rita Swanson.

Henrietta Button Gaetz Nursing Scholarship - Julie Slind and Michelle Thaut.

James R. Gribbon Scholarships (nursing) - Larry Corcoran, Cinthia Garcia, Susan Herrick, Terry Hof, Melanie Luedtke, Frederick Malloy, Amy Nock, Christine Ottenfeld, Kimberly Stewart, Elizabeth Williams.

Judge Bertil E. Johnson Scholarship (pre-med) - Martha Riggers

Cheney Foundation Scholarship - Kristina Braunlich, Patrick Foran, Paul Furth, David Hatlen and Brandon McDonald.

Chevron Merit Award - Kristen Larson and Catherine Overland.

Coca Cola Award of Excellence - Paul Holtzheimer and Kristina Miller.

Farmers Insurance Group Scholarship - Deanne Merle and Russell Rice.

First Interstate Bank Scholarship - Monica Ricarte

Frank Russell Company Endowed Scholarship - Paul Furth

Fuchs Foundation Scholarship - Shelly Beck, Joseph Carlson, Debra

Curtis, Mark Flamoe, Mark Gower, Kristen Hartmann, Daniel Herforth, Sheri Hunter, Brock Hurt, Pharyn Lim, Roxanne Miles, William Walthall and Deanna Weymouth.

Judge Charles E. Horowitz Merit Award - Rex Carter and Daniel McKeown.

Kilworth Foundation Scholarship - Edward Bang, Bobbie Brock, Kristin Carter, Gregory Freitag, Lesley Garber, Andrew Gray, Centura Grey, Andrea Morgan, Stephen Owens and Enoch Stevenson.

Presser Foundation Scholarship - Cory Smith

Puget Sound Bank Scholarship - Michael Merle

REI Scholarship - Thomas Mercer

Seafirst Foundation Scholarship - Lisa Scott

Security Pacific Bank Scholarship - Richard Anderson, Lani Artacho, Eustacia Burch, Lien Dam, Gina DeCamp, Dymphna Elzie, Melissa Espinosa, Roger Gray, Julie Hamilton, Cynthia Hawkins, Lorina Jimenez, Allan Kawasaki, Wendy Lee, Shirley McDaniel and Dave Reichel.

United Parcel Scholarship - Timothy Gillam

Washington Mutual Great Teachers Award - Margaret Faison

Washington Auto Dealers Scholarship - Staci Santschi

Also: AAL - nearly \$30,000 funds 43 scholarships

Lutheran Brotherhood - nearly \$30,000 funds 24 scholarships

ELCA - \$10,000 funds 10 scholarships

105 named restricted scholarships aid 264 students

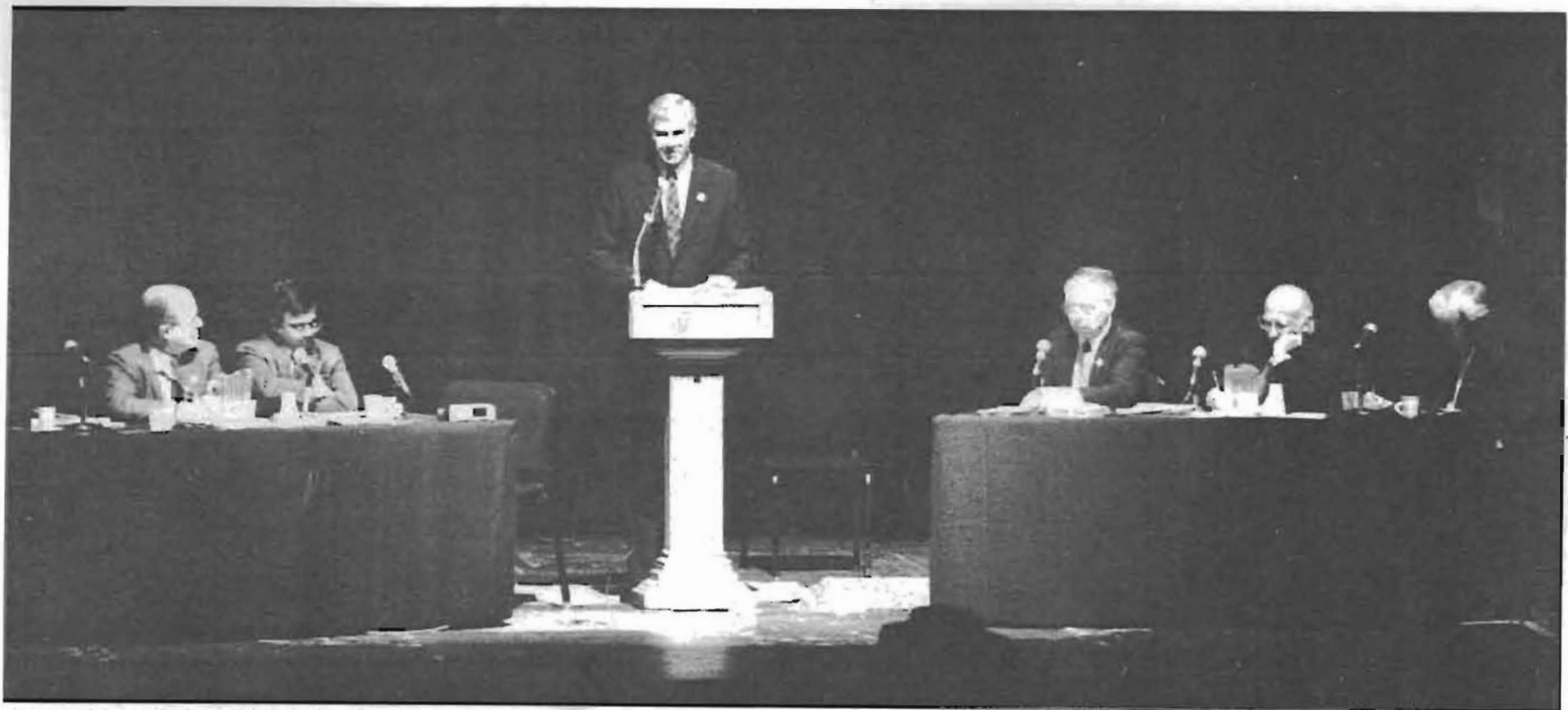


*You are cordially invited
to attend the
Sophomore Dedication Ceremony
of the
Pacific Lutheran University
School of Nursing
Sunday, March 10, 1991
2:00 pm
Chris Knutzen Fellowship Hall
University Center*

Reception follows

Pacific Lutheran University Scene March 1991

Centennial



Symposium speakers from left, Thomas Weller, Salim Yusuf, William Foege, Terrel Hill, Jonas Salk, Margretta Styles

Are We Being Wise Ancestors?

Distinguished Panel Of Scientists Discuss Health Role In Humanity's Future



The GTE Forum

Science and Serving Humanity: Responsibility or Privilege



THE STATE OF THE WORLD'S HEALTH

with

**Jonas Salk, Thomas Weller, William Foege, Margretta Styles,
Terrel Hill, Daniel Callahan and Salim Yusuf**



Friday, February 22, 1991
University Center, Pacific Lutheran University

The GTE Forum

Science and Serving Humanity: Responsibility or Privilege

Program

<p>8:30am Presidential Welcome <i>William Rieke, M.D.</i> <i>President, Pacific Lutheran University</i></p> <p>8:45am Opening Remarks and Introduction of Speakers <i>William Foege</i></p> <p>9:00am Personal observations and experiences regarding the issues involved in solving humanity's problems <i>Jonas Salk, Terrel Hill, Thomas Weller</i></p> <p>10:10am Coffee Break</p> <p>10:30am Session continues <i>Margretta Styles, Salim Yusuf, William Foege</i></p> <p>12 noon Lunch</p> <p>1:30pm Panel Discussion – "What Kind of Life Should Medical Progress Serve?" <i>Led by Daniel Callahan and featuring William Foege, Jonas Salk, Terrel Hill, Thomas Weller, Margretta Styles and Salim Yusuf</i></p>	<p>3:15pm Coffee Break</p> <p>3:30pm Special interest sessions "Preventive Medicine and Disease Eradication" <i>William Foege, Jonas Salk, Salim Yusuf</i> "Problems of Hunger, Health and Education" <i>Thomas Weller, Terrel Hill</i> "Health Care Delivery: Management and Choices" <i>Margretta Styles, Daniel Callahan</i></p> <p>4:45pm Closing Session – "Commitment to Solutions"</p> <p>6:30pm Dinner (Scandinavian Cultural Center) - \$20 Prior registration and ticket required "Euthanasia: Medical Progress and the Care of the Dying" <i>Daniel Callahan, speaker</i></p>
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Funded in part by a grant from GTE Foundation.

Panelists

Daniel Callahan, Ph.D.

Director, The Hastings Center, Briarcliff Manor, N.Y. A philosopher who, since 1973, has directed the principal center in the United States dealing with social and ethical aspects of health care. He has been recently involved with the problem of finding a moral balance between medicine's responsibilities to society and its concern for individuals.

William H. Foege, M.D.

Executive Director, the Carter Presidential Center of Emory University. Formerly Director of the Centers for Disease Control, U.S. Public Health Service; also former leader of the World Health Organization's campaign for the worldwide eradication of smallpox. Currently participating in a program to immunize children in underdeveloped countries against several childhood infectious diseases. 1957 PLU alumnus.

Terrel Hill, Ph.D.

Senior Health Advisor, United Nations Children's Fund (UNICEF). Responsible for UNICEF support to the global immunization drive to immunize the world's children by 1990. Also responsible for Diarrhoeal Diseases and Acute Respiratory Infections Control programs in UNICEF.

Jonas Salk, M.D.

Founding Director and Distinguished Professor of International Health Sciences at the Salk Institute for Biological Sciences in San Diego, CA. Developed the killed-virus poliomyelitis vaccine (1955); currently leads research efforts to develop a similar vaccine for the prevention of AIDS. He is concerned with human values as applied to world problems.

Margretta M. Styles, Ed.D.

Livingston Professor of Nursing and former dean, School of Nursing at University of California, San Francisco. Member, Board of Directors for International Council of Nurses. 1990 Fulbright Scholar in Greece. Fellow of the American Academy of Nursing; past president of the American Nurses

Association. Served on the Commission on Nursing for the U.S. Secretary of Health and Human Services; international authority on nursing education, specialization and credentialing.

Thomas Weller, M.D.

Retired, School of Public Health, Harvard University. Has done extensive research on viruses, parasitic worms, and protozoa. Shared the Nobel Prize in Medicine in 1954 with John Enders and Frederick Robbins for their discovery that poliovirus grows in various tissue types, a discovery making subsequent vaccine developments by Salk and Sabin feasible.

Salim Yusuf, MRCP, D. Phil.

Leader in the development of large-scale clinical drug trials at the National Institute of Health in Bethesda, MD. A colleague of PLU alumnus Dr. Jeff Probstfield '63, he was graduated from Oxford University in England and is a member of the Royal College of Physicians. He is a native of India.

Dr. Jonas Salk, one of the world's most prominent health scientists, posed a provocative and unusual question during his presentation at PLU Feb. 22. "Are we being wise ancestors?" he asked.

The question placed the listener mentally into another century, looking back upon the behavior of humanity today. At first thought, that look was a damning indictment of our generation. But as the long-awaited GTE Forum continued, with presentations from six other eminent humanitarian scientists, the view became more ambiguous, even somewhat promising.

The forum was the third of five major theme symposia scheduled as highlights of PLU's centennial observance. It was sponsored by the School of Nursing and Division of Natural Sciences and was funded in part by a grant from the GTE Foundation.

Several of the speakers had been personally invited by Dr. William Foege, executive director of the Carter Presidential Center in Atlanta, Ga., and a 1957 PLU alumnus. In fact, Salk noted, "I would have come if only to hear Foege speak."

Foege moderated the panel, which also included Dr. Terrel Hill of UNICEF, Nobel Prize winner Dr. Thomas Weller, international nursing leader Dr. Margretta Styles, and Dr. Salim Yusuf of the National Institute of Health, a colleague of PLU alumnus Dr. Jeff Probstfield.

Health care ethicist Dr. Daniel Callahan was also among the distinguished speakers.

According to Salk, our generation is living in a "precarious population situation." Population growth is spiking off the chart in this epoch, he indicated. But he displayed a graph that showed population dropping dramatically in decades beyond the year 2000.

"The critical point is the time in which we live," he said. "We are shifting from Epoch A to Epoch B. Epoch A was a period emphasizing the individual, independence and power. Epoch B will emphasize consensus, collaboration and interdependence."

He continued, "Epoch A brought quantity of children. Epoch B will be concerned with quality of children."

The man who gave the world the first effective polio vaccine noted that our historic concerns to date have been with death control and anti-disease. He predicted the future will focus on birth control and pro-health.

Salk concluded that *wisdom* must be a word returned to vogue. Returning to his early question, he asked, "Will we be looked back upon as having been wise? Did we take responsibility for what we inherited and for what we passed on?"

He encouraged "living a purposeful life — and having a purpose in life."

Salk was followed by UNICEF's Hill, who presented chilling statistics about the fate of the world's children, 88 percent of whom are born in developing countries.

While deaths from malnutrition and other diseases are alarming, Hill also pointed to dramatic health advances, such as rehydration solution, which can return a seriously dehydrated child to near normalcy in a 24-hour period. Dehydration is the result of diarrhetic ailments, one of the world's major health problems.

Immunization against a variety of diseases is also contributing to improvements in world health, he pointed out.

Weller, a 1954 Nobel Prize winner, recalled the worldwide smallpox immunization program headed by Foege in the '60s and '70s, calling it "The greatest achievement in public health in this century."

He pointed to advances against diseases such as malaria, but also warned that some parasites are becoming resistant to available drugs, creating new challenges.

Hill is responsible for UNICEF's support of the global drive to immunize the world's children, and also for the agency's Diarrhoeal Diseases and Acute Respiratory Infections Control programs.

Weller is retired from the Harvard University School of Public Health. He has done extensive research on viruses, parasitic worms and protozoa. His and his colleague's poliovirus research helped make Salk's vaccine development possible.

Hill pointed to an international conference last September involving 140 nations setting goals for the '90s. Those goals include a one-third reduction in deaths of children under five, the halving of the maternity fatality rate and adult illiteracy, and numerous other goals.

He noted that world advances in health care require competence, communication and cooperation. "We have had the competence (and the science) for a long time. Only in the past decade have we had the communication and the cooperation to progress rapidly."

Styles focused on the U.S. health care delivery system, noting that the issue is as much political and economic as scientific. "The U.S. is one of only two industrialized nations without a national health plan," she said. "U.S. citizens have the poorest access to the most expensive and most exquisite health care."

While pointing to a long list of system

Continued on page 4

Ancestors...

Continued from page 3

deficiencies and inequities, she also gave reason for hope. "People are taking more responsibility for their own health and are gaining more expert knowledge," she said. One of the nation's most prominent nurses, she pointed to the increased prominence of nurses and midwives, who, she said, can deliver more care at a lower cost. The new prominence of health care ethicists, such as Callahan, is also an encouraging sign, she noted.

Styles is a member of the board of directors of the International Council of Nurses and past president of the American Nurses Association.

For Yusuf, a national leader in large-scale clinical drug trials, the issue is reliability of such drug studies and subsequent use of appropriate drugs in treatment and therapy. He explained how statistics related to large-scale tests could be "massaged" to suit almost any purpose. He also noted the high cost of major tests, which he indicated can't be afforded for the number of drugs needing testing.

"We need to simplify," he said. "We need to recognize the similarities among humans, and that results of much smaller tests could be generally as accurate and more affordable."

He also questioned the ethics involved in testing where some individuals receive drugs, others placebos, and the effects, positive or negative, on each.

Callahan followed with a discussion of health care ethical issues, and the increasing demand for health care rationing. "Europe has many of the reforms that we so desperately long for," he said. "But they too are needing to ration health care."

He noted that international observers are currently studying Oregon's health care rationing model.

Foege chose to point to the positive signs in the world health condition. He noted the dramatic reduction in world infant mortality in two generations, and the importance of UN health agencies. Because of the world health care efforts, "between three and four million children *did not* die in the last 12 months," he said.

Still, he warned, "The veneer of success, progress and civilization is thin. It depends on a few people of vision, dedication and purpose. There is power in rightness, truth and wisdom."

Seeking to inspire the students in the audience, he said, "It is a privilege to be in science, but it is also a huge responsibility. He noted that we will learn as much in the next 20 years as we learned in the past 2000 years.

"To be full is to have a life of purpose," Foege added. This is worth your time and effort. Devote your energies to big problems; you will not be bored." ■



Sophomore Recognition Ceremony - Sophomore Semester 1
March 10, 1991 - Scandinavian Culture Center

L - R

Kimberly Harris, Rita Wood, Stacy Ravert, Abby Boettcher

Not pictured: Stacie Catterall, Holly Kellogg, Heather
Podner, Nancy Slawson



Sophomore Recognition Ceremony - Sophomore Semester 1
March 10, 1991 - Scandinavian Culture Center

L - R

Kimberly Harris, Rita Wood, Stacy Ravert, Abby Boettcher

Not pictured: Stacie Catterall, Holly Kellogg, Heather
Podner, Nancy Slawson



Pacific Lutheran University
Centennial
1890 - 1990

SCHOOL OF NURSING
SOPHOMORE
DEDICATION CEREMONY

School of Nursing
Pacific Lutheran University
March 10, 1991

DEDICATION CEREMONY

PROCESSIONAL Pachelbel's "Canon in D" Julie Slind, Pianist

INVOCATION The Reverend Susan Briehl
Campus Pastor

GREETINGS Dorothy M. Kellmer-Langan, Ed.D., R.N.
Dean and Professor, School of Nursing

ADDRESSES Tara Smith-Garcia, M.S., R.N.
Adjunct Professor

Sally Rinchart, B.S.N., R.N.
Nursing Lab Preceptor

SPECIAL SONG "One Moment in Time" Julie Slind
Whitney Houston (Senior Semester 2)

PRESENTATION OF
SCHOOL OF NURSING EMBLEMS

PRESIDING Dr. Kellmer-Langan

Lois Rhoades, M.P.H., R.N.
Assistant Professor

Aileen Fink, M.S.N., R.N.
Faculty Fellow

CLOSING REMARKS Anne M. Hirsch, D.N.S., R.N.
Assistant Dean and Associate Professor

BENEDICTION Reverend Briehl

RECESSIONAL AND POSTLUDE Julie Slind, Pianist
Selections from Bach

Reception Following Ceremony

SOPHOMORE SEMESTER 1

Abby Boettcher
Stacie Catterall
Kimberly Harris
Holly Kellogg

Heather Podnar
Stacy Ravert
Nancy Slawson
Rita Wood

SOPHOMORE SEMESTER 2

Tara Atkinson
Lori Blachowski
Heidi Blumantahl
Tammy Brear
Julie Broderson
Stacy Bryan
Jean Buttorff
Theresa Campbell
Teresa Carter
Mary Davis
Zona Garnett
Lisette Gonter
Janet Goodart
Tammy Guay
Karen Harkness
Heather Hibbert
Christine Jackson
Rhonda Jones
Kiersten Kelpman
Hee Jin Kim

Krista Larson
Aaron Lawrence
Sandra Lopez
Julie Mahan
Leonida McGowan
Karen McNabb
Connie Mettler
Julie Miller
Kirstin Moscon
Susan Newell
Danielle Onstad
Robyn Pickett
Kelly Pitcairn
Kathleen Rensel
Margaret Sandler-Majzoub
Carol Spooner
Kylee Sutherlin
Susan VanBeuge
Kali Walker
Laurie Wilcox
Mai Yang

ACKNOWLEDGEMENTS

Anne Hirsch, Faculty Advisor
Delta Iota Chi Students
Photographer, Ken Dunmire
Helen White, Candlelighting Coordinator
Ann Lambert, Secretary
Singing Group Members
Douglas Steves
Erika Houge
Bruce Story
Michael Merle

**Sophomore Recognition Ceremony
 Sophomore Semester II
 March 10, 1991
 Scandinavian Cultural Center**



Sophomore Recognition Ceremony - Sophomore Semester 2 - March 10, 1991 - Scandinavian Culture Center

Back Row L-R

1. Kirstin Moscon
2. Connie Mettler
3. Kiersten Kelpman
4. Robyn Pickett
5. Julie Miller
6. Susan Newell
7. Heidi Blumanthal
8. Jean Buttorff
9. Karen Harkness
10. Laurie Wilcox
11. Kelly Pitcairn
12. Margaret Sandler

Middle Row L-R

1. Danielle Onstad
2. Kali Walker
3. Stacy Bryan
4. Lisette Gonter
5. Sandra Lopez
6. Kathleen Rensel
7. Theresa Campbell
8. Rhonda Jones
9. Cynthia Jardine
10. Heather Hibbert
11. Lori Blachowski

Front Row L-R

1. Mai Yang
2. Julie Mahona
3. Christine Jackson
4. Tammy Guay
5. Hee Jin Kim
6. Susan VanBeuge
7. Zona Garnett

Not pictured: Tara Atkinson, Tammy Brear, Julie Broderson, Teresa Carter, Mary Davis, Janet Goodart, Krista Larson, Aaron Lawrence, Leonida McGowan, Karen McNabb, Carol Spooner, Kylee Sutherlin

Mast

March 15, 1991

Serving the PLU community in its Centennial year, 1990-91.

Welcome back to Parkland!!



Erik Campos / The Mast

Shirley Aikin, PLU assistant professor of nursing, shares her adventures in Saudi Arabia with her husband, Travis, at their home.

Professor returns home from Gulf War

by Peter Folta
staff reporter

The time for waiting was over, she was finally coming home. In a scene that has been played out across the country, her family watched with other families for the plane carrying loved ones. The plane came from half a world away — the Persian Gulf.

She is Shirley Aikin, Pacific Lutheran University assistant professor of nursing, wife, mother of two, and major in the 50th General Hospital of Fort Lewis. She arrived at McChord Air Force base last Tuesday from Riyadh, Saudi Arabia.

A PLU graduate in nursing and education, Aikin has been an army reservist for over 20 years

while teaching at the school of nursing. Although she understood her obligation and was ready to fulfill it if necessary, she never expected to leave for a combat zone.

Then last November her unit, the 50th General Hospital mobilized.

see AIKIN, back page

— AIKIN, from page 1 —

By January, just several days before the outbreak of the war, she left PLU and her family for Riyadh.

Her unit had been sent to the Persian Gulf to absorb heavy casualties if a long ground war incurred. Aikin said the hospital had a 1,000 bed capacity, but never came close to filling up because of the air assault.

"I have to really applaud the United States Air Force because they did a job of making the Iraqi army incapacitated. Because they did a great job, our ground forces did not suffer the casualties expected," she said.

As the head nurse on a floor of allied wounded, she encountered soldiers from many nations. "You must be accepting of all cultures and try to learn something from every encounter," said Aikin.

One of her most remarkable encounters came when she first arrived. An injured soldier had come from the front and after receiving treatment he was able to shower. This particular soldier had lived inside his tank since August and had not showered since that time.

Aikin was struck by the soldier due to his reluctance to leave the shower because the water felt so good on his skin. At that point she knew how fortunate she was.

Even based hundreds miles away from the front, signs of war were omnipresent.

According to Aikin, armed guards, sandbags and loops of constantine wire were the norm.

Scud attacks were always a danger and, at the very least, a nuisance. Gas masks adorned the head of every hospital bed, and medical personnel had to carry them around at all times.

"As far as the SCUDS, I really believed the Patriot missiles were

able to do what they were designed to do. After the repeated attacks, our skill at masking and our skill at putting on our chemical suits increased," said Aikin.

SCUD alerts often came three or four times a night, she added.

Aikin and others definitely felt the support from home. She cited the strength of her church and the PLU family. "The PLU cards were so diverse, from all across campus, I'm going to put them in my scrapbook."

The news of going home came quickly, especially since it was believed the unit might stay until May. Now at home Aikin feels she has learned to appreciate what she has.

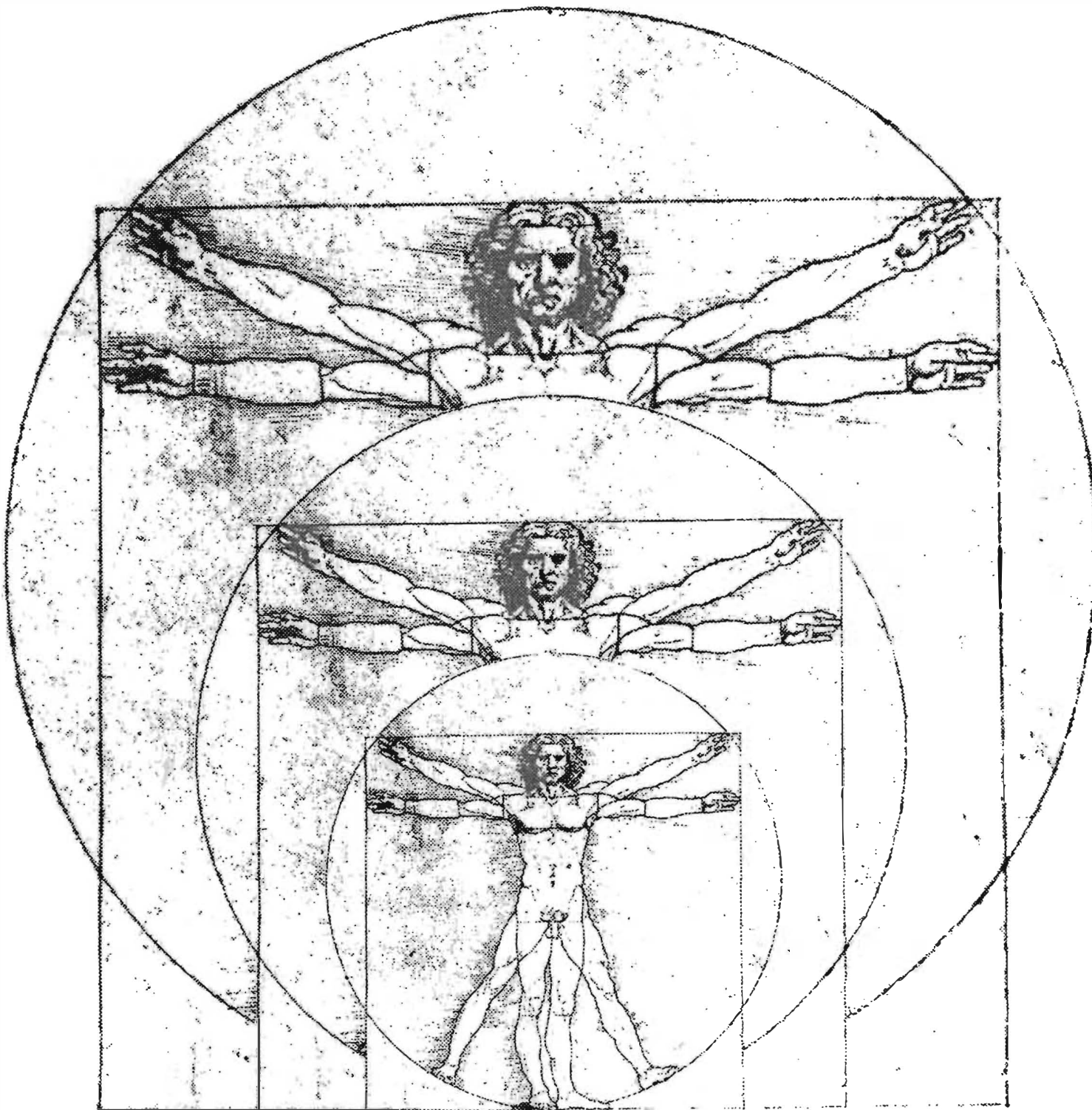
"The benefits of of being an American were really evident after being there — women not being able to drive and women being required to eat in separate dining areas from men. Americans are so blessed and some take that for granted."

Aikin said she will soon return to PLU to discuss her future plans with the dean of the school of nursing.



PACIFIC LUTHERAN UNIVERSITY

CONTINUING STUDIES SPRING 1991



PROFESSIONAL DEVELOPMENT CONTINUING NURSING EDUCATION

6



Concurrent registration for both Introduction to Computer Technology in Nursing and Computers in Patient Care \$100.00

Pacific Lutheran University School of Nursing is accredited as a provider of continuing education in nursing by the Western Regional Accrediting Committee of the American Nurses' Association.

FALL PREVENTION PROGRAM IN ACUTE AND LONG-TERM CARE SETTINGS

The Fall Prevention Program is a pragmatic approach to the prevention of patient falls in both the elderly and rehabilitation populations. The program focuses on understanding the falling incident, identifying the high risk patient and implementing proactive strategies aimed at risk reduction in acute and long term care settings. Content will include a fall risk assessment tool with clear guidelines for interventions: The PREVENTS Plan. Practical demonstration and group discussion will augment presented material.

Friday, January 25, 1991, 9 am to 4 pm, Ramstad Hall, Room 202, Pacific Lutheran University.

Loren E. Stamp, BSN, RN, Manager of Geriatric Services, Good Samaritan Hospital, Puyallup, WA.

Registration Deadline: Friday, January 11, 1991.

Enrollment limited to 40 participants.

ANA approved for 6 contact hours

Gerontological Nursing Consortium
Members* - \$35.00
Non-Consortium Members - \$50.00

*Institutional Membership. To ascertain eligibility for membership rate contact your Staff Development Office or 535-7683.

INTRODUCTION TO COMPUTER TECHNOLOGY IN NURSING

The first of a series of offerings designed to present advances in computer technology applied to nursing. This offering is designed for the novice nurse computer user, one who has had minimal or no exposure to computers in any setting. Content includes computer structure and operations, myths and realities of computer technology in nursing practice, information systems, ergonomics and ethical considerations of computer technology. Hands-on computer experience is provided with one IBM/IBM clone computer for each participant. No computer background is needed.

Thursday, January 31, 1991, 9 am to 4 pm, Ramstad Hall, Nursing Computer Lab, Room 321, Pacific Lutheran University.

Cynthia Mukai, BSN, RN, Independent Software Representative, American Medical Software, Consultant, and Instructor of Computer Technology in Health Care.

Cynthia Mahoney, EdD, RN, Director, Continuing Nursing Education Program, Pacific Lutheran University and Instructor of Computer Technology in Health Care.

Registration Deadline: Wednesday, January 23, 1991.

Enrollment limited to 11 participants.

ANA approved for 6.5 contact hours - \$60.00

COMPUTERS IN PATIENT CARE

The second workshop of a series of offerings associated with computer technology in nursing. This workshop will focus on nurses current and future role in use of computer systems related to patient care. Participants will explore advantages and disadvantages of computerized nursing histories, nursing care plans, discharge planning, patient education applications. Content includes computerized and human resources for computer users. Hands-on computer exercises will consist of simulated computer application and word processing programs. One micro-computer for each participant. Open to persons who have completed an introductory course in computer technology. Minimal computer skill is required. Familiarity with a typewriter keyboard is helpful.

Thursday, February 14, 1991, 9 am to 4 pm, Ramstad Hall, Nursing Computer Lab, Room 321, Pacific Lutheran University.

Cynthia Kelly, BSN, RN, Independent Software Representative, American Medical Software, Consultant, and Instructor of Computer Technology in Health Care.

Cynthia Mahoney, EdD, RN, Director, Continuing Nursing Education Program, Pacific Lutheran University and Instructor of Computer Technology in Health Care.

Registration Deadline: Wednesday, February 6, 1991.

Enrollment limited to 10 participants.

ANA approved for 6 contact hours-\$60.00

*School of Nursing
40th Anniversary Celebration
April 25, 1991
12 - 2:30 pm*

Welcome: Dorothy Kellmer-Langan

Table Game: All Participants

Lunch

Announcement of Essay Winners

Reading of Essays

Skits

*Awarding of Prizes for
Table Game*

Planning Committee:

*Michelle Thaut, Senior Student
Michael Baxter, Senior Student
Julie Slind, Senior Student
Maura Egan, Faculty
Cynthia Mahoney, Faculty
Mary Lou Klish, Chair*

Essay Contest Judges:

*Alene Coglizer, EdD, RN, Associate
Director, Counseling & Testing
Aileen Fink, MN, RN, Adjunct Faculty,
School of Nursing
Dorothy Kellmer-Langan, EdD, RN,
Dean and Professor,
School of Nursing
Michelle Thaut, Senior Student*

Pacific Lutheran University School of Nursing
SEND ME A PLU NURSE!

1. There once was a Mt. Rainier 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

2. 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

3. And Deborah Noville From TV
As she went to the delivery room,
Said to her husband so sweetly,
You know what'd be a great boon! OH

CHORUS

4. An explorer incredibly daring,
Way out in the African Bush,
Was heard to yell to his partners
When he fell onto his tush:

CHORUS

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

CHORUS

6. A PLU Soccer player
Tried a little too hard for a goal
As she struggled to stand up
She pleaded with her heart and soul:

CHORUS

7. A PLU half-back was injured,
And Frosty ran out on the field
And when they came up from the pig-pile
Frosty and all the Lutes squealed:

CHORUS

8. There once was a President Rieke
Too many meetings had he
He sat down and said to his colleagues
I need a consultant, for me.

By Linda Olson, RN, Ph.D.

Written for the 40th Anniversary Celebration of the School of Nursing, April 25, 1991

**School of Nursing
Centennial Celebration
April 25, 1991
University Center - Chris Knutson Hall**

Attention All Nursing Students!!!

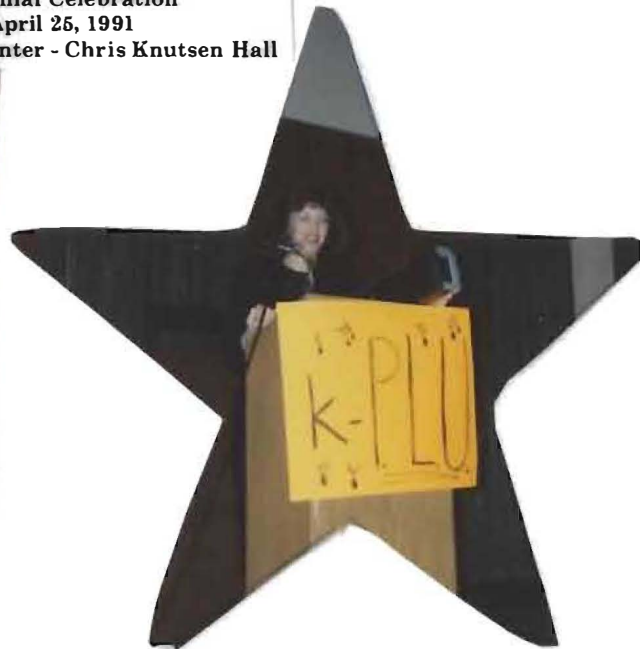
On April 25, 1991, there will be a School of Nursing Centennial Luncheon. All classes are asked to put together a 10 minute program for the luncheon. These may be skits/ satire/humor/music/drama/oratory dealing with your experiences in the School of Nursing. Good taste is expected! All six classes, plus the RNBSN group, faculty and staff will participate.

Each class should select a representative and begin formulating plans now. We will have our first meeting on February 8, 1991 and we hope that you will contact us with your plans. This will be the 40th anniversary of the School of Nursing and the Centennial Graduating Class, so it will be a year filled with pride and accomplishment. This should be an opportunity to let your hair down and have a ball!

The Centennial Committee consists of the following people:

Mary Lou Kliech	845-9434	X5411
Michelle Thaut	922-6055	
Julie Slynd	535-5707	
Michael Baxter	111459-2635	

We will be in to visit your classes next semester so start thinking now and have a Great Holiday and Interim!!!



The MC, Sally Rinehart at the KPLU Hospital.



Frecia Kelly looks on as the Dean, Dr. Langan, inspects the hem of Connie Hansen's uniform.



Chris Knutson Hall was very festive.



The campus was in bloom with spring flowers.



Administrative staff reading deadlines for faculty:
 Jerri Bernie Sally Terry
 Ditterick Woodard Block Bennett



Sheila Goodwin showing how to hold a medication dropper to give meds.
Sitting: Aileen Fink, Janet Primomo, Shirley Aikin, Connie Kirkpatrick, and Patty Gaspar.



Aileen Fink, Janet Primomo, Shirley Aikin, Connie Kirkpatrick, Patty Gaspar and Anne Hirsch.



Phyllis Page and Sheila Goodwin



Linda Olson tells the nurses how to demonstrate professional behavior.
Seated: Helen White, Lois Rhoades, Cynthia Mahoney.



Anne Hirsch imitates Cher as Sally Rinehart looks on.



Linda Olson watches over other faculty:
Lu Hefty, Helen White, Lois Rhoades, Cynthia Mahoney.

**Pacific Lutheran University
School of Nursing Centennial Luncheon**

Table Game Matching Quiz

Directions: working with the people at your table, match each faculty or staff name with the interesting fact which corresponds with each. There will be a prize for the table with the most correct answers!

- | | | |
|----------------------------|--|--|
| 1. Shirley Aikin | 11-Shredded her student uniform on last clinical day | 16-Fractured foot while speaking at international nursing conference |
| 2. Terry Bennett | 26-Wears gorilla suit and collects baseball cards | 23-Is an identical twin and so is spouse |
| 3. Sally Block | 12-Teaches Native American dancing | 5-Can fix anything and taught elementary ski school |
| 4. Lee Brown | 9-Kids are named Kellycakes, Sweetums and Tweety Bird | 7-Speaks fluent Spanish |
| 5. Brad Dennis | 6-Was high school majorette | 2-Went scuba diving in Cabo San Lucas |
| 6. Jerri Ditterick | 27-Was suspected by the previous Dean to have leukemia, but she was pregnant! | 10-Beauty contest Queen 1959 |
| 7. Maura Egan | 20-Travels around the world with a backpack, including in the jungles of Indonesia | 29-Mother of a PLU nursing student |
| 8. Aileen Fink | 3-Reared at home doubling as a fishing resort | 13-Running enthusiast |
| 9. Patti Gaspar | 8-Won talent contest playing chopsticks with toes | 22-Has a fear of flying |
| 10. Sheila Goodwin | 30-Received standing ovation from 1976 School of Nursing Grads | 4-Collects American 20th Century coins |
| 11. Connie Hansen | 15-Met her husband in <u>The Personals</u> | 21-Attended grade school in Italy and high school in Germany |
| 12. Lu Hefty | 17-Remodels own home with help of 2 pre-schoolers | 28-West Seattlelite with transcultural interests |
| 13. Jan Herman-Bertsch | 14-Reads while walking | |
| 14. Anne Hirsch | 25-Expert birdwatcher | |
| 15. Frecia Kelly | 18-Paid for 3 sky-diving jumps, but quit after first jump | |
| 16. Dorothy Kellmer-Langan | 1-Advises her students to bring their "skates" to clinical | |
| 17. Connie Kirkpatrick | 19-Valentine sorority Queen 1966 | |
| 18. Mary Lou Klisch | 24-Flushed dentures in emesis down patient's toilet | |
| 19. Cynthia Mahoney | | |
| 20. Linda Olson | | |
| 21. Phyllis Page | | |
| 22. Cleo Pass | | |
| 23. Lisa Philichi | | |
| 24. Janet Primono | | |
| 25. Lois Rhoades | | |
| 26. Sally Ann Rinehart | | |
| 27. Carolyn Schultz | | |
| 28. Blythe Strong | | |
| 29. Helen White | | |
| 30. Bernie Woodward | | |

TO: The PLU Community
 FROM: President William O. Rieke *W.O. Rieke*
 DATE: May 7, 1991



I am saddened to report to you the death of our long-time friend and colleague, Professor Dorothy M. Cone on May 2, 1991 after a long illness. Dorothy's contributions to the university have been long and rich. She taught in the School of Nursing for twenty-seven years. We are grateful for her life and her service to Pacific Lutheran University.

Survivors include her husband, Powell, a sister in California, a brother and sister in North Dakota and her many friends. A memorial service is scheduled for 3 p.m., May 15 at the Bethany Lutheran Church on the Mountain Highway. Remembrances in lieu of flowers may be made to the Dorothy Tollefson Cone Endowed Nursing Scholarship.

As we thank God for the life of Professor Dorothy M. Cone, we pray that God will comfort and sustain her family. Soli Deo Gloria!

COMMENCEMENT, 1991

Olson Auditorium, Pacific Lutheran University
 Sunday, May 26, 1991 - 2:30 p.m.

SIGMA THETA TAU MEMBERS PSI CHAPTER-AT-LARGE

Sandra P. Barth	Catherine Hillman	Julie A. Slind
Janice M. Deck	Shri K. Kym	Kimberly A. Stewart
Stephanie M. Grant	Christine F. Ottenfeld	Michelle M. Thaut
Susan A. Herrick	Kathleen M. Sack	

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Teresita Villaron Badger
 Sandra Phillips Barth
 Michael Barnett Baxter
 Enrique Sherman Bradley
 Michelle Lisa Conner
 Larry Paul Corcoran
 Janice Marie Deck, *Cum laude*
 Shannon Marie Duff, *Magna cum laude*
 Nancy Janelle Erickson
 Cinthia Anne Garcia
 Stephanie Michelle Grant, *Cum laude*
 Virginia Christine Harrison
 Krista Melanie Haugen
 Susan Ann Herrick, *Cum laude*
 Catherine Elizabeth Hillman, *Cum laude*
 Terry L. Hof
 Susan Lea Hope
 Shelly Ann Huntsman
 Shari Kay Kym, *Cum laude*
 Michael Edward McEwen
 Deborah Lynne Merrin
 Christine Flora Ottenfeld, *Cum laude*
 Kathryn Noel Pheister
 Colleen Darlene Ryen
 Kathleen Marie Sack, *Cum laude*
 Julie Anne Slind, *Cum laude*
 Kimberly Anne Stewart, *Magna cum laude*
 Michelle Marie Thaut, *Magna cum laude*
 Amy C. White
 Elizabeth Ann Williams

Pacific Lutheran University Scene June 1991



Dorothy Cone

Dorothy M. Cone of Roy, Wash., a nursing professor at PLU from 1961 to 1988, died May 2 at the age of 64.

Cone earned her nursing diploma, bachelor of science and master of education degrees at the University of Minnesota.

Prior to joining the PLU faculty she was a staff nurse in Minnesota and Colorado hospitals. From 1959 to 1961 she was educational coordinator at Madigan Army Medical Center near Tacoma.

During the last decade of her PLU career she served as coordinator of the nursing curriculum committee and library liaison.

Survivors include her husband, Powell, two sisters and a brother.

Memorials may be sent to the Dorothy Tollefson Cone Endowed Nursing Scholarship Fund c/o the PLU Office of Development.



Professor Dorothy T. Cone checking the charting of a student.



OPINION

Achieving health for the nation

On Feb. 22, 1991, the Pacific Lutheran University community had the rare opportunity to hear from seven internationally-known health experts as part of its Centennial celebration.

Each of the seven distinguished guests addressed issues related to the state of the nation and world's health. Several of the leaders addressed the health of our nation's population and referred to the national health objectives for the year 2000.

In order to reach the goals set forth in the document "Healthy People 2000: National Health Promotion and Disease Prevention Objectives," specific health promotion and illness prevention activities were recommended.

This week, the PLU community had an opportunity to participate in some of these health promoting activities at the annual Health Fair.

National Health Objectives

In 1979, a landmark document titled "Healthy People — The Surgeon General's Report on Health Promotion and Disease Prevention" was published. It described patterns of disease and death as well as general goals for improving the health of all Americans by the year 1990.

In 1980, the health goals were translated into measurable objec-

tives and published in "Promoting Health/Preventing Disease: Objectives for the Nation." In the late 1980s, national leaders worked with professional health organizations to update and expand the 1980 objectives in a process of consensus building and intensive review.

This effort culminated in the publication of "Healthy People 2000." A disease prevention agenda for the 1990's was set forth with the goal of enhancing health status, reducing risk factors for disease and disability and improving services by the year 2000.

"Healthy People 2000"

"Healthy People 2000" includes 297 objectives organized in 22 priority areas. The objectives give concrete direction to local communities as they attempt to improve the health status of the residents.

The major areas and selected objectives include:

- **Physical Activity and Fitness:** Reduce to no more than 15 percent of the proportion of people age 6 and older who engage in no leisure-time physical activity.
- **Nutrition:** Reduce overweight to a prevalence of no more than 20 percent among people age 20 and older and no more than 15 percent among adolescents age 12 through 19.
- **Tobacco:** Reduce the initiation



From the Lecturn

By Janet Primomo

of cigarette smoking by children and youth so that no more than 15 percent have become regular cigarette smokers by age 20.

- **Alcohol and Drugs:** Reduce deaths caused by alcohol-related motor vehicle crashes to no more than 8.5 per 100,000.

- **Family Planning:** Reduce pregnancies among girls age 17 and younger to no more than 50 per 1,000 adolescents.

- **Mental Health and Mental Disorders:** Reduce suicides to no

more than 10.5 per 100,000 people.

- **Violent and Abusive Behavior:** Reduce homicides to no more than 7.2 per 100,000 people.

- **Heart Disease and Stroke:** Reduce coronary heart disease deaths to no more than 100 per 100,000 people.

- **Cancer:** Reduce breast cancer deaths to no more than 20.6 per 100,000 women.

- **HIV Infection (AIDS):** Confine annual incidence of diagnosed AIDS to no more than 98,000 cases.

- **Immunizations and Infectious Diseases:** Reduce epidemic-related pneumonia and influenza deaths among people age 65 and older to no more than 7.3 per 100,000 people.

- **Sexually Transmitted Diseases:** Reduce gonorrhea to an incidence of no more than 225 cases per 100,000 people.

Activities on the PLU Campus

Numerous groups on the PLU campus are involved in activities to promote the health goals identified above.

The Faculty and Staff Fitness Program directed by Tony Evans is an excellent example of a campus group that is engaged in health promotion.

Another activity on the PLU

campus is the annual Health Fair, which was held this week. Specific educational information and health screening, such as blood pressure tests, stress management information and other personal health tests, were available.

Although the year 2000's goals are very important in raising awareness about the health needs of our nation, they fall short of serving as a remedy. First, there is no definite governmental support or implementation plan to achieve the goals.

Secondly, some experts believe that the objectives overemphasize the individual's responsibility in maintaining a healthy lifestyle and focus too little on the collective responsibility of the community.

Even though the year 2000 objectives may be imperfect, they are an important guide to health professionals and are useful in raising the public's awareness about health issues. By addressing community health needs, the nation's health and the world's health can be improved.

(Nursing professor Janet Primomo is this issue's guest faculty columnist. This column appears on these pages every other week. Suggestions for subjects and/or faculty writers may be submitted to the Mast.)



PACIFIC LUTHERAN UNIVERSITY
School of Nursing

Senior Recognition Ceremony
Chris Knutsen Fellowship Hall

May 25, 1991

PROGRAM

PROCESSIONAL	Pachelbel's "Canon in D"	Sherrie Capps, Pianist
INVOCATION		The Reverend Susan Briehl Campus Pastor
WELCOME		Dorothy M. Kellmer-Langan, Ed.D., R.N. Dean and Professor, School of Nursing
GREETINGS		Judy Dickey, R.N. President, PLU Alumni Assoc.
ADDRESS		Constance Kirkpatrick, Ph.D., R.N. Assistant Professor
STUDENT SPEAKER		Krista Haugen Senior, Semester 2
SPECIAL SONG	"Friends" Michael W. Smith	Julie Slind, Solist
SPECIAL AWARD		
RECOGNITION CEREMONY		
PRESIDING ASSISTING		Dr. Dorothy M. Kellmer-Langan Constance Hansen, M.N., R.N. Assistant Professor Sheila Goodwin, M.S.N., R.N. Assistant Professor Anne Hirsch, D.N.S., R.N. Assistant Dean and Associate Professor Shirley Aiken, M.A., R.N. Assistant Professor
PRESENTATION OF FLOWERS		
BENEDICTION		Reverend Briehl
RECESSIONAL	"Wind Beneath My Wings" Jeff Silbar	Julie Slind Sherrie Capps

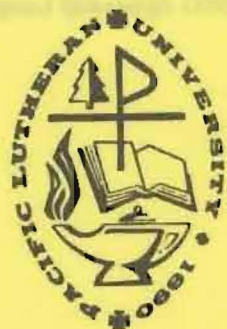
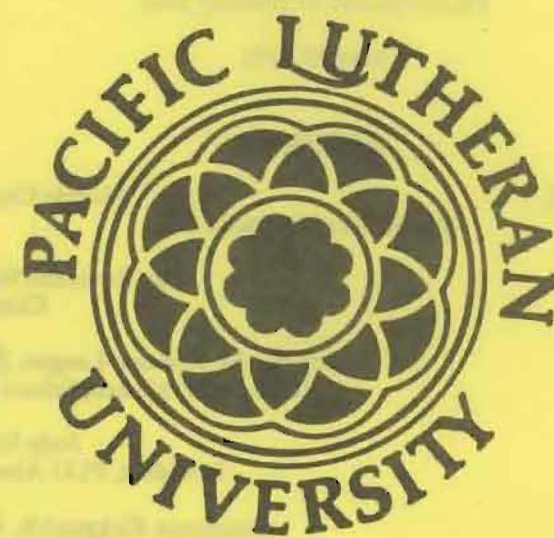
GRADUATING SENIORS

Teresita Badger	Terry Hof
Sandra Phillips Barth	Susan Hope
Michael Baxter	Shelly Huntsman
Enrique Bradley	Shari K. Kym
Michelle Conner	Michael McEwen
Larry Corcoran	Deborah Merin
Janice Deck	Christine Ottenfeld
Shannon Duff	Kathryn N. Pheister
Janelle Erickson	Colleen D. Ryan
Cynthia A. Garcia	Kathleen Sack
Stephanie M. Grant	Julie Slind
Virginia Harrison	Kimberly Stewart
Krista M. Haugen	Michelle Thaut
Susan Herrick	Amy White
Catherine Hillman	Elizabeth Williams

ACKNOWLEDGEMENTS

Anne Hirsch, Faculty Advisor
Constance Hansen, Faculty Advisor
Photographer, Dave Summerill
Helen White, Flower Coordinator
Ann Lambert, Secretary
Stella's University Florist

Immediately following the Recognition Ceremony, you are cordially invited
to attend the President's Reception for graduating Seniors and their families
at Gonyea House
13611 Spanaway Loop Road



Pacific Lutheran University
Centennial
1890 - 1990

**School of Nursing
Senior
Recognition Ceremony**

1991

SUMMER SESSIONS

Term I: May 28 - June 21
Term II: June 24 - July 19
Term III: July 29 - August 23

NURSING

NURS 232 Pharmacology in Nursing (2)

Term I: May 28-June 21
Focuses on pharmacology principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: NURS 251, Commonalities in Nursing I. Tuition: \$203 per semester hour.
0900-1050, TWRF. RAMS-202. F. Kelly

NURS 462 Leadership in Nursing (2)

Term NS: June 4-July 16
Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisite: Senior standing in nursing. RN's only. Tuition: \$203 per semester hour.
TBA. Off-Campus. C. Kirkpatrick

NURS 473 Community as Client (3)

Term NS: May 28-July 16
Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process and health education for high-risk groups. Prerequisite: NURS 436, Community Health Nursing; Families; and senior standing in nursing. RN's only. Tuition: \$203 per semester hour.
TBA, MT. Off-Campus. Staff

NURS 511 School Nursing I (3)

Term II: June 24-July 18
Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law and role implementation. Tuition: \$228 per semester hour.
0800-1120, MTWR. RAMS-202. G. Synoground

NURS 512 School Nursing II (3)

Term II: June 24-July 18
Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: NURS 521, School Nursing Practicum. Tuition: \$228 per semester hour.
1300-1620, MTR. RAMS-202. G. Synoground

NURS 575 Nursing Leadership and Management (3)

Term MBA: June 3-July 11
Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing and controlling and selected issues in health care -- communications, delegation, power, values, marketing and structure -- are examined with emphasis on leadership skill acquisition. Tuition: \$228 per semester hour.
Meets Tuesdays, June 3-July 11, 1700-2100 and Saturday, June 15 and June 29, 0900-1530. RAMS-202. C. Schultz

Nursing Alumni Organize: New Officers Elected

The Alumni of the School of Nursing organizing meeting Feb. 23 featured a fashion show of the school's nursing uniforms down through the decades since the inception of the School of Nursing in 1953.

The luncheon followed an address by Dr. Margretta Styles, professor of nursing, University of California at San Francisco, who spoke on the challenges facing the nursing profession and how nurses must respond in approaching the next millenium.

The luncheon meeting was the culmination of four years of organizing by a steering committee led by Jackie Gillet '85 and Lisa (Holmberg) Arneson '85. The purpose of the organization is to work for the professional advancement of nursing at PLU through recruitment efforts and scholarship funding. Additionally, it will endeavor to keep in con-

tact with its graduates and promote fellowship among members of the organization.

The first officers of the School of Nursing Alumni elected at the meeting are president, Judy (Scott) Dickey '78; president-elect, Jane Curl '81; secretary-treasurer, Bonnie (Hanson) Nielsen '61; and historian, Pauline (Ziemke) Vorderstrasse '57. Advisors are Gillet, Arneson and Cynthia Mahoney, who represents the faculty.

Any graduate of the School of Nursing is qualified to be a member by payment of \$10 dues. Contact either the School of Nursing Office at 535-7672 or the Alumni Office at 535-7415 for more information.

Plans are underway for a brunch meeting to be held during the October '91 Homecoming event.

School of Nursing Alumni Membership

Name _____ Phone: _____

Address _____

Send \$10 dues payment to School of Nursing, PLU, Tacoma, WA 98447 - Attention: Alumni



School of Nursing

One Hundred Years Later

1991 SAGA

Pacific Lutheran University Scene June 1991

State Nurses Honor PLU School Of Nursing

The PLU School of Nursing has been awarded a certificate of appreciation by the Community Health Nursing Directors of Washington.

The award recognizes the School's "outstanding contribution" to the health of Washington communities through participation in the *Population Focused Community Health Nursing Education* project.

Nurses from county and city health departments were selected for the project.

Dr. Maura Egan, a PLU nursing professor, served as project director and obtained the Public Health Service grant that helped fund the project. PLU's director of continuing nursing education, Dr. Cynthia Mahoney, chaired the advisory committee.

PLU's School of Nursing celebrated its 40th anniversary in April.



(Clockwise from left) Say what? A health case baffles nursing students Christy Jackson and Karen McNabb; Nursing put into practice; Nursing students receive instruction on bedside manner from Professor Sally Dinehart; Lori Blachowski acts as a model patient for fellow nursing student Stacy Bryan.



Serving Humanity's Needs

Nursing graduates from Pacific Lutheran University will find themselves well prepared for what awaits them in their future. This is due to the practical experience they gain as students in PLU's School of Nursing, along with completing the conventional course work.

Fieldwork began with a clinical at American Lake Nursing Home. Students cared for the basic needs of their patients, such as changing beds and bathing. Next, they moved to a higher level of work by visiting hospitals once a week. They began giving injections, administering medication and becoming more involved in the care of their patients.

Finally, students underwent a preceptorship — a time where they performed all of the care themselves, and are supervised only by a mentor.

Throughout their clinical work, students were introduced to Activities of Daily Living (ADL's), which are standard hospital procedures, such as wounds. They also worked in nursing homes, as well as OB and GYN, where they cared for both the mother and the newborn baby. All of these experiences gave students the preparation they needed to enter the health-care industry.

Junior Lisa Scott commented on why she is involved in nursing at PLU. "It all pays off

(when) I receive compliments from the patients. It's the patients that keep you in it."

In addition, PLU presented continuing education programs in nursing that were offered to both undergraduate and graduate students, as well as professional RNs. These covered the areas of computer technology in nursing and patient care, concepts in critical care, health care rationing and the role of science in serving humanity's needs.

In this way, PLU provided its students with a window on the health care world of tomorrow.

Brad Chatfield



Bonnie Andersen

Pacific Lutheran University Scene June 1991

Alumni Select Candidates For Board Of Directors

Nine alumni are candidates for positions on the PLU Alumni Association Board of Directors.

Candidates for a four year term are:

Bonnie MacMaster Andersen '66, Napa, Calif., nursing instructor;

Deborah Miller Hase '87, Tacoma, Wash., teacher;

Susan Schillinger Rouse '71, Lynnwood, Wash., dental assistant; and

Susan Hildebrand Stringer '76, Bothell, Wash., personnel manager.

Candidates for a one year term are:

Jennifer Price Good '87, Kirkland, Wash., accountant;

Prentis V. Johnson '78, Federal Way, Wash., subcontract manager;

Don Poier '74, Mill Creek, Wash., television producer;

David C. Rosdahl '89, Spanaway, Wash., teacher; and

Jeanine Hopp Wernofsky '82, Puyallup, Wash., teacher.⁸⁴



Nursing Alumni Pacific Lutheran University

September 1991

Dear Fellow Alumni,

It is a privilege to write to you as the first president of the Nursing Alumni Organization and report that these months since our inception in February have been productive. The executive board has met monthly to manage the tasks of a new organization, including the planning of our first annual meeting that will be held on Saturday, October 19th in the form of a breakfast buffet. This coincides with the all-university Homecoming.

It has taken the dedication of our school's graduates to bring this Nursing Alumni Organization into being. What it now will need is your support in the form of annual membership at \$10 and in participation in the activities planned. The purpose of the organization is to work for the professional advancement of nursing at PLU through recruitment efforts and scholarship funding. This is a crucial time at the University with the funding cutbacks, which affect the School of Nursing as well. What better time for the alumni to mount their support!

I hope to meet you at our meeting in October.

Sincerely,

Judy Dickey, BSN, C
Class of '78

Judy, Congratulations on your presidency. I am sorry I am unable to be at the October 19 brunch, but I will be thinking of you. I believe the school of nursing needs the support of the new nursing alumni branch and trust that you can get it starting on the right foot. Best wishes.



Shirley M.H. Hanson
RN, PMHNP, PhD, FAAN
Professor, Department of Family Nursing
3181 S.W. Sam Jackson Park Rd.
Portland, Oregon 97201-3098
(503) 494-8382, Fax (503) 494-4496/4350

3152 SW Fairmount Blvd
Portland, Oregon 97201
(503) 245-8099

School of Nursing, Pacific Lutheran University, Tacoma, WA 98447



PACIFIC LUTHERAN UNIVERSITY

**CONTINUING STUDIES
FALL 1991**



PROFESSIONAL DEVELOPMENT CONTINUING NURSING EDUCATION

PROGRAM ACCREDITATION:

Pacific Lutheran University Continuing Nursing Education program is accredited as a provider of continuing education by the American Nurses' Association Board on Accreditation.

The CNE Program is an approved provider of inservice education clock hours for 1991-92 by the Professional Education and Certification Division, Office of the Superintendent of Public Instruction, Olympia, WA.

All inquiries regarding Nursing course offerings and registrations should be directed to PLU Continuing Nursing Education at 535-7683.

SELECT TOPICS ON PHYSICAL ASSESSMENT FOR NURSES

Skill in nursing assessment is the basis of excellence in nursing practice and is in constant need of updating. This series of five offerings will include the nursing history and pulmonary, cardiovascular, neurological, psychosocial and functional assessments. The content includes didactic and skill sessions. Register for individual sessions or the entire series.

Co-sponsored with Veterans Affairs Medical Center, American Lake, Tacoma, WA

Wednesdays, September 26, October 3, 10, 17 & 24, 1991, 1 pm to 3 pm, Veterans Affairs Medical Center, American Lake, Tacoma, WA

September 26:

The Nursing History Functional Assessment — \$20.00

October 3:

Pulmonary Assessment — \$20.00

October 10:

Cardiovascular Assessment — \$20.00

October 17:

Neurological Assessment Psychosocial Assessment — \$20.00

October 24:

Comprehensive Mini-Assessment — \$20.00

2 contact hours each session

Entire Series - 10 contact hours - \$85.00

Registration Deadline: Wednesday, September 18, 1991 for the entire series. One week in advance for each session.



COMPUTER TECHNOLOGY IN HEALTH AND PATIENT CARE

A two day workshop designed to present advances in computer technology as it applies to nursing. Hands-on computer experience is provided with one IBM/IBM clone for each participant.

The first day is designed for the novice nurse computer user, one who has had minimal or no exposure to computers in any setting. Content includes computer structure and operating systems, the realities of computer technology in nursing practice, information systems, ergonomics, and ethical issues. No computer background is needed. Familiarity with a typewriter keyboard is helpful.

The second day of the workshop will focus on nurses' current and future role in use of computer systems in patient care. Participants will explore the advantages and disadvantages of computerized histories, nursing care plans, discharge plans, and patient education applications, and resources for computer users. An introductory course/workshop in computer technology is prerequisite to registering for the second day.

Friday, October 4, & Saturday, October 5, 1991, 9 am to 4 pm, Pacific Lutheran University, Tacoma, WA

Enrollment limited to 11 participants

Registration Deadline: Friday, September 20, 1991.

Two days — 12.5 contact hours \$125.00

One day — 6.25 hours \$65.00

GERONTOLOGICAL NURSE CERTIFICATION REVIEW AND UPDATE

An offering designed to prepare RNs for the ANA Gerontological Nurse Certification examination. Health care and maintenance needs of the older adult will be presented in eight sessions. Content includes biological and psychosocial theories of aging; demographic trends; physiological and psychosocial changes in aging; the nursing response to aging and common health problems; and nursing practice, policy, and, ethical/legal issues specific to elderly clients.

Open to RNs planning to take the ANA certification examination and RNs interested in an update of current concepts in gerontological nursing. Register for individual sessions or entire series. The schedule of daily sessions is available on request.

Eight Sessions: Tuesday and Thursday evenings, September 3, 5, 10, 12, 17, 19, 24, & 26, 6:30 to 9:00 pm, Pacific Lutheran University, Tacoma, WA

Sponsored by the Gerontological Nursing Consortium of Southwest Washington, a community partnership with Pacific Lutheran University

Registration Deadline: Monday, August 26, for the first session or entire series, and one week in advance for succeeding sessions

2.6 contact hours per session or 20.8 contact hours for entire series

Gerontological Nursing Consortium Members*

Entire series — \$ 30.00

Non-Consortium Members

Single session — \$ 20.00

Entire series — \$ 125.00

*Institutional Membership. To ascertain eligibility for membership rate contact your Staff Development Office or 535-7683.

CONTINUING NURSING EDUCATION

7

A GROWING URGENCY: FACING THE NEEDS OF PERSONS WITH HIV INFECTION

This conference provides a forum for discussion of important and current information on issues related to HIV infection and AIDS. It will address questions and concerns of health care providers who are involved in the care of AIDS patients and providers in a variety of health care settings who are potentially involved. National and local trends in epidemiology, research, treatment, and services for the client and caregiver will be highlighted. The program begins where the basic seven hours of AIDS education left off and assumes participants have completed AIDS education requirement for health professionals.

Lunch and beverage breaks are included in registration fee.

Co-sponsored with Tacoma Community College, Bellevue Community College and University of Washington

Monday, September 23, 1991, 8:30 am to 4:30 pm, Tacoma Dome Quality Hotel, 2611 East E Street, Tacoma, WA

Registration Deadline: Friday, September 6, 1991

6.5 contact hours — \$90.00

LEADERSHIP SKILLS FOR PROFESSIONAL NURSES

Leadership is the essence of the skill of managing, whether that management be a nursing unit, floor, or department; a nursing task group; the health care team; a volunteer nursing organization; or special interest group. Leadership involves working with groups that serve as the building blocks of the organizational unit. This seminar will address strategies for transforming work groups into effective and productive work teams. The content includes the steps in team building, creating the organizational climate, and the communication process. This seminar will be offered one day and repeated. Scheduled for October or November, 1991.

Co-sponsored with the Veterans Affairs Medical Center, Medical Lake

Veterans Affairs Medical Center, American Lake, Tacoma, WA

7 contact hours - \$50.00

Call 535-7683 for more information.

BASIC CONCEPTS IN CRITICAL CARE NURSING

A comprehensive course designed to provide RNs with theoretical concepts essential for knowledgeable practice in critical care settings. The content presented is appropriate for beginning practice in any intensive care specialty unit. Content includes the physiology, common pathologies and nursing assessment of major critical conditions; ECG interpretation; hemodynamic monitoring; ventilator management; stress management; nutritional support; pediatric patients in adult critical care units; obstetrical emergencies; multiple and burn trauma; and ethical/legal issues. Open to RNs newly employed in critical care units and RNs interested in a career change. Daily registration on a space available basis. The course schedule is available on request.

Endorsed by the Mount Rainier Chapter of the American Association of Critical Care Nurses (AACN)

Tuesdays and Wednesdays, September 17, 18, 24, 25, October 1, 2, 8, 9, 15, 16, 22, & 23 1991, 8:00 am to 4:15 pm, Pacific Lutheran University, Tacoma, WA

Registration Deadline: Monday, September 9, 1991

Entire Course 80 contact hours — \$475.00
Daily Registration — \$ 60.00

MEDICAL/SURGICAL REFRESHER FOR RNs

The Medical-Surgical Refresher course is designed to assist inactive RNs and RNs engaged in non-acute care nursing to return to an acute care setting. Open to RNs interested in updating medical-surgical nursing theory and skills and open to Intercollegiate Center for Nursing Education home study students with prior approval. Content includes a review of adult medical-surgical nursing, campus laboratory practice and an adult nursing learning experience in a hospital setting. CPR certification and Washington State required AIDS content are included. Varying registration fees and CE credit.

Approved by the Washington State Board of Professional Nursing. Persons with Washington Limited Education license may apply.

Presented in cooperation with local area hospitals.

Call 535-7683 for Medical-Surgical Refresher Brochure.

SPECIALIST SKILLS FOR COMMUNITY HEALTH GENERALISTS: WORKING WITH CLIENTS ON THE EDGE

This conference will focus on the skills needed by community health nurses in diverse settings for working with clients who have multiple problems. Speakers will address the assessment of clients with mental health problems, strategies for meeting the needs of multi-problem clients, and group process techniques. A panel of experienced community health nurses will explore the problem of communicating the work and worth of community health in the field. Lunch and beverage breaks are included in the registration fee.

Friday, November 8, 1991, 9 am to 3:30 pm, Chris Knutzen Hall, Pacific Lutheran University, Tacoma, WA

Registration Deadline: Friday, November 1, 1991

6 contact hours — \$65.00

SORTING THROUGH COMMON PULMONARY PROBLEMS IN THE ELDERLY

A series of early morning breakfast meetings for nurses involved with elder care in any setting. The series is specific to pulmonary problems common to the older person and will begin with an examination of the presenting symptoms of pneumonia, pulmonary emboli, and pulmonary edema. The focus of this session will be how nurses may differentiate between the three conditions, thus enhancing decision-making for nursing intervention. The second will assist nurses to address client needs through a comparison of the usual symptomatology of chronic obstructive lung disease with that of exacerbation. The third session will address toxicity of medications used in treating conditions presented in this series and those commonly used with other pulmonary conditions. Registration open to individual sessions or entire series.

Sponsored by the Gerontological Nursing Consortium of Southwest Washington, a community partnership with Pacific Lutheran University.

Wednesdays, October 30, November 6, & 13, 1991, 7 am to 9 am, Days Inn, Tacoma, WA

October 30 — The 3 P's: Pneumonia, Pulmonary Emboli, & Pulmonary Edema — 2 contact hours

November 6 — COPD: Stability vs. Flare-up — 2 contact hours

November 13 — Pulmonary Drug Toxicity — 2 contact hours

Registration deadline: Tuesday, September 24, 1991 for the entire series/the first session. Two weeks in advance for sessions 2 & 3.

Gerontological Nursing Consortium Members* — \$60/Series, \$25/Session

Non-Consortium Members — \$75/Series, \$30/Session

*Institutional Membership. To ascertain eligibility for membership rate contact your Staff Development Office or call 535-7683.

PHARMACOTHERAPEUTICS FOR ARNPs

A workshop designed to meet pharmacotherapeutic continuing education requirements for ARNPs. A variety of topics are offered to address the needs of ARNP specialties. Drug/drug interactions also precipitate a need for practitioners to gain a knowledge of agents used in practices other than their direct specialty. General sessions in the morning will include the pharmacotherapeutic management of inflammatory skin diseases, challenges in acquiring and maintaining Communicable Disease Control recommended immunity, and prescribing for recovering alcoholics. Afternoon concurrent sessions will offer introductory pharmacokinetics, prescription writing for the new prescriber, pharmacological management of children with urinary tract infections, and allergic rhinitis/asthma in all ages; seasonal affective disorder; insomnia; and complications created by use of social drugs.

One registration fee for the day includes lunch and beverage breaks and allows for participant choice in the number of sessions attended.

Friday, December 6, 1991, 8:30 am to 4:30 pm, Tacoma Dome Quality Hotel, Tacoma, WA

Fee: \$85.00 until Thursday, November 21, 1991 — \$95.00 if postmarked after November 21

7.5 contact hours possible
Call 535-7683 for individual brochure.

UPCOMING EVENT: FORUM ON WASHINGTON'S HEALTH CARE COMMISSION'S REPORT TO THE LEGISLATURE

A forum for health care professionals discussing the Washington State Health Care Commission Report. The future of Washington's health care is at stake.

February 1991 - Time and Place TBA

For more information contact Continuing Nursing Education, 535-7683.

WOMEN'S HEALTH CARE: ISSUES AND SKILLS

A series of weekly evening sessions designed for RNs and ARNPs concerned with women's health. The series begins with the techniques of IUD insertions. Pharmaceutical models will be available for in-class practice. The second session will address the recommended management of breast tumors, including discussions of alternatives to radical mastectomy and nursing interventions for the various treatment modalities. The third session will present the skill of fitting cervical caps with an optional practice session on the following evening. A fourth session will address the topic of endometrial biopsy as a diagnostic tool. Registration open to individual sessions or the entire series.

Tuesdays, October 15, 22, 29, & November 5, & Wednesday, October 30, 1991, 7 pm to 9 pm, Pacific Lutheran University, Tacoma, WA

Registration Deadline: Monday, October 7, 1991 for entire series and one week in advance for succeeding sessions

Single Session 2 contact hours — \$23.00
Series (4 topics) 8 contact hours — \$85.00
Series with Cervical Cap Lab — 10 contact hours — \$130.00
Cervical Cap Session with Lab — 4 contact hours - \$75.00

UPCOMING EVENT: FORUM ON WASHINGTON'S HEALTH CARE COMMISSION'S REPORT TO THE LEGISLATURE

A forum for health care professionals discussing the Washington State Health Care Commission Report. The future of Washington's health care is at stake.

February 1991 - Time and Place TBA

For more information contact Continuing Nursing Education, 535-7683.

MALE NURSES

'We want to break down the stereotypes'

by Grace Nirschl
Mast intern

With a smile and a note of absurdity in his voice, Mark Martineau's 4-year-old son said, "Men are not nurses, Dad." But, Martineau is.

Martineau, is one of 19 men and 186 women in Pacific Lutheran University's nursing program.

Like most of the men, he began his career in nursing as a medic in the army. He became an anesthesia technician and later realized a bachelor's degree in nursing would help him advance in the field.

After Martineau graduates from PLU he plans to attend graduate school and become an anesthetist.

In addition to taking nursing courses last spring, Martineau organized the PLU Men's Association of Nursing Students.

The group provides professional networking and social support and promotes awareness of career opportunities in nursing. It is not just for men, Martineau said.

The organization gave a presentation on careers in nursing at Yelm High School last spring. Nursing jobs can be found in government, occupational health, hospitals, administration and alcohol recovery, just to name a few, Martineau said.

He explains that, through visiting schools, "we want to break down stereotypes. And I think they get the idea when they see a bunch of guys standing there."

All three men ignore the stereotypes often held against them: "If I was insecure, I wouldn't be associated with nursing," Martineau said.

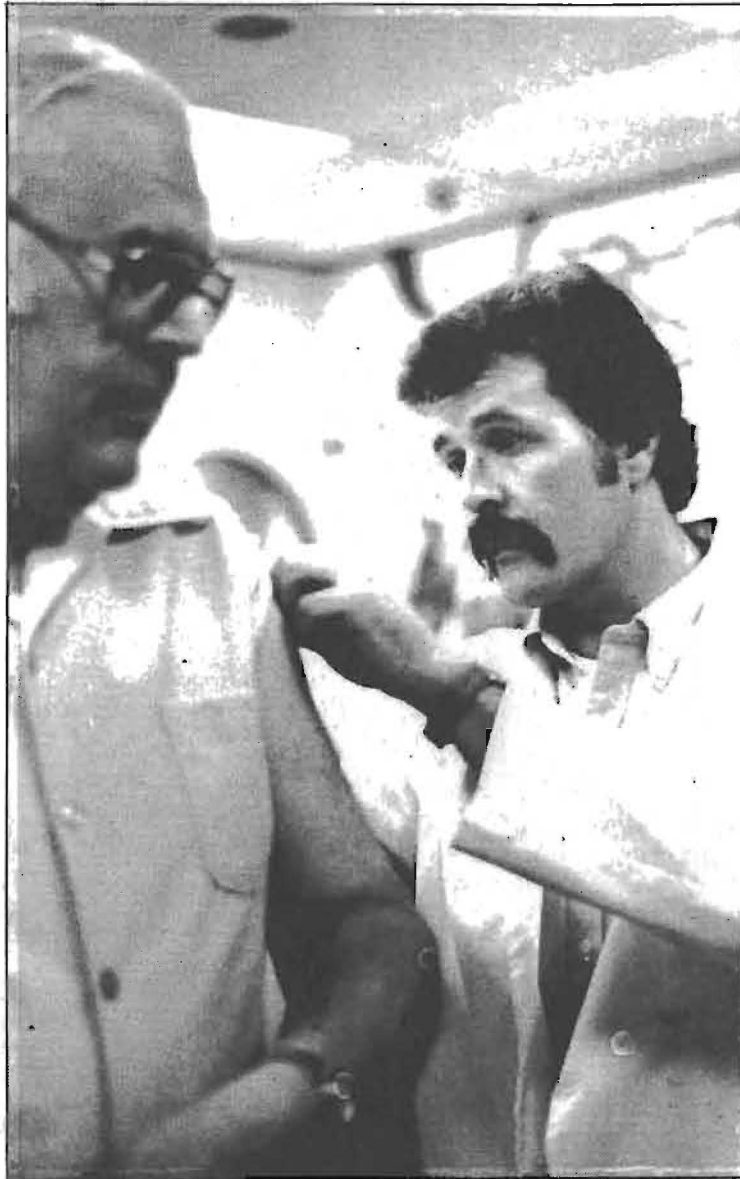
He added that he did not let being a man stop him from doing what he likes and is good at doing — caring for people.

When the organization is not promoting career opportunities, it's supporting students in the program.

Ken Thompson, one of the group's members, developed a mentorship program being used for the first time this fall.

Upon entering the nursing program, a new student is matched with a returning student who has experience dealing with situations and problems particular to nursing.

Military students are helped with paperwork by mentors who know PLU's system, while older students get help relearning study habits and time management.



Liz Tunnell / The Mast

Nurse Aaron Lawrence administers a shot to patient John Mathewson. Increasingly men are becoming a part of the traditionally female-dominated nursing profession.

"The program is valuable because it helps students with daily problems in a way teachers can't. Peers can empathize with frustrating situations," said Steve Tucker, this year's chairman.

Thompson says he has experienced no significant resistance to his being a male nurse. Sometimes it's an asset, he said.

"Irrational and violent old men get embarrassed acting stupid in front of another man. Because of that, I can calm them with less physical restraint than a woman might," Thompson said.

He stresses that he does enjoy working with women. "They don't struggle for power like men do,"

he said.

"Less gets done with all men who spend too much time deciding on the best way to do something. Women act and get stuff done," he added.

Making a difference in a person's life keeps the job rewarding for all three.

"I show how much I care for people when I use my skills to help a family and patient through a crisis. A person died today, but the family appreciated knowing that I made his last days comfortable and safe," Thompson said.

"It's nice to make a difference in a person's first or last days of life," Tucker added.



Gordon and Alice Kayser

Gordon and Alice Kayser

PLU Presents Distinguished Service Award To Kayzers

Gordon and Alice Kayser of Milwaukie, Ore., received a Distinguished Service Award from PLU during Opening Convocation on campus Sept. 10.

The Kayzers, who have established endowed scholarships for nursing and engineering students at PLU, have also participated as major donors and volunteers on behalf of the university's centennial fund campaign. Gordon served on the campaign's national committee.

Several years ago they were the donors of PLU's largest single endowment gift, to which they continue to contribute.

"The byword for the Kayzers is ministry to others; their spirit of service and giving is an example of the finest personal Christian stewardship," said PLU President William Rieke.

Just prior to the convocation the university broke ground for the Mary Baker Russell Music Center, a project toward which the Kayzers have also generously contributed.

Gordon and Alice worked, respectively, in the engineering and nursing professions for 32 years prior to "semi"-retirement.

For nearly a decade he has worked as a computer consultant, and has developed and refined mathematical computer programs. He also teaches woodcarving at senior centers in the Portland area.

They are active members of Milwaukie Lutheran Church. He has developed a computer program to assist that church and others in financial matters.

"We are constantly saying 'Thank you!' to this wonderful couple," said a member of the congregation.

A graduate of Montana State University, Gordon designed and tested ventilation and heating systems for Navy ships during World War II. After the war he became involved in the design and operation of wind tunnels in their initial stages of development.

Alice earned her nursing diploma from Good Samaritan Hospital in Portland, Ore., and worked at hospitals in Minneapolis, Minn., Danville, Ill., and Milwaukie.

Originally from Lewiston, Mont., the Kayzers will celebrate their 50th wedding anniversary next spring.

COMMENCEMENT, 1991

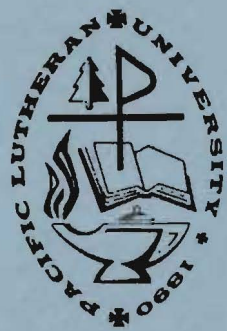
Olson Auditorium, Pacific Lutheran University
Saturday, December 14, 1991 - 10:30 a.m.

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Karen Lee Boe
Suzan C. Driver
Linda Ann Hilbert
Frederick William Malloy
Heather Jeanne McRae
Margaret Harriet Murphy
Amy Jeanne Nock, *Cum laude*
Lori Catherine Reiter
Brenda Susanne Schutt
Rebekah Karin Treviño
Danelle Lynne Uphaus
Katrana Beth Van Vleck
Janice Eileen Ward
Kimberly Susan White





**School of Nursing
Senior
Recognition Ceremony**

PACIFIC LUTHERAN UNIVERSITY
School of Nursing

Senior Recognition Ceremony
Chris Knutsen Fellowship Hall

December 13, 1991

PROGRAM

PROCESSIONAL Dan Davison, Pianist
INVOCATION The Reverend Susan Briehl
Campus Pastor
WELCOME Dorothy M. Kellmer-Langan, Ed.D., R.N.
Dean and Professor, School of Nursing
ADDRESSES Sheila Goodwin, M.S.N., R.N.
Assistant Professor
Marsha Johnson, R.,N.
Vice President of Patient Services
St. Joseph's Hospital, Tacoma
ALUMNI WELCOME Judy Dickey-Skau
President, Nursing Alumni Assoc.
SPECIAL SONG "Friends" Dan Davison, Soloist
Michael W. Smith
RECOGNITION CEREMONY
PRESIDING Dr. Dorothy M. Kellmer-Langan
PRESENTATION OF PINS Constance Kirkpatrick, Ph.D, R.N.
Assistant Professor
BENEDICTION Reverend Briehl
RECESSIONAL Dan Davison, Pianist

GRADUATING SENIORS

Karen Boe
Sue Driver
Frederick Malloy
Heather McRae
Amy Nock
Lori Reiter
Brenda Schutt
Rebekah Trevino
Danelle Uphaus
Katrinya VanVleck
Janice Ward
Kimberly White

RN/BSN GRADUATES

Susan Allen
Linda Hilbert
Gerald Hartman
Margaret Murphy

ACKNOWLEDGEMENTS

Maura Egan, Faculty Advsiior
Frecia Kelly, Faculty Advisor
Ken Dunmire, Photographer
All who have supported graduates during
the educational process

Immediately following the Recognition Ceremony, you are
cordially invited to attend the Reception for graduating Seniors.

**Senior Recognition Ceremony
December 13, 1991**



School of Nursing

Class of 1992

Allen, Susan L.
Aqua, Jay David
Benton, Lisa M.
Brislin, Theresa M. M.
Estroff, Judy D. Burt
Faldet, Ruth M.
Gale, Daniele A.
Hartman, Gerald R.
Hedstrom, Beth L.
Hohengarten, Melissa L.
Huyuh, Anna L.
Jamarik, Sherry L.
Kelly, Michelle Reed
Kern, Lisa J. Breitinger
Langley, Andrea L.
Lewis, Cheryl A.
Libby, Donna L.
Longen, Dina T.
Mayer, Monica R.
McMillin, Erin E.
Olmsted, Carolyn Noviello
Pearson, Brigitte
Ruffo, Sandy L.
Sanderson-Towne, Jana M.
Savelkoul, Julie A.
Schwesinger, Tammy J.
Scott, Lisa M.
Spadaro, Karen M.
Stanke, Arpil L.
Trusclair-Johnson, Leaster
Tucker, Steven L.
Wang, Mary M.
Weber, Linda S.
White, Dena F.

FACULTY

Kellmer-Langan, Dean; Hirsch, Assistant Dean; Aikin, Allen, Ellis, Fanslow, Fink, Fitzgerald, Gaspar, Goodwin, Hefty, Herman-Bertsch, Hughes, Kelly, Klisch, Mahoney, Minahan, L. Olson, Pass, Philichi, Reinhardt, Schultz, Vancini; assisted by Rinehart and Schaffler.

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

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

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and registered nurses, and the Master of Science in Nursing with areas of concentration in Nursing Administration, School Nursing, and Continuity of Care.

A program leading to Education Staff Associate certification is available for school nurses. Course work is offered by Pacific Lutheran University School of Nursing in collaboration with the School of Education and the office of the Washington State Superintendent of Public Instruction.

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

UNDERGRADUATE PROGRAMS

The basic undergraduate program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the NCLEX examination for licensure as registered nurses. They are prepared for beginning professional nursing positions in hospitals and other health agencies. A special sequence of study is available which awards credit and provides credit by examination options for licensed practical nurses. There also is a sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. These undergraduate programs provide a foundation for graduate study in nursing.

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

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

ADMISSION AND CONTINUATION POLICIES

High School Preparation

It is strongly recommended that applicants complete a program in high school which includes: English, 4 years; mathematics, 2 years (preferably algebra and geometry); social sciences, 2 years; one foreign language, 2 years; laboratory sciences, 2 years (including chemistry); electives, 3 years.

ADMISSION TO THE UNIVERSITY

Pacific Lutheran University welcomes applications from all students who have demonstrated capacities for success at the baccalaureate level. Students who present appropriate academic records and personal qualities are admitted either fall or spring semester. Application procedure and other details are found elsewhere in this catalog. (Students must be accepted by the university before acceptance by the School of Nursing.)

ADMISSION TO THE SCHOOL OF NURSING

Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to BSN sequence must make formal application to both the university and the School of Nursing. Basic students are admitted to the School of Nursing to begin nursing courses each fall and spring semester. Students enrolled in the LPN or RN to BSN sequences generally begin in the fall only. Both full-time and part-time programs of study are available.

Applications for admission to the nursing major are available from the School of Nursing. Applications are reviewed by the School of Nursing Admissions and Academic Progress Committee after receiving all the necessary materials including official transcripts.

Students requesting admission for the fall semester of the next academic year should submit applications by March 1. Applications for fall which are submitted before December 1 will be reviewed as part of the early admission process. Those candidates will be notified of acceptance by January 30. Applications received after December 1 will be acted on by April 15. Late applications/admissions will be considered on a space available basis.

Applications for spring semester admission should be on file in the School of Nursing by May 1 and candidates will be notified of acceptance by June 30. Late applications/admissions will be considered on a space available basis.

All potential or pre-nursing students are urged to seek early academic advisement from the admissions, retention and recruitment coordinator in the School of Nursing in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum modification and revision as long as it does not hinder the students' progress toward graduation.

ADMISSION CRITERIA*

Minimum criteria for admission to the School of Nursing include:

1. Admission to Pacific Lutheran University. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.
2. Completion, or pending satisfactory completion of 26 semester credit hours of specified prerequisite course work at PLU, a community college or another accredited university (comparable course listings are available on request) including Psychology 101 (Introduction to Psychology), Biology 205, 206 (Human Anatomy and Physiology), and Chemistry 105 (Chemistry of Life). RNs and LPNs should also have completed Psychology 352 (Development: Infancy to Maturity) and Sociology 330 (The Family) if they plan to fulfill requirements for the nursing sequence within the described time frame.
3. A minimum grade of 2.00 in each nursing prerequisite course.
4. A cumulative grade point average of 2.5 or higher.
5. Completion of the university graduation math requirement (two years of college prep math or one semester of intermediate algebra at the college level).
6. Physical health and emotional stability sufficient to meet the demands of nursing and provide safe patient care.
7. Fluency in speaking, reading, and writing English. Students for whom English is a second language must pass the SPEAK test before acceptance.
8. Washington State Patrol Criminal History clearance relative to Child/Adult Abuse Information Act as required of health care workers.
9. Submission of all documents to the School of Nursing by the designated deadlines. Transcripts should be submitted to the School of Nursing in addition to those submitted to the university Office of Admissions.

* When the number of qualified applicants exceeds the enrollment limits, the following factors are used to prioritize the admission decisions: grade point average, number of prerequisite course requirements completed, and admission date to the university. Preference will be given to applicants who entered PLU as beginning freshmen. Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Board of Nursing, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions should be addressed directly to the Washington State Board of Nursing Nurse Practice Manager at 206-586-8186.

CONTINUATION POLICIES

1. Completion of approved CPR class - adult and pediatric - before beginning nursing classes with yearly updates.
2. Completion of approved first aid course before beginning nursing classes (waived for RNs and LPNs).
3. Nursing courses all have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan.
4. A minimum grade of 2.0 (C) must be achieved in all required nursing courses. A student receiving a grade of less than 2.0 in any course which is a prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.0 or above. (Other policies regarding progression/continuation can be found in the Nursing Student Handbook.)
5. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses.
6. Incomplete grades in nursing courses must be converted to a passing grade (2.0 or above) before the first day of class of the subsequent semester.
7. Students taking medical or other withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Nursing Student Handbook on a space available basis.
8. The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate dismissal from the clinical component.

HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the clinical areas, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

ENGLISH PROFICIENCY

A certain level of English proficiency is necessary for academic success in nursing as well as for patient safety. Students who are identified by the university as needing the ESL sequence of courses will be required to take the ESL courses before entrance to the School of Nursing or to take the TOEFL and score at least 580.

All students for whom English is their second language must also take and pass the SPEAK test before admission to the major. The test is given through the Intensive English Language Institute at the university for a nominal cost to the student. The test consists of seven sections measuring pronunciation, grammar, and fluency. A minimum score of 2.0 (out of a possible 3) in each area and a minimum of 2.2 in all the pronunciation sections is considered passing. Students scoring below these levels on pronunciation will be required to obtain additional coursework or assistance before retaking the SPEAK.

ESL students should also be aware that they may not be able to complete the program of study within the described timeframe. Individual advising is available and is directed toward assisting students to be successful.

ADDITIONAL COSTS

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical laboratory areas beginning with the first nursing course. Available public transportation is limited, so provision for private transportation is essential. Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. This is available under a group plan at a nominal cost to the student. Health examination fees, student uniforms and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

A Learning Resources Fee of \$45 per semester is charged to cover practice and laboratory materials, equipment and supplies. The fee is identified with specific courses and is payable to the Business Office along with university tuition.

Standardized testing fees of approximately \$35.00, payable directly to the School of Nursing, are assessed at the time of enrollment in the final semester of nursing studies.

PROGRAMS OF STUDY

Prerequisite Courses to Nursing Major

Prerequisite courses to be completed before enrollment in the nursing sequence include:

BSN BASIC PROGRAM

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements.

Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and, if enrolled full-time, normally extend over six semesters. Part-time enrollment also is possible. 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.

BSN SEQUENCE FOR LICENSED PRACTICAL NURSES

This sequence of study is designed to provide career mobility for the experienced licensed practical nurse desiring the Bachelor of Science in Nursing degree. The program allows students the opportunity to validate prior knowledge and clinical competence, enabling progression through the BSN curriculum within a twenty-four month period following completion of prerequisite courses, when enrolled full-time. Part-time enrollment options also are available.

Prospective students are encouraged to seek early advisement to reduce time spent in completing prerequisites and facilitate progress. Some of the courses have special sections for enrolled LPNs. Also, efforts are made to arrange class times to accommodate schedules of LPNs who are working.

Admission/Transfer

Admission to PLU is required before making formal application to the School of Nursing. Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.5 is required by the School of Nursing. The university graduation math requirement (two years of college prep math or an approved math course at the baccalaureate level) must be met before admission.

Transfer Credit

A minimum grade of C in college courses is required for transfer of credit. Transfer into PLU with junior standing (60 semester credit hours) reduces the Religion and the Interim requirements from 8 to 4 semester credit hours each. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is the equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

Advanced Placement

Non-nursing

Advanced placement may be available through national standardized or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

Nursing

LPNs may receive credit by examination for selected courses. Each student is individually counselled regarding the appropriateness of seeking such credit. Eligibility for the clinical proficiency examination is determined by the faculty and is based on documentation of significant work and/or student experience in the specific area. Exams must be successfully passed to receive the credit.

The following ACT/PEP* standardized tests are available and, if successfully completed (45 or above), provide credit for the nursing course(s) indicated:

1. Fundamentals of Nursing — Exam #403 — Nursing 251 (Commonalities in Nursing I)
2. Commonalities in Nursing: Area B — Exam #478 — see #3
3. If Exams #403 and #478 are successfully passed, the LPN student is eligible to take a Nursing Clinical Proficiency Exam which will allow credit for Nursing 252 (Commonalities in Nursing II).

* ACT/PEP exams are offered at specific testing sites throughout the state and country including PLU on scheduled dates as well as by the military services. Pre-registration is required. Study guides, testing dates, and registration packets are available in the School of Nursing.

BSN SEQUENCE FOR REGISTERED NURSES

Registered nurses, graduates from NLN and state-approved associate degree and diploma programs, are encouraged to pursue the Bachelor of Science in Nursing at Pacific Lutheran University. RN students meet the same requirements as basic students. Most are admitted with advanced standing, having completed academic coursework elsewhere. A number of the required nursing courses have special sections for enrolled RN students. Schedules are arranged to accommodate the working nurse with many courses being taught in concentrated blocks of time.

Prospective students are encouraged to seek early advisement to reduce time spent in completing prerequisites and facilitate progress. Once general university requirements and prerequisites have been met, the program may be completed in 12 months with full-time enrollment. Various part-time options are available.

Transfer Credit

Registered nurses who began their higher education at other accredited colleges or universities may apply for transfer credit. A grade point average of 2.5 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is the equivalent of two-thirds of a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU. A total of 128 semester credit hours are required for graduation.

Advanced Placement

Non-Nursing

Advanced placement may be available through national standardized or departmental examinations. Inquiries should be directed to the Office of Admissions and/or the department or school offering the particular subject.

COURSE OFFERINGS

100 MEDICAL TERMINOLOGY

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

212 INTRODUCTION TO HEALTH CARE

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

232 PHARMACOLOGY IN NURSING

Focuses on pharmacological principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: 251. Pre-corequisite: 273. (2)

251 COMMONALITIES IN NURSING I

Introduction to the use of the nursing process and psychomotor skills in client care. Opportunities to practice nursing skills in the nursing laboratory and selected clinical settings. Prerequisites: BIOL 205-206, CHEM 105, PSYC 101. (2)

252 COMMONALITIES IN NURSING II

Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experiences with adults in extended health care facilities. Prerequisites: BIOL 201, PSYC 352, NURS 251. Prior or concurrent enrollment in NURS 232, 273. (2)

263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 251. (2)

273 PATHOPHYSIOLOGY

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

322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: PSYC 352, prior or concurrent enrollment in NURS 324. (2)

324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 232, 252, 263, 273, PSYC 352. (4)

333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiologic disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 232, 252, 263, 273. (3)

342 PHYSIOLOGICAL NURSING I: CLINICAL

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

352 NURSING IN THE CHILDBEARING YEARS

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

362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisite: Prior or concurrent enrollment in 352. (2)

372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342, SOCI 330. (2)

382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Prior or concurrent enrollment in 372. (2)



392 NURSING RESEARCH

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: Have completed 3rd semester of nursing sequence or with permission of Admissions Committee. (2)

423 PHYSIOLOGICAL NURSING II

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362, 372, 382. (3)

433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Prior or concurrent enrollment in 423. (3)

436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 342, 352, 362, 372, 382, SOCI 330. (3)

453 COMMUNITY HEALTH NURSING: CLINICAL

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Prior or concurrent enrollment in 436. (3)

462 LEADERSHIP IN NURSING

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: 423, 433, 436, 453. (2)

472 ISSUES AND TRENDS IN NURSING

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: 423, 433, 436, 453. (2)

473 COMMUNITY AS CLIENT (CLINICAL)

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 436, 453, prior or concurrent enrollment in 462. (3)

474 NURSING SYNTHESIS

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 423, 433, prior or concurrent registration in 462, 473. (4)

491, 492 INDEPENDENT STUDY

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

493 INTERNSHIP ABROAD

Nursing

Master of Science in Nursing

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Purpose

The purpose of the graduate program in nursing is to prepare professional nurses as advanced practitioners, leaders and scholars. The curriculum consists of a common core with areas of concentration in continuity-of-care, nursing administration, and school nursing. The program is designed to facilitate part-time or full-time study. Courses are scheduled in late afternoon and evenings to accommodate nurses who are employed. The summer sequence is designed primarily to serve the needs of school nurses; however, select core and nursing elective courses are also scheduled during the summer on a rotating basis.

Prerequisites

A basic course in descriptive and inferential statistics is prerequisite. A course in basic computer use is recommended. A minimum of one year of recent clinical practice as a registered nurse is strongly advised. A refresher course is required if the applicant has not practiced nursing within the last three years.

Admission

Applicants for admission to the Master of Science in Nursing programs will: hold (or be eligible for and in process of obtaining) a current license to practice as a registered nurse in the State of Washington; hold a baccalaureate degree from a National League for Nursing accredited program; submit evidence of a minimum cumulative undergraduate grade point average of 3.0 (on a 4.0 scale); submit scores from the Graduate Record Examination (GRE), taken within five years of application for admission; and complete a pre-admission interview with the director of the graduate program.

NOTE: Exceptions to the above criteria are based on assessment of an individual's file for demonstration of equivalence to admission requirements, and/or potential for successful completion of graduate study.

Advising

The director of the graduate program in nursing or an appointed faculty member will serve as adviser to all students. Information regarding program planning and transfer credit will be provided.

When a thesis chairperson is selected, program guidance will be assumed by that person.

Program Requirements

Granting an exemption from program requirements is rare. Students requesting such exemption assume responsibility for submitting a file for review by the School of Nursing Graduate Program Committee that clearly documents equivalence of the course offered by the School.

Prior to enrollment in clinical practica, students must provide evidence of 1) current immunization and health status as required by the School of Nursing (in addition to the general university requirement), 2) current CPR certification, and 3) current professional liability insurance in specified amounts.

Core Requirements

Students are required to complete a common core of nursing courses for a total 18 semester credits. The core courses provide the framework for advanced nursing practice in a select area of concentration.

Required Core Courses 18 semester hours

NURS 571 Research I (2)
NURS 572 Research II (2)
NURS 573 Models & Theories of Nursing (2)
NURS 574 Advanced Nursing Concepts (3)
NURS 575 Nursing Leadership & Management (3)
NURS 599 Thesis (6)

Areas of Concentration

Required courses for each area of concentration are listed below with specific course and total number of semester credit hours identified. Prior to enrollment in clinical practica in the Continuity-of-Care and School Nursing areas of concentration, health assessment skills must be demonstrated or verified.

NURSING ADMINISTRATION

Program Objectives

Students are prepared for leadership and administrative positions in the health care delivery system.

Concentration Requirements 18 semester hours

BUSA 550 Organizational Behavior & Environment (4)
NURS 556 Financial Management for Health Care Providers (3)
BUSA 554 Planned Organizational Change (4)
NURS 559 Nursing Administration Practicum (2-5)
Supportive elective (2)

CONTINUITY-OF-CARE

Program Objectives

Students gain skills as clinical nurse specialists to assume leadership roles in providing care, and developing program models to facilitate clients' transitions through and among health care systems. Graduates occupy positions in primary, secondary, and tertiary care facilities in the public and private health care systems.

Concentration Requirements

18 semester hours

- NURS 530 Continuity-of-Care Clinical Nurse Specialist Role (2)
NURS 531 Theoretical Foundations for Continuity-of-Care (3)
NURS 532 Focused Study in Clinical Specialization (3)
NURS 533 Continuity-of-Care Practicum (3)
NURS 534 Program Development for Continuity-of-Care (3)

Elective/support course(s) (4)

SCHOOL NURSING

Program Objectives

Students are prepared to assume the role of school nurse specialists. The curriculum is consistent with the State of Washington Administrative Codes and meets the requirements for initial and continuing certification of school nurses as Education Staff Associates.

Concentration Requirements

18 semester hours

- NURS 511 School Nursing I* (3)
NURS 521 School Nursing Practicum I* (3)
NURS 512 School Nursing II** (3)
NURS 522 School Nursing Practicum II** (2)
EPSY 535 Foundations of Guidance* (4)
SPED 522 The Role of Health Professionals in Special Education** (3)

*Required: Initial School Nurse Certification

**Required: Continuing School Nurse Certification

COURSE OFFERINGS

NURS 511 SCHOOL NURSING I

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. (3)

NURS 512 SCHOOL NURSING II

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. (3) Prerequisite: NURS 511.

NURS 521 SCHOOL NURSING PRACTICUM I

Integration of content from School Nursing I (NURS 511), into the practice setting. (3) Prerequisite: NURS 511.

NURS 522 SCHOOL NURSING PRACTICUM II

Integration of content from School Nursing II (NURS 512) into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. (2) Prerequisites: NURS 512 & 521.

NURS 530 CONTINUITY-OF-CARE CLINICAL NURSE SPECIALIST ROLE

Focus is on continuity of clinical nurse specialist role development emphasizing subroles of: expert practitioner, consultant, educator, leader, and researcher. In depth study leads to development of a role specific practice framework. Prerequisite or concurrent with NURS 573 or permission of instructor. (2)

511 SCHOOL NURSING I

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, role implementation. (3)

512 SCHOOL NURSING II

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: 521. (3)

521 SCHOOL NURSING I PRACTICUM

Integration of content from School Nursing I into the practice setting. Prerequisite: 511. (3)

522 SCHOOL NURSING II PRACTICUM

Integration of content from School Nursing II into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. Prerequisites: 512, 521. (2)

530 CONTINUITY OF CARE CLINICAL NURSE SPECIALIST ROLE

Focus on continuity of care specialist role development emphasizing subroles: expert practitioner, consultant, educator, leader, and research. In-depth study leads to development of a role specific practice framework. (2)

531 THEORETICAL FOUNDATION FOR CONTINUITY OF CARE

Critical analysis of nursing and other health related theoretical models underlying advanced practice of the continuity of care nurse specialist. In-depth exploration of requisites pertaining to chronic conditions for advanced practice: clinical specialization skills, nursing case management, discharge planning, quality assurance, and systems analysis. (3)

532 FOCUSED STUDY IN CLINICAL SPECIALIZATION

In-depth study of the demographics and epidemiologic trends; clinical management and standards; and key agencies related to selected chronic conditions. Clinical experiences include application of a defined framework for practice in care delivery for chronically ill client/patient groups. (3)

533 CONTINUITY OF CARE PRACTICUM

Application of advanced practice skills with defined client groups. Focus on demonstration of expert practitioner and management skills for continuing care of clients and families during transitions along the wellness-illness continuum to insure quality, comprehensive, accessible health care and effective/efficient organization of resources, and services. Prerequisite or concurrent with 532. (3)

534 PROGRAM DEVELOPMENT FOR CONTINUITY OF CARE

Synthesize theoretical models, clinical parameters, and program planning principles. Develop a continuity of care model addressing access across agency boundaries within the context of a client/family-oriented system. Prerequisite or concurrent with 533. (3)

540 ROLE OF THE NURSE SPECIALIST

In-depth exploration of the role of nurse specialists. Role theory examined and applied in the study of role components with emphasis on expert practitioner, administrator, educator, and researcher. (2)

541 EPIDEMIOLOGY AND CONTINUITY OF CARE

Presentation of epidemiological concepts and methodologies. Exploration of various approaches in the surveillance and control of chronic and communicable diseases. Focus on high-risk populations and problems of national and international concern. (2)

542 COMPLEX CARE IN THE HOME

Exploration of the utilization of current technology in providing increasingly complex care in a home setting. Methods for providing nutrition, pain relief, chemotherapy, hydration, and psychosocial support within a therapeutic nursing framework. (2)

543 NURSING CARE AND CULTURALLY DIVERSE POPULATIONS

Comparative analysis of health beliefs and care practices of western and non-western cultures. Seminar discussions focus on a cross-cultural view of nursing concepts and professional practices related to values, beliefs, and techniques. Exploration of trans-cultural caring and curing role behavior and the processes of socialization into those roles. Contemporary theory and research methods for the study of nursing care components are an important part of the course. (2)

544 NURSING CARE OF THE CHEMICALLY DEPENDENT CLIENT

Nursing care of individuals who are chemically dependent. Care within the framework of the nursing process, including the dimensions of assessment, nursing diagnosis, planning, implementation, and evaluation of care. The physical, social, psychological, behavioral, and environmental dimensions of lifestyle as these relate to the pattern of dependency which clients and their families manifest. Community resources for primary, secondary, and tertiary care will be explored with respect to services provided and criteria for client access to these services. Interdisciplinary interventions for chemical dependency will be presented as options for nursing referral or consultation. (2)

545 LIFE, DEATH, AND PUBLIC POLICY

A foundation course for nurses who will participate in all aspects of public policy and for those who strive to be public policy leaders. Focus on the interrelationships among the policy process, the role of the nurse, and the delivery of health care. Students analyze health care policy from socioeconomic, ideological, political, and technological perspectives. Students will acquire skills in policy analysis, strategic planning for improving health care policy, and political participation to advance the profession of nursing. (2)

546 FAMILIES AND CHRONIC ILLNESS THROUGH THE LIFE SPAN

Analysis of family theory and chronic illness literature using a life span approach. Critique of health care resources for families with chronic illness in relation to continuity of care. Exploration of family nursing principles and nursing research challenges. (2)

547 SOCIAL SUPPORT AND NURSING CARE

Introduction to the conceptual and research basis for social support as an important component in the delivery of nursing care of various consumer groups such as chronically ill, maternity, pediatric, and geriatric clients/patients. (2)

548 CURRICULUM DEVELOPMENT FOR NURSING

Examination of the theory and practice of curriculum development and evaluation. Students function in the role of a faculty member to plan a curriculum, develop individual courses, and explore methods for course and curriculum evaluation. (2)

549 TEACHING IN SCHOOLS OF NURSING

Theoretical and philosophical principles of the teaching/learning process. Teaching strategies for the classroom, clinical, and learning resources center settings will be examined. The process of self and student evaluations will be analyzed. Supervised teaching experience included. (2)

556 FINANCIAL MANAGEMENT FOR HEALTH CARE PROVIDERS

Concepts and processes of financial management for planning, control, and decision making for managers in health care organizations. Introduction to the language of financial management, economics; business plan and budget preparation; variance and trends analysis; issues of cost, quality, and productivity. Computer experience. (3)

559 NURSING ADMINISTRATION PRACTICUM

Integration of content from area of concentration into practice. Focus on role development and analysis, issues related to the role, leadership and theory application in a practice setting. Prerequisites: 556, 575; BUSA 550, 554. (6)

571 RESEARCH IN NURSING I

An overview of the research process and its application to nursing practice. Emphasis on evaluation of current research in nursing. Prerequisite or concurrent: 573. (2)

572 RESEARCH IN NURSING II

Continuation of Research in Nursing I. Focus on research methodologies, data collection, statistical strategies, data analysis, computer use in nursing research, and proposal development. Prerequisite: 571. (3)

573 MODELS AND THEORIES OF NURSING

Focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. (2)

574 ADVANCED NURSING CONCEPTS

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. Prerequisite: 573. (2)

575 NURSING LEADERSHIP AND MANAGEMENT

Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing, and controlling, and selected issues in health care—communication, delegation, power, values, marketing and structure—are examined with emphasis on leadership skill acquisition. (3)

599 THESIS

Application of the research process under the guidance of a faculty committee. May involve replication of a previous study, secondary analysis of research data, an evaluation research project, or an original investigation. (2-6)

INTERIM 1992

January 6-31

CHANGING FUTURES: Our World in Flux

NURSING

THE CURRICULUM REVOLUTION IN NURSING EDUCATION

CCN 3061
2 semester hours
A. Hirsch, C. Pass
NURS 548

The National League for Nursing recently held a National Conference Focused on the "Curriculum Revolution" in nursing education. A mandate, to build nursing curricula that reflect new ways of thinking about nursing practice and education, was given to nurse educators. This course will encourage graduate nursing students to explore those new ways of thinking and to embrace diversity in Nursing education. Students will examine the theory and practice of curriculum development and evaluation through extensive reading, lecture and discussion. The role of faculty in curriculum development will be explored through group activities and cooperative learning exercises.

The class will be asked to organize themselves into a Curriculum Committee and complete the following tasks: 1) develop a Philosophy and Conceptual Framework; 2) write terminal objectives for their nursing program; 3) prepare selected course syllabi; and 4) formulate a curriculum evaluation plan. Materials must be prepared in advance of each "Curriculum Committee" meeting (class time), presented in a professional manner, discussed, critiqued and approved by the entire group.

Evaluation will be based on class participation, class presentations (one course syllabi per student), one individually prepared written course syllabus and the evaluation plan.

REQUIREMENT FILLED: Graduate elective
COURSE LEVEL: This course is designed for majors or advanced students.
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 15
MEETING TIME AND PLACE: 4:00 - 7:00 p.m., TR, R-206

MIRACLES, MONEY, AND LIFE-STYLE: SCARCE HEALTH CARE RESOURCES AND THEIR DELIVERY

CCN 3062
4 semester hours
C. Schultz, P. Menzel
IDIS 319 (NURS/PHIL)

Health care in the United States is increasingly caught between rising public expectations and restricted resources. In this course students will become acquainted with the most important aspects of how American health care is organized, delivered, and financed, with an eye toward addressing crucial ethical controversies in contemporary public policy. How effective is selected high technology medical care (e.g., bypass surgery, kidney dialysis)? How should economic considerations affect who shall live? Should business competition be fostered in medicine? How can we provide adequate and equitable care for low-income segments of the population?

The course is ideally suited for health science, pre-med, and nursing students as well as any student who simply wants to learn about the increasingly important role of health care in American public life.

Requirements will be regular class preparation and participation, two short papers or presentations, and one extensive paper on a selected issue in the course.

BIBLIOGRAPHY: Blank, R. *Life, Death, and Public Policy*; Callahan, D. *Setting Limits: Medical Goals in an Aging Society*; Goodin, R. *No Smoking: The Ethical Issues*; Menzel, P. *Strong Medicine: the Ethical Rationing of Health Care*; Russell, L. *Is Prevention Better Than Cure?*

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: Cost of reprint packet.
MAXIMUM ENROLLMENT: 20
MEETING TIME AND PLACE: 12:30 - 3:30 p.m., MTRF, R-206

CHALLENGES AND CHOICES IN A CHANGING WORLD

CCN 3140
4 semester hours
J. Herman-Bertsch, C. Yetter
IDIS 312 (NURS/EDUC)

Students will develop an understanding of the many challenges we face in our local, national, and global communities by exploring a variety of social and ethical issues and their implications for the future. The course is designed for all undergraduate students; the content will be of particular interest to those considering education, health care, and social service professions. Topics will be chosen from the following: local and world hunger, homelessness, domestic violence, chemical dependence, drug-addicted babies, AIDS, gender issues, illiteracy, increasing societal diversity, impact of technology, and environmental issues.

Students will explore topics through reading, group discussions, interaction with guest lecturers, keeping a journal, and individual as well as collaborative field investigations of selected topics. Students will strengthen research skills through extensive use of a wide variety of information resources including electronic databases at PLU and other libraries. Using the "small wins" concept of citizen involvement proposed by Karl E. Weick, Cornell University, students will develop an action plan to help resolve an issue of their choice. University, students will develop an action plan to help resolve an issue of their choice.

Evaluation will be based on the quality of the following: 1) Reflective journal recording student's experiences related to issues discussed in class, field investigations, and readings; 2) Individual investigation of a social issue including an interview with an individual in the local community who is actively involved in an aspect of the issue. Students may choose to form collaborative groups to investigate a social issue; each individual will be responsible for a final paper exploring findings; and 3) Development of a personal action plan to contribute to the solution of selected issues, including a letter to a newspaper editor or person in a policy making role expressing concern about the issue.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 9:00 a.m. - 12:00 noon, M-R, R-206

CULTURE AND HEALTH IN THE PACIFIC BASIN

CCN 3006
4 semester hours
S. Aikin, C. Kirkpatrick
NURS 307

Uncertain futures—Our world in flux. The world is rapidly changing in many ways especially in the area of health and health care delivery. The impact of these changes in health and health care on various ethnic groups are many and varied. A trip to Hawaii serves well as a focal point for the study of health and related issues in the context of multi-ethnic population. No single racial group constitutes a majority, as the island's population is rooted in Asian, Caucasian and Pacific Island cultures.

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

Learning activities will include lecture, discussion, readings and field experiences in a variety of health delivery settings. Classes will meet Monday through Thursday 9-12. Faculty led field trips to major resource sites such as the Polynesian Cultural Center and the East West Center will be included. Evaluation will be based on class participation and presentation of a field study. Instructors will provide direction and assistance throughout the Interim period to facilitate the learning experience.

REQUIREMENT FILLED: Interim
RESTRICTIONS OR PREREQUISITES: Tally card required
GRADING SYSTEM: A,B,C,D,E
COST IN ADDITION TO TUITION: \$1,600-\$1,700 (includes air fare, housing, field trips, honorariums)
INSURANCE COVERAGE: Required
MAXIMUM ENROLLMENT: 24
MEETING TIME AND PLACE: January 6 only, 2:00-5:00 p.m., O-106

APPLIED HEALTH SCIENCE

IS THERE CHILD ABUSE IN YOUR NEIGHBORHOOD NOW?

CCN 3013
2 semester hours
L. Philichi
APHS 302

With our world in flux is the incidence of child abuse on the rise? How uncertain are the futures of abused children? This course will provide students the opportunity to become aware of the severity and extent of child abuse.

The course content is designed for those students whose future professions involve children. Theories of child abuse; roles of the victim and abuser; and aspects of identifying, reporting, and documenting violence toward children will be discussed. Legal ramifications and resources for the victim and abuser will also be explored.

These topics will be addressed through lecture, guest speakers, and audio visual aids. By participating in a variety of experiences, the student will learn about child abuse in the community. These activities include, but are not limited to: attending a child abuse related court hearing, visiting a child abuse program, and attending a SCAN (suspected child abuse and neglect) meeting (14 hours outside activities/week).

Class participation, 2 exams, and a journal of learning experiences will be the method of evaluation for this course.

REQUIREMENT FILLED: Interim
GRADING SYSTEM: A,B,C,D,E
MAXIMUM ENROLLMENT: 30
MEETING TIME AND PLACE: 6:00 - 9:00 p.m., TR, R-204

EDUCATION · TO · SERVICE

CONTINUUM

A PUBLICATION OF THE SCHOOL OF NURSING
AT PACIFIC LUTHERAN UNIVERSITY

Spring, 1992

MALE NURSES: Breaking the stereotype

by Grace Nirschi
Mast Intern

With a smile and a note of absurdity in his voice, Mark Martineau's 4-year-old son said, "Men are not nurses, Dad." But Martineau is. Martineau is one of 19 men and 186 women in Pacific Lutheran University's nursing program.

Like most of the men, he began his career in nursing as a medic in the army. He became an anesthesia technician and later realized a bachelor's degree in nursing would help him advance in the field. After Martineau graduates from PLU he plans to attend graduate school and become an anesthesiologist.

In addition to taking nursing courses last spring, Martineau organized the PLU Men's Association of Nursing Students. The group provides professional networking, and social support, and promotes awareness of career opportunities in nursing. It is not just for men, Martineau said.

The organization gave a presentation on careers in nursing at Yelm High School last spring. Nursing jobs can be found in government, occupational health, hospitals, administration and alcohol recovery, just to name a few, Martineau said. He explains that, through visiting schools, "We want to break down stereotypes. I think they get the idea when they see a bunch of guys standing there."

When the organization is not promoting career opportunities, it's supporting students in the program. Ken Thompson, one of the group's members, developed a mentorship program used for the first time this fall.

Upon entering the nursing program, a new student is matched with a returning student who has experience dealing with situations and problems particular to nursing. Military students are helped with paperwork by mentors who know PLU's system, while older students get help relearning study habits and time management.



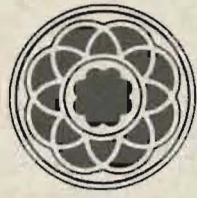
Nursing student Aaron Lawrence provides discharge teaching for his client.

"The program is valuable because it helps students with daily problems in a way teachers can't. Peers empathize with frustrating situations," said Steve Tucker, this year's chairman.

All three men ignore the stereotypes often held against them: "If I was insecure, I wouldn't be associated with nursing," Martineau said. He added that he did not let being a man stop him from doing what he likes and is good at doing — caring for people.

Thompson says he has experienced no significant resistance to his being a male nurse. Sometimes it's an asset, he said. "Irrational or violent men get embarrassed acting out in front of another man. Because of that, I can calm them with less physical restraint than a woman might," Thompson said. He stresses that he does enjoy working with women. "They don't struggle for power like men do," he said. "Less gets done with all men who spend too much time deciding on the best way to do something. Women act better as a team and get things done," he added.

Making a difference in a person's life keeps the job rewarding for all three men. "I show how much I care for people when I use my skills to help a family and patient through a crisis. A person died today, but the family appreciated knowing that I made his last days comfortable and safe," Thompson said. "It's nice to make a difference in a person's first or last days of life,"



School of Nursing

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CONTINUUM

A PUBLICATION OF THE SCHOOL OF NURSING

AT PACIFIC LUTHERAN UNIVERSITY

Gifts and Grants

* \$25,000 from Western Washington Area Health Education Center to the School of Nursing for continued development of a certified nurse midwifery program;

* \$21,000 from the Allenmore Medical Foundation to fund nursing and pre-med scholarships for the 1992-93 academic year. Scholarships are named in honor of Judge Bertil E. Johnson, Henrietta Button Gaetz and James R. Gribbon;

* \$9,800 from Georgia Pacific Corp.(Resin Division) to chemistry professor Sheri Tonn for equipment;

* \$5,000 from Albertson's Inc., to the PLU Centennial Fund campaign;

* \$3,000 from Western Washington Area Health Education Center to the School of Nursing for the nurses in rural areas training program;

* \$2,500 from Burlington Northern Foundation to fund the annual Faculty Achievement Award;

* \$2,250 from the UPS (United Parcel Service) Foundation for Scholarships. Carol Spooner of Buckley, Wash., a junior biology major, has been selected as the UPS Scholar for 1991-92;

* \$500 from the Book Club of Washington to the Elliott Press at PLU. The club also presented a \$250 scholarship, its Robert D. Monroe Award, to English-art major Rebecca Drewes;

* Surplus equipment from U.S. Department of Energy-Hanford to earth sciences professor Steve Benham;

* Equipment from Jerry Armstrong, president, UIC Inc., to the chemistry department.

Allenmore Gifts Aid Pre-Med, Nursing Students

Twelve PLU students are recipients of scholarships from the Allenmore Medical Foundation.

Recipients of the Allenmore Registered Nurse Scholarship are Susan Allen of Burley, Wash.; Janet Anderson-Benjamin of Tacoma; and Ruth Faldet of Puyallup.

James Gribbon Nursing Scholarships were awarded to Bruce Ancheta and Theresa Brislin of Tacoma, Paul Baker of Kent, Lisa Benton of Puyallup, Aaron Lawrence of Gig Harbor, and Tina Spencer of Rochester, Wash.

Brigitte Pearson of Olympia and Marsenia Wilkus of Tacoma received Henrietta Button Gaetz Nursing Scholarships.

Geoffrey Jones is the recipient of the Judge Bertil Johnson Pre-Med Scholarship.

Development

Pacific Lutheran University Scene June 1992

Gifts And Grants

* \$16,705 to nursing professor Cleo Pass from the U.S. Department of Health and Human Services for professional nurse traineeships in the Master of Science Nursing Program.

COMMENCEMENT, 1992

Olson Auditorium, Pacific Lutheran University
Sunday, May 24, 1992 - 2:30 p.m.

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

Judy Diane Burt Estroff
Donna Lou Libby

SIGMA THETA TAU INTERNATIONAL MEMBERS

Jay David Aqua	Sherry L. Jamarik	Jana M. Sanderson-Towne
Theresa M. Brislin	Donna L. Libby	Karen M. Spadaro
Judy B. Estroff	Carolyn A. Olmsted	Steven L. Tucker

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

*Susan Lauriene Allen, *Cum laude*
Jay David Aqua, *Magna cum laude*
Lisa Marie Benton, *Cum laude*
Lisa Joan Breitingner Kern
Theresa Marie Monica Brislin, *Cum laude*
Ruth M. Faldet
Daniele Ann Gale
Gerald Ross Hartman
Beth Lynn Hedstrom
Melissa Lynn Hohengarten
Anna Louise Huynh
Sherry Lynn Jamarik, *Cum laude*
Andrea Lynn Langley
Cheryl Ann Lewis
Dina Terese Longen
Monica Renee Mayer
Erin E. McMillin
Carolyn Noviello Olmsted, *Cum laude*
Brigitte Pearson, *Cum laude*
Kelley Michelle Reed, *Magna cum laude*
*Sandy L. Ruffo, *Cum laude*
Jana Marie Sanderson-Towne, *Cum laude*
Julie Ann Savelkoul
Tammy Jean Schwesinger, *Cum laude*
Lisa Mary Scott
Sherry Jayne Smith
Karen Marchael Spadaro, *Cum laude*
April Lenora Stanke
Leaster Trusclair-Johnson
Steven Lee Tucker
Mary Margaret Wang
Linda Sue Weber, *Cum laude*
Dena Frances White

Pacific Lutheran University Scene June 1992

Outstanding Young Alumnus

A "penchant for adventure" has taken **Betty Bekemeier '84** around the world since her PLU graduation.

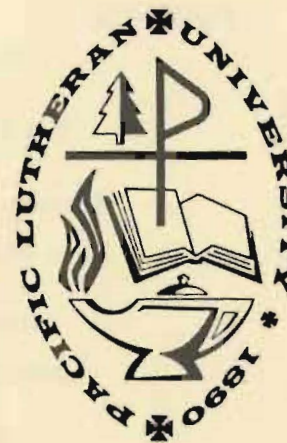
Presently, however, the 1992 Young Alumnus of the Year is a public health nurse in Seattle, where she works primarily with high-risk pregnant and post partum women, pregnant teenagers, newborns, and parenting groups. She has also been working on a pregnancy prevention program targeted at teenage boys.

Bekemeier is in her third year in Seattle. Previously, she spent three years as a nursing instructor and clinical supervisor at the Lutheran School of Nursing in Madang, Papua New Guinea.

She spent most of 1989 traveling independently throughout Southeast Asia, China and Europe. Following graduate work she is determined to continue a career in health issues in the developing world.

Senior Recognition Ceremony
May 23, 1992





School of Nursing
Senior
Recognition Ceremony

May 23, 1992

PACIFIC LUTHERAN UNIVERSITY
School of Nursing

Senior Recognition Ceremony
Chris Knutsen Fellowship Hall

May 23, 1992

PROGRAM

PROCESSIONAL	Elda Stelarude, Pianist
INVOCATION	The Reverend Susan Briehl Campus Pastor
GREETINGS	Dorothy M. Kellmer-Langan, Ed.D., R.N. Dean and Professor, School of Nursing
ADDRESS	Anne M. Hirsch, D.N.S., R.N. Assistant Dean and Associate Professor School of Nursing
COMMISSIONING	John M. Pauley, RN, MSN LTC, US Army Nurse Corps
MUSICAL SELECTION	"Sonata #1 in C" by Mozart Jana Towne, Pianist "Jesu, Joy of Man's Desiring" & Graduate "Prelude #1" by Bach
CLASS SPEAKERS	Carolyn Olmsted Sandy Ruffo
"SPIRIT OF NURSING" AWARD	Captain Margaret Hawthorne U.S. Army Nurse Corp
RECOGNITION CEREMONY PRESIDING:	Dorothy Kellmer-Langan, Ed.D., R.N. Dean and Professor Peg Vancini, Ph.D., R.N. Associate Professor Maura Egan, Ph.D., R.N. Associate Professor
VOCAL SELECTION	Greg Mykland, Soloist Elda Stelarude, Pianist "Friends" Michael W. Smith, Composer
GREETINGS FROM THE ALUMNI	Judy Dickey-Skau, R.N. PLU Nursing Alumni, President
BENEDICTION	The Reverend Susan Briehl Campus Pastor
RECESSIONAL	Elda Stelarude, Pianist

GRADUATING SENIORS

J. David Aqua	Carolyn Noviello Olmsted
Lisa Marie Benton	Brigitte Pearson
Theresa Marie Monica Brislin	Kelley Michelle Reed
Ruth Faldet, R.N.	Sandy Ruffo
Danielle Ann Gale	Jana Sanderson-Towne
Beth Lynn Hedstrom	Julie Ann Savelkoul
Melissa Lynn Hohengarten	Lisa Mary Scott
A. Louise Huynh	Tammy Schwesinger
Sherry Lynn Jamarik	S. Jayne Smith
Leaster Trusclair Johnson	Karen Marchael Spadaro
Lisa Breitinger Kern	April L. Stanke
Andrea L. Langley	Steven Lee Tucker
Cheryl Ann Lewis	Mary Margaret Wang
Dina Terese Longen	Linda S. Weber
Monica Renee Mayer	Dena Frances White, RN
Erin E. McMillin	

ACKNOWLEDGEMENTS

Maura Egan, Advisor

To all our families, friends and supporters, a heartfelt thank-you.
We could not have done this without you.

Pacific Lutheran University (PLU) was founded in 1890. Nursing has been an integral part of PLU since 1951 when a department of Nursing was established. In June, 1960, the department became the School of Nursing at the time that Pacific Lutheran College became Pacific Lutheran University. As of December, 1991, Pacific Lutheran University School of Nursing has 1,996 alumni.



Take a closer look at PLU.

Judy Dubois did.

"PLU treats me like a professional. I'm in the master's program and the professors respect the knowledge that I bring to class," said St. Peter Hospital's Director for Education Resources.

Choose from three master's concentrations at PLU. *Nursing Administration* prepares you for leadership in health care organizations. *Continuity-of-Care* hones your clinical and leadership skills for health care delivery. *School Nursing* meets the WAC requirements for certification as a school nurse.

Perhaps you should take a closer look at PLU. 535-8872



PACIFIC
LUTHERAN
UNIVERSITY
Tacoma, WA

Nurses care for people.
PLU cares for nurses.



TNT 7/3/92

Violent patient nearly kills nurse

By L.A. Johnson
The News Tribune

An abusive and violent emergency room patient at St. Clare Hospital attacked "his" nurse, nearly killing her.

The patient, an assault victim, entered St. Clare Hospital, 11315 Bridgeport Way S.W., around 12:30 a.m. Wednesday, Pierce County sheriff's deputies reported.

He fought the hospital staff, refused to give them any information and became so uncooperative they placed him in restraints.

The nurse who checked on him throughout the morning endured endless name-calling and threats against her life, deputies reported.

She wasn't worried about the man's ranting until around 3:30

a.m. That's when he strained against his restraints, looked her directly in the eyes and said, "with cold and venomous sincerity, 'You better hope I don't get out of this or I'll ... kill you,'" deputy Gene Allen reported.

When she returned to the room a short time later, the patient was laying face down and silent. Fearing he might have aspirated, she bent over and tried to turn him over.

She didn't realize he was playing possum and had slipped out of his restraints.

When she was close enough, he grabbed her by the throat with both hands, leaving her unable to breathe or scream for help, Allen reported.

He smashed her head into a

Please see **Nurse**, B3

Nurse

Continued from B1

wall-mounted telephone, which crashed to the floor and alerted two other people she was being attacked.

The patient held onto the woman's throat, "swinging her violently into the doors, walls and gurney," Allen reported. He held her by the throat and suspended her in midair

as two men approached.

"Don't come near me or I'll ... kill her," he said.

The two men were able to free the nurse and handcuff her attacker.

The woman, who suffered a bruised thigh, separated thumb and sore neck, later cleaned the bloodied face of her attacker as he received stitches.

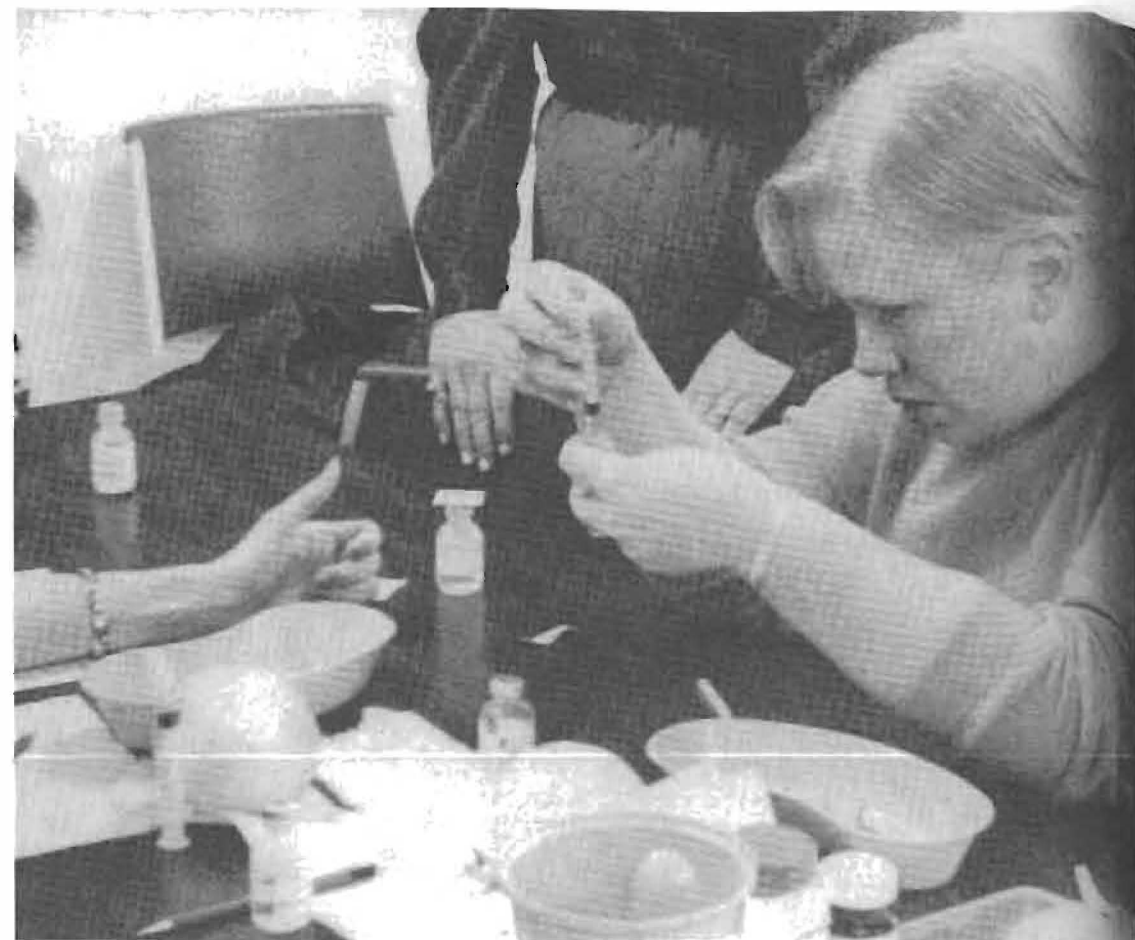
The patient was scheduled to be booked into Pierce County Jail on suspicion of first-degree assault following treatment.



PLU NURSE



many
rewarding
options open
to PLU grads



Nursing is a growing profession. With the increasing technological advances in the the medical profession, and the increase in the elderly population, there are a lot of jobs available. Pacific Lutheran University's graduating nurses aren't likely to have trouble finding employment.

In Tacoma, the starting salary for nurses without any job experience is commonly between 30,000 to 35,000 dollars a year.

PLU junior and nursing student, Heidi Blumanthal, says of the nursing department, "It's a great program, it's very hard work, they told us in the beginning, 'if you're not really sure, or if you're doing it for the money, you'd better stop now'."

In the nursing program, there are 250 undergraduates, 35 graduates, and 100 nurse certification students. A basic nursing degree can be obtained after three years of study. During their freshmen year, aspiring nursing students fill the school of nursing requirements by, among other things, taking

prerequisite courses and maintaining at least a 2.5 cumulative grade point average. If they are accepted into the school, they begin their nursing training in their sophomore year.

As a licensed practical nurse, there are a lot of employment options open. The basic study, says Dean of Nursing Dr. Dorothy Kellmer-Langen, is a generalist preparation, "they have short experiences in quite a number of areas. After they graduate, and start to work, they choose an area they want to specialize in and they concentrate their work in that area." Going back to school to obtain a more advanced degree is another option.

Clinical experience is an integral part of the School of Nursing. Nursing students prepare for this experience in the practice lab in Ramstad before putting their training and education into practice at a hospital or another health care agency. Clinical experience, says Blumanthal, "is a kind of sink or swim experience, they throw

you in and hopefully you know what to do." Students are given first-hand experience on what their future career will be like. It can be rewarding, says senior nursing student Brigitte Pearson, "direct patient care itself, getting to know patients and their families, seeing them improve, has been a real highlight."

PLU nursing graduates have a lot to offer the medical field. Comparatively, PLU's School of Nursing has a lot to offer to prospective students. As Dr. Keller-Lagen says, "I think we have a heavy focus on community service nursing, which is really appropriate for health care today. People don't spend a lot of time in the hospital, but are discharged early to extended care facilities, or their homes. . . but they still require nursing care. One of our real strengths is a low faculty to students ratio . . . all of our faculty are expert nurses."

Darci Meline

Behind closed doors

Q. Why do you want to become a nurse?

A. "I've wanted to be a nurse since I was five, my mom's a nurse. . .but it's mainly because I really want to be able to help people when they are in need of care."-Heidi Blumanthall

A. "Because it's really rewarding to see patients get better and to feel like you could help them in some way. . .it's very challenging." -Brigitte Pearson

A. "Coming from a refugee camp in Thailand, and seeing the difference the nurses made, made me think that even though I'm one person, I could make a difference in somebody's life." -Mai Yang

First Try, Perfect. Hunched over and concentrating Teri Murray gauges the amount of antibiotics she studiously withdraws from the vile into her syringe. Afterwards, she will inject it into a grapefruit for extra practice in the Nursing Practice Lab. (*Jennifer Johnson*)

Active Teaching. From the anatomical dummy's thigh to her own, Instructor Sally Rinehart pinpoints the isolated spot where Courtney Pederson would inject her needle into subcutaneous fat, if she were to actually give a patient an injection. Sophomore nursing students also learned that the muscle, vein, and mouth are the other three isolated sites to give medicine, with the latter usually in the form of pills not injections. (*Jennifer Johnson*)



Determination Unleashed. Practicing for the Medical Administration and Injection Shots exam, Courtney Pederson removes air from her syringe into the medication vile with the assistance of her instructor, Sally Rinehart. The Medical Administration and Injection Shots exams are the main focus nursing students prepare for in their second semester, sophomore year. (*Jennifer Johnson*)

Right There. . . Immediately after, Sally Rinehart carefully notes the amount of medicine Courtney Pederson withdraws from her vile, reminding Courtney that the correct amount of medication is mandatory. Unlike other professions, nursing is one where a mistake could cost a life and a job. (*Jennifer Johnson*)

This Might Hurt. . . Imagining her grapefruit as an ill-patient's arm muscle, Courtney Pederson then injects the antibiotics she carefully measured, into her grapefruit with unwavering control. As stressful as nursing is, most nurses agree they wouldn't change careers for anything. (*Jennifer Johnson*)

Whew! Success. Lastly, Courtney Pederson asks her instructor Sally Rinehart, what is the most effective and least painful way to remove her syringe. With the big Medical Administration and Injection Shots exam not far behind, Courtney Pederson knows she will be judged on everything from the amount of medicine she measures to how well she treats her patients. (*Jennifer Johnson*)

Safety Alert. Addressing the how-to's of a Preoperative Injection, Professor Aileen Fink specifically discusses shots to the muscle in Ramstad's Nursing Practice Lab. Dolores Cook, Courtney Pederson, Teri Murray, and Melissa Bertocchini also learned about the new and growing universal precautions being used to avoid the HIV virus and other bodily fluid transmitted disease contamination in injections. (*Jennifer Johnson*)



School of Nursing

NEW MSN



two year
program
has much
to offer



No Problemo. Even with the observance of Professor Aileen Fink, Dolores Cook finds displacing the air from her syringe into the antibiotic vile is a snap. The added pressure helps the vile's fluid transfer easily into the syringe. *(Jennifer Johnson)*

Obtaining a Masters of Science in Nursing at Pacific Lutheran University provides nurses with an expertise in specific areas of nursing. This is a relatively new opportunity.

PLU students that are working towards their MSN choose to follow one of the three courses of study that PLU's MSN program offers. They include School Nursing, Nursing Administration, and Continuity of Care.

There are 35 students in the MSN program, which is directed by Dr. Cleo Massicotte Pass. PLU started this program in February of 1990 with nine students in the first class. Full-time students can obtain their MSN degree in two years. Seven years is the maximum time in which students must meet their MSN requirements. In May and August of 1992, about five students received their MSN degree and were the first graduates from PLU's new program.

There are many reasons to obtain an MSN degree. "It

expands your horizons," says MSN student Cheryl Cardwell, "and it opens up doors so you can become more of a teacher and a leader in the nursing community." Another reason is the job market, says Dr. Pass, "there's a definite shortage of nursing practitioners. . . the market is excellent to outstanding. . . I get calls from surrounding states asking if we have any graduates who would be interested in specific jobs."

The more education that nurses have, the more opportunities become available to them. One such opportunity is becoming a consulting nurse to underdeveloped countries.

The medical health profession is in constant evolution. "Health care is going through interesting changes and nurses are very involved in meeting the expanding health care needs of people. . . the technical advances in health care are phenomenal," says Dr. Pass.

The MSN degree is the highest nursing degree available at PLU. The next degree is a doctorate; there are 35 institutes

around the country that offer doctorate programs.

The average class size, in the MSN program, is fifteen students. The small class size gives students a chance to work one-on-one with their professor. "In smaller classes students learn from each other to a greater degree than in larger classes . . . they have more opportunity for sharing. You can get to know students well enough so that you can see the growth of your students during their course of study."

The degree of difficulty for MSN classes is about the same as that of the lower level classes. "I don't look at it as more difficult than undergraduate education," says Dr. Pass, "only different. . . graduate education is a different way of looking at providing health care for patients." The students in the graduate program are currently employed as nurses, most of them already have their bachelor's in nursing.

Darci Meline

What's your major?

Nursing
Graduate
 Nursing
 Administration
 School Nursing
 Continuity of Care
Potential
Concentration
 Midwifery

Tangible Verification. Sighting a safe place to make an intermuscular injection, Amy Lucas tactfully demonstrates where she would place the injection on her instructor Rinehart's thigh. The Nursing Practice Lab in Ramstad is fully equipped with beds, privacy curtains, I.V.'s, and even a practice patient dummy. (Jennifer Johnson)



Ahead of the Pack. One-on-one, Instructor Lu Hefty diagrams the practices of oral medication to Beth Williams and Sarah Sturgill, in Ramstad. Often, nursing instructors here at PLU are able to teach in small groups, ensuring the success rate of nursing students after graduation. (Jennifer Johnson)

Summer Session '92

Summer in the Northwest

COURSE DESCRIPTIONS

Nursing

NURS 322 Psychosocial Nursing: Clinical — 2 cr.

May 26-August 21

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: NURS 324, Psychosocial Nursing; NURS 333, Physiological Nursing I; NURS 342, Physiological Nursing I: Clinical. LPN's in selected situations only—see policy in School of Nursing. Tuition: \$351 per semester hour.

NURS 462 Leadership in Nursing — 2 cr.

May 28-August 20

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$351 per semester hour.

NURS 472 Issues & Trends in Nursing — 2 cr.

May 28-August 20

Analysis and evaluation of the impact of selected socioeconomic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$351 per semester hour.

NURS 473 Community as Client — 3 cr.

May 28-August 20*

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. *NURS 473 and 474 are each taught for one-half semester; clinical days TBA. Tuition: \$351 per semester hour.

NURS 474 Nursing Synthesis — 4 cr.

May 28-August 20*

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. *NURS 473 and 474 are each taught for one-half semester; clinical days TBA. Tuition: \$351 per semester hour.

NURS 511 School Nursing I — 3 cr.

June 22-July 16

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content to include assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. Tuition: \$235 per semester hour.

NURS 512 School Nursing II — 3 cr.

June 22-July 16

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. Prerequisites: NURS 521, School Nursing Practicum. Tuition: \$235 per semester hour.

NURS 573 Models and Theories of Nursing — 2 cr.

May 26-July 28

Focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. Tuition: \$377 per semester hour.

NURS 574 Advanced Nursing Concepts — 3 cr.

May 27-July 29

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. Prerequisite: NURS 573, Models and Theories of Nursing. Tuition: \$377 per semester hour.

COMMENCEMENT, 1992

Olson Auditorium, Pacific Lutheran University
Friday, August 21, 1992 - 7:00 p.m.

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

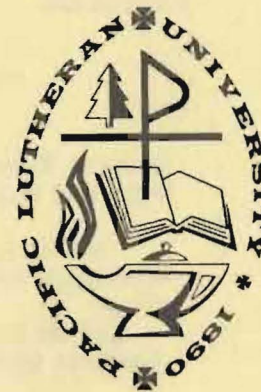
Rebecca Jane Adams
Janice Eileen Doyle

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

*Janet M. Anderson-Benjamin, *Cum laude*
Mirta B. Chanel Burgos
Dolores Eugenia Dorffeld
Ruth Annette Gardner
Jean Marie Hagel
Susan Marjorie Kramer
Martha Vera Larry
Mark James Martineau, *Cum laude*
Harold Scott Mounts
*Judith Rose Myers
Kathy M. Neal
Brenda Diana Nicholson
Joanne P. Olson
Denise M. Stinson, *Cum laude*
Kenneth Cary Thompson
Marsenia Petterson Wilkus





School of Nursing

Senior

Recognition Ceremony

August 21, 1992



PACIFIC LUTHERAN
UNIVERSITY

PACIFIC LUTHERAN UNIVERSITY
School of Nursing

Senior Recognition Ceremony
Scandinavian Cultural Center

August 21, 1992

PROGRAM

PROCESSIONAL	Derek Clark, Pianist
INVOCATION	The Reverend Susan Briehl Campus Pastor
GREETINGS	Dorothy Kellmer-Langan, Ed.D., R.N. Dean and Professor, School of Nursing
ADDRESS	Sheila D. Goodwin, M.S.N., R.N. Assistant Professor, School of Nursing Connie S. Kirkpatrick, Ph.D., R.N. Assistant Professor, School of Nursing
SPECIAL RECOGNITION	Kathy Neal Judith R. Myers, R.N.
COMMISSIONING	Lt. Loree Tufte Nurse Corp, USNR Rita Hutcheson, M.S.N., R.N. Colonel, US Army Nurse Corps
MUSICAL SELECTION	"Good Bless The USA" by Lee Greenwood
CLASS SPEAKER	Judith R. Myers, R.N.
RECOGNITION CEREMONY	
Presiding:	Dorothy Kellmer-Langan, Ed.D., R.N. Dean and Professor Peg Vancini, Ph.D., R.N. Associate Professor Shirley Coleman Aikin, M.A., R.N. Assistant Professor
GREETINGS FROM THE ALUMNI	Judy Dickey-Skau, B.S.N., R.N. PLU Nursing Alumni, President
BENEDICTION	The Reverend Susan Briehl Campus Pastor
RECESSIONAL	Derek Clark, Pianist

GRADUATING SENIORS

Janet M. Anderson-Benjamin, R.N.
Mirta B. Chanel Burgos
Dolores E. Dorffeld
Ruth A. Gardner
Jean Marie Hagel
Susan M. Kramer, R.N.
Martha Vera Larry
Mark J. Martineau

Scott Mounts, R.N.
Judith R. Myers, R.N.
Kathy M. Neal
Brenda Diane Nicholson
Joanne P. Olson
Denise Stinson, R.N.
Kenneth C. Thompson
Marsena Wilkus

ACKNOWLEDGEMENTS

To all our families, friends and supporters, a heartfelt thank-you.
We could not have done this without you.

SFC Lary J. Stuhlmiller, Seattle Recruiting Command, U.S. Army
Nurse Corps

Pacific Lutheran University (PLU) was founded in 1890 and is currently celebrating its Centennial. Nursing has been an integral part of PLU since 1951 when a department of Nursing was established. In June, 1960, the department became the School of Nursing at the time that Pacific Lutheran College became Pacific Lutheran University. As of May, 1992, Pacific Lutheran University School of Nursing has 2,027 alumni.

CONTINUING NURSING EDUCATION

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

PLU's Continuing Education Program is accredited as a provider of continuing education by the American Nurses Credentialing Center Commission on Accreditation. The CNE Program is an approved provider of inservice education clock hours for 1992-93 by the Professional Education and Certification Division Office of the Superintendent of Public Instruction, Olympia, WA.

Continuing Education/Staff Development Nurse Certification Exam Review

A workshop designed for two groups of continuing education/staff development (CE/SD) providers, those interested in exploring the theories, concepts and strategies involved with planning and implementing CE/SD offerings and those providers registered to take the American Nurses Credentialing Center's certification examination in Nursing Continuing Education/Staff Development. In two days, the foundations of CE/SD practice, the educational process, the management of CE, and the various roles of the educator will be addressed.

Wednesday and Thursday, September 2 & 3, 9 am to 4:30 pm, Pacific Lutheran University Ramstad Hall, Room 202

Contact Hours: 13
Fee: \$120.00
Registration Deadline: Monday, August 24, 1992

TEST TAKING SKILL

Test taking requires certain skill in analyzing test questions and a personalized psychological and physical preparation. This workshop is designed for persons considering taking certifying, licensing, or qualifying examinations. Participants will determine how to assess content weaknesses and specific test taking apprehension or anxiety. Strategies for test item selection, time management, and stress alleviation or prevention will be presented.

Friday, September 11, 9 am - 4 pm at Pacific Lutheran University

Contact Hours: 6
Fee: \$ 65.00
Registration Deadline: September 4

DILEMMAS IN CONTINUITY OF CARE FOR THE ELDERLY

A series of breakfast offerings designed to explore the many dilemmas that arise with elder-care across all settings. In independent sessions, participants will discuss assessment parameters that indicate need for acute care by long-term or home care based patients, relate treatment goals and healing following surgical intervention for older adults to the aging process, explore legal and emotional implications associated with carrying out advance directives, and examine the continuity of behavior management when patients transfer within treatment settings.

Wednesdays, September 16, October 14, November 18, December 9, 1992 & January 13, 1993, 7 am to 9 am, Regency Room, University Center, Pacific Lutheran University, Tacoma, WA

Contact Hours: 10 for entire series, 2 per session
Nursing Home Administrator Continuing Education Credit pending.

Sessions:

September 16:

Goals of Treatment for Elderly Clients

October 14:

Impact of Self Determination on Natural Death Acts

November 18:

When The Advance Directive Conflicts with Personal Values

December 9:

Surgical Intervention In The Elderly

January 13:

Behavior Management: Acute vs Non-Acute Care Settings

Fee: Gerontological Nursing Consortium Member*

Series: \$100.00
Single Session: \$ 25.00

Non-Consortium Members

Series: \$125.00
Single Session: \$30.00

* Institutional Membership. To ascertain eligibility for membership rate contact your Staff Development Office or call 535-7683.

Registration deadline: Wednesday September 9 for the entire series/the first session. Two weeks in advance for other sessions.

Sponsored by the Gerontological Nursing Consortium of Southwest Washington, a community partnership with Pacific Lutheran University.

BASIC CONCEPTS IN CRITICAL CARE NURSING

A comprehensive course designed to provide RNs with theoretical and practice concepts essential for knowledgeable beginning practice in critical care settings. Content includes the physiology, common pathologies and nursing assessment of major critical conditions; ECG interpretation; hemodynamic monitoring; ventilator management; nutritional support; multiple trauma; ethical/legal issues, and coping skills. Open to RNs newly employed in critical care units and RNs interested in a career change. Daily registration on a space available basis. The course schedule is available on request.

Tuesdays and Wednesdays, September 22 - October 28, 8:00 am-4:00 pm, Pacific Lutheran University

Contact Hours: 80 for entire series
Fee: Series (80 contact hours) \$500.00 —
Daily Registration \$ 60.00
Registration Deadline: Wednesday, September 8

BALANCE IS THE KEY

Margarita Suarez, certified mental health clinical specialist, is a counselor and consultant in private practice and a nationally recognized, much sought after presenter for workshops. This dynamic speaker will address how health care professionals can achieve personal harmony and inner peace through balance among three aspects of the professional life: remaining competent in clinical practice, improving skills, and celebrating. Join other health professionals for lunch and a presentation by this speaker described by some as "magical." Exhibits related to elder care will be present. *Reduced fee for early registrants and persons not desiring CNE credit.

Thursday, September 24, 11 am to 2 pm, Convention Center, Best Western Executive Inn, Pacific Avenue E., Fife, WA

Contact Hours: 1.2
OSPI Clock Hours: 1

Nursing Home Administrator Continuing Education Credit pending

Fee: Postmarked by Wednesday, August 26, \$30.00
No CE \$25.00

Postmarked after Wednesday, August 26, \$35.00 and No CE \$30.00

Registration deadline, Wednesday, August 26
Cosponsored with the Health Care Providers Council.

6 (CONTINUING NURSING EDUCATION *continued*)

COMPUTER TECHNOLOGY IN HEALTH AND PATIENT CARE

A two day workshop designed to present advances in computer technology as it applies to nursing. Hands-on computer experience is provided with one IBM/IBM clone for each participant. The first day is designed for persons with minimal or no exposure to computers in any setting. Content includes an introduction to a computer, operating and information systems, ergonomics, and ethical issues. The second day of the workshop will focus on nurses' current and future role in use of computer systems in patient care through computerized applications for nursing history, care plan, discharge plan and patient education. Resources for computer users are included. Registration for one day allowed. Prerequisite for 2nd day is introductory course/workshop in computer technology from any setting or day one of this course.

Friday and Saturday, September 25 & 26, 9 am to 4 pm, Pacific Lutheran University

Enrollment limited to 12 participants
Contact Hours: 6.25 (one day), 12.5 (two days)
OSPI Clock Hours: 6 (one day), 12 (two days)
Fee: Two days — \$135.00; One day — \$70.00
Registration Deadline: Friday, September 11.

ON THE EDGE OF A CENTURY: CHALLENGES & INNOVATIONS IN EDUCATIONAL LEADERSHIP IN NURSING

Annual Conference: American Nurses Association Council on Continuing Education and Staff Development.

This conference offers a rich opportunity for providers of continuing education and staff development to examine the challenges and future directions needed for educational leadership in nursing. Join uniquely qualified guest speakers and colleagues in identifying innovations and opportunities for nurse educators in today's health care environment. Choose from a variety of sessions to meet your specific education needs. Varying registration fees and CE credit.

Thursday, October 8, and Friday through Sunday, October 9-11 at Stouffer Madison Hotel, 515 Madison St, Seattle, WA

Cosponsored with University of Washington School of Nursing, University of Washington Medical Center, and Swedish Hospital Medical Center in cooperation with The ANA Council of Continuing Education and Staff Development.

Call (206)535-7683 for additional information.

FAMILIES IN CRISIS: HEALTH PROFESSIONALS RESPOND

Family crises result typically from multiple health and social problems within the family unit. In this workshop designed for all health professionals, dysfunctional families and their causes will be defined and explored, techniques for assessing families at risk as preventive action will be presented and the management of common problems will be addressed. A format of general and concurrent sessions will be used.

Common problems to be discussed include the different forms of abuse, acute emotional/anxiety states, drug use, age-ism and elder dependency, and those resulting from teen-age behaviors. The discussions include available community resources.

Friday, October 16 at Best Western Bayview Inn, 5640 Kitsap Way, Bremerton, WA
Appropriate for OSPI Clock Hours

Call (206)535-7683 for individual brochure.

COSPONSORED WITH WESTERN WASHINGTON AREA HEALTH EDUCATION CENTER

WE COUNT: NURTURING OUR PERSONAL AND PROFESSIONAL SELVES

Community health involves caring for and working with a diverse population creating disparate needs for clients and health care providers. This second annual community health nurse conference is designed to address personal and professional issues of importance and concern to community health nurses. Open to all nurses.

Friday, October 23, 9 am to 3:30 pm, Chris Knutzen Hall, Pacific Lutheran University, Tacoma, WA

CNE Contact Hours: 6

OSPI Clock Hours: 6

Fee: \$65.00

Registration Deadline: Friday, October 9
Call (206)535-7683 for individual brochure.

HEALTH ASSESSMENT: PART I

Skill in nursing assessment is the basis of excellence in nursing practice and is in constant need of updating. This series of offerings will be presented to two parts, one each in Fall, 1992 and Winter, 1993. Through lecture, demonstration and supervised practice sessions, participants will be guided in skills of collecting a health history and performing a systematic physical and psychosocial assessment. Part I includes the health history, head and neck, thorax and cardiovascular assessments. Registration open to individual session or series of four sessions.

Tuesday, November 3, 10, 17, & 24, 4:00 pm to 7:00 pm, 202 and 219 Ramstad Hall, Pacific Lutheran University

Contact Hours: 12 for entire series/3 per session
Approved for OSPI Clock Hours

Sessions:

November 3: Health History
November 10: Head and Neck
November 11: Thorax
November 24: Cardiovascular

FEE: Series of 4 sessions \$155.00; Individual session \$40.00

Textbook Costs: \$25.00

Registration Deadline: Wednesday October 28th for the entire series and first session. One week in advance for each succeeding session.

EMPOWERMENT FOR COMFORT: ASSESSMENT AND MANAGEMENT OF PAIN AND SUFFERING IN THE ELDERLY CLIENT

The complexity of pain behavior is frequently misunderstood and misinterpreted, leading to pain mismanagement. The purpose of this workshop is to explore the components of pain behavior in the elderly client through exposing biases, myths and stereotypes of pain management and examining current and newer clinical models that form the basis for pharmacological assessment and intervention. Pharmacological and non-pharmacological interventions for the most common acute and chronic conditions of pain in the elderly including clients with delirium, depression, and dementia, and use of a multifaceted assessment tool will be addressed.

Thursday, November 19, 9 am - 4 pm at Pacific Lutheran University

Contact Hours: 6

Fee: \$65.00

Registration Deadline: November 12

Co-Sponsored with: Veterans Affairs Medical Center, American Lake, Tacoma

MEDICAL/SURGICAL REFRESHER FOR RNs — November, 1992 — February, 1993

The Medical-Surgical Refresher course is designed to assist inactive RNs and RNs engaged in non-acute care nursing to return to an acute care setting. Open to RNs interested in updating medical-surgical nursing theory and skills and open to Intercollegiate Center for Nursing Education home study students with prior approval. Content includes a review of adult medical-surgical nursing, campus laboratory practice and an adult nursing learning experience in a hospital or long term care setting. Washington State required AIDS content is included. Varying registration fees and CE credit.

Approved by: The Washington State Board of Professional Nursing. Persons with Washington Limited Education license may apply.

Presented in cooperation with local area hospitals.

Call 535-7683 for Medical-Surgical Refresher Brochure.

PHARMACOTHERAPEUTICS FOR ARNPs

A variety of pharmacotherapeutic topics and prescribing issues will be presented in general and concurrent sessions. Includes three hours of the fundamentals of pharmacokinetics. If a workshop brochure is not received by October 15th, call 535-7683.

Friday, December 4, 8:30 am - 4:30 pm at Best Western Executive Inn, 5700 Pacific Highway East, Tacoma, WA

Contact Hours: 7.5 possible

Fee: (lunch and beverage breaks included) \$85 (Postmarked by November 11); \$95 (Postmarked after November 11)

Asian trip fulfills promise for nursing professor

By Erin Slagle
Mast reporter

Carrying only a backpack, a guidebook and a map, Linda Olson set out to see the world.

For Olson, a nursing professor at Pacific Lutheran University, this trip was the fulfillment of a promise to her mother. Shortly before her death, her mom asked what Olson planned to do after she died.

"I will cry my eyes out," replied Olson.

That's not what her mother had in mind. She knew it wasn't like her daughter to sit around. Olson always shared the tales of her travels. She knew of her sense of adventure and wanted her to do something that she always wanted to do. Her mom had her promise that she would live her life to the fullest.

So, after her mom passed away, Olson packed a backpack, rented out her house and headed overseas to set foot on soil she had not yet seen.

Her itinerary consisted of Indo-

nesia, Thailand, China, India, Nepal and Turkey. Olson's main interest was Indonesia because she wanted to visit the place where her mother was born.

Packing for a five-month backpack trip was not an easy task. Olson managed to get her pack down to 31 pounds with just the essentials, including pants for colder weather and shorts for warmer weather. She bought a cotton outfit in Indonesia, which was useful in the hot weather.

Olson had a few concerns about her trip, but planned carefully to

avoid each one. The first was the possibility of illness, so she packed plenty of medicine and planned to eat only cooked foods.

Olson was also concerned about the safety of her belongings. Once she was there, she never let her pack out of sight in public and made sure that her hotel room doors were securely locked.

She also knew that many of the countries she would be visiting were poor and that the natives looked to tourists for handouts. Knowing she would end up giving more than she could afford, she made a donation to UNICEF prior to her trip. That way she knew that she was helping out in the best way.

Olson's first stop was Indonesia. She visited the village where her mother was born and climbed several active volcanoes. Her trip wasn't just seeing the sights, but included many cultural activities as well.

She took part in a four-day funeral for a young lady, experiencing it to the fullest as she watched water buffalo being sacrificed and drank the blood. The natives didn't mind others participating in their ceremonies as long as they brought some sort of gift. They requested ciga-

rettes and sr

One day out of the year, the Indonesians believe that their ancestral spirits come back to earth to view how things are going. During this day, the residents do nothing. They don't walk, talk or do business; they just sit at home. This is to make the world peaceful for the visiting ancestors.

Olson knew this would be happening, so she got up before dawn to take a walk, not knowing whether this ritual applied to tourists. As she was walking a little man came running out to the edge of his property, waving at her to go home.

Luckily, she was prepared for this day with plenty of books to read and crackers to eat.

Olson said that one of her most memorable moments was with the family of a PLU student in India. She spent several weeks with the family. They both spoke English and spent much of their time exchanging stories about each other's cultures. She also used the home as a base for travels around the area.

Many of the obstacles that Olson had to overcome were associated

See OLSON, page 16

Olson Continued from page 15

with how the natives perceived her. In Turkey, women seldom go out. They work all day in the fields and then take care of their children in the evenings. Men spend the evenings at cafes.

As Olson was checking into her hotel, she was twenty-questioned by a young man behind the desk.

"Are you here alone?" he asked. She saw no point in lying to him. "Yes."

"Where's your father?"

"My father's dead," she replied.

"Where's your husband?"

She explained to him that she was divorced and didn't know where he was. He continued the questions with, "Do you have any children?" She answered yes.

"Boys or girls?"

"One of each," she answered.

He wanted to know where her son was. She told him at home.

"Why did he let you out?"

The conversation continued and took an interesting turn. He asked if she ever got lonely traveling by herself. She said that she did sometimes. He asked if she needed com-

panionship. He appeared to be offering his services, and she told him that she was not interested.

Olson's bold attitude made for a much more exciting trip. She knew this attitude was needed to make her trip successful. She took charge in matters such as a scooter ride. The ladies tended to ride sidesaddle, but Olson would sit squarely on the back in order to support her pack.

She didn't let anyone push her around. When she would get off of a plane or a train, people would grab at her, ask her where she wanted to go and offer to take her pack.

Olson would push her way through, sit down on the grass and read her guidebook to decide where she wanted to go. She would look at the map to know the general direction and then tell them where she wanted to go.

This is not the last trip for Olson. She has yet to see Africa, South America and Antarctica. She encourages people to travel and to fulfill their dreams. Traveling alone takes courage and confidence.

"Build up to it," she advised. "Take trips with others to build up your confidence."

School of Nursing during the holiday season.



The School of Nursing tree
Featuring "nursing" decorations:
Cap, mask, pen light, med bottle,
tongue blade.



Sally Block, Administrative Assistant to
Dean Langan, and Dr. Langan.



Dr. Langan and Ann Lambert,
Nursing Administrative Staff



Sandy Wilson, Nursing Administrative Staff



School of Nursing Administrative Staff
Rowena
Sally Block
Sophia Porter
Sandy Wilson
Debra Carlson
Terry Bennett



Bruce Ancheta receiving a Nursing Scholarship.



Bruce and Dr. Langan

Continuing Nursing Education Courses Announced

PLU's Continuing Nursing Education Program offers a series of workshops and short courses each semester. Six of 13 fall semester offerings begin after Oct. 16.

"Families In Crisis" is a one-day workshop for all health professionals convening in Bremerton Friday, Oct. 16.

A one-day community health nurse conference will be held on campus Friday, Oct. 23. The theme is "Nurturing Our Personal and Professional Selves."

"Health Assessment" is the topic of a four-session series meeting Tuesday evenings in November on campus.

"Assessment and Management of Pain and Suffering in the Elderly Client" is the topic of a one-day campus workshop Thursday, Nov. 19.

A three-month medical-surgical refresher course begins on campus in November. It is designed to assist RNs in non-acute care nursing to return to the acute care setting.

The final fall offering is a one-day workshop at the Fife Executive Inn, "Pharmacotherapeutics for ARNPs." The topic will also be offered in the spring.

Other spring topics include "Pain Management in the Elderly" (Bremerton), Health Assessment Part II, Annual Women's Health Care Conference, Basic Concepts in Critical Care Nursing, and Computer Technology in Health and Patient Care.

The Continuing Nursing Education Program also offers home study opportunities.

For more information call (206) 535-7683.

COMMENCEMENT, 1992

Olson Auditorium, Pacific Lutheran University
Saturday, December 12, 1992 - 10:30 a.m.

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

C. Bruce Du Ancheta (Tacoma, WA), *Cum laude*
Paul David Baker (Kent, WA)
Kersten J. Beyer (Federal Way, WA)
Molly Marie Hernandez (Tacoma, WA)
Shawn M. Keeley (Tacoma, WA)
Heidi L. Kepferle (Boise, ID)
Kathleen Ann Nelson (Kent, WA)
Ashley M. Nicholls (Federal Way, WA)
Deidra M. Parker (Lacey, WA)
Colleen J. Paul (Tacoma, WA)
Linda Ruth Renz (Fair Oaks, CA)
Michael B. Romer (Tacoma, WA)
Tina Lynn Spencer (Rochester, WA), *Summa cum laude*
Cynthia Greer Stegall (Federal Way, WA)
Andraé Renee Williams (Silverdale, WA)
Christi H. Young (Tacoma, WA)

Class of 1993

Alberts, Delores J.
Alderman, Charene M.
Atkinson, Tara L.
Blachowski, Lori A.
Blumanthal, Heidi L.
Boettcher, Abigail J.
Bryan, Stacy L.
Bush, Lisa J.
Buttorff, Jean
Calhoun, Marybelle J.
Campbell, Anna
Campbell, Theresa P.
Cardwell, Cheryl C.
Carley, Sandra R.
Carter, Teresa D.
Caterall, Stacie L.
Deeley, Ian T.
Ennis, Jody L.
Falepo, Filisa M.
Fickbohm, Stacy A.
Garnett, Zona L.
Goddart-Grice, Janet D.
Gonter-Welk, Lisette C.
Guay, Tammy J.
Hagge, Ann R.
Haines, Theresa L.
Harkness, Karen N.
Harris, Kimberly A.
Hepler, Krista L.
Hibbert, Heather M.
Hohaia, Luman R.
Hull, GaLe D.
Jackson, Christina F.
Jardine, Cynthia a.
Jones, Rhonda G.
Kim, Hee J.
Knowles, Ruth H.
Lawrence, Aaron S.
Le, Bachcuc Thi
Mahan, Julie A.
McCall, Hengmo Y.
McNabb, Karen M.
Mercer, rita L.
Mettler, Connie R.
Miller, Julie A.
Moscon, Kristin A.
Nevers, Elizabeth A.
Newell, Susan M.
Odah, Rosemary N.

Page-Breear, Tammy L.
Paulson, Katherine L.
Pennington, Debra A.
Pickett, Robyn C.
Podnar, Heather R.
Rensel, Kathleen D.
Sandler, Margaret A.
Schaffler, Ruth G.
Sims, LeBron
Smith, Mary L.
Sutherlin, Kylee V.
VanBuege, Susan S.
Walker, Kali M.
Wilcox, Laurie W.
Wood, DeAnn J.
Zelenik-Briesno, Claudia M.

School of
Nursing

Nursing offers opportunities for a rewarding professional career. It affords a wide choice of location, environment, and type of service. The physical, mental, social, and spiritual health of people is a universal concern, and those prepared to help others maintain their good health are in constant demand.

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

Degree programs within the School of Nursing include the Bachelor of Science in Nursing for basic nursing students, licensed practical nurses, and registered nurses, and the Master of Science in Nursing with areas of concentration in Nursing Administration, School Nursing, and Continuity of Care.

A program leading to Education Staff Associate certification is available for school nurses. Course work is offered by Pacific Lutheran University School of Nursing in collaboration with the School of Education and the office of the Washington State Superintendent of Public Instruction.

Workshops and short courses for nurses and others involved in health care are offered through the Continuing Nursing Education Program.

FACULTY

Langan, Dean; Schultz, Assistant Dean; Aikin, Allen, Butcher, Cambier, Ellis, Fink, Fischer, Fitzgerald, Gaspar, Goodwin, Herman-Bertsch, Hirsch, Hughes, Kelly, Klisch, Levinsohn, Mahoney, Minahan, L. Olson, Pass, Philichi, Stewart, Vancini, Wood; assisted by Murray, Rinehart, and Schaffler.

UNDERGRADUATE PROGRAMS

The basic undergraduate program is designed for students with no previous preparation in nursing. Graduates who successfully complete the program are eligible to write the NCLEX examination for licensure as registered nurses. They are prepared for beginning professional nursing positions in hospitals and other health agencies. A special sequence of study is available which awards credit and provides credit by examination options for licensed practical nurses. There also is a sequence for registered nurse students, graduates from diploma or associate degree programs, who wish to earn the Bachelor of Science in Nursing degree. These undergraduate programs provide a foundation for graduate study in nursing.

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

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

ADMISSION AND CONTINUATION POLICIES

High School Preparation

It is strongly recommended that applicants complete a program in high school which includes: English, 4 years; mathematics, 2 years (preferably algebra and geometry); social sciences, 2 years; one foreign language, 2 years; laboratory sciences, 2 years (including chemistry); electives, 3 years.

ADMISSION TO THE UNIVERSITY

Pacific Lutheran University welcomes applications from all students who have demonstrated capacities for success at the baccalaureate level. Students who present appropriate academic records and personal qualities are admitted either fall or spring semester. Application procedure and other details are found elsewhere in this catalog. (Students must be accepted by the university before acceptance by the School of Nursing.)

ADMISSION TO THE SCHOOL OF NURSING

Students seeking admission to the basic program, the LPN to BSN sequence, or the RN to BSN sequence must make formal application to both the university and the School of Nursing. Basic students are admitted to the School of Nursing to begin nursing courses each fall and spring semester. Students enrolled in the LPN or RN to BSN sequences generally begin in the fall only. Both full-time and part-time programs of study are available.

Applications for admission to the nursing major are available from the School of Nursing. All application materials including official transcripts are reviewed by the School of Nursing Admissions and Academic Progress Committee and ranked according to stated admission criteria.

Students desiring admission to either fall or spring semester of the following academic year must submit their applications by March 1. The number of available spaces each semester in the School of Nursing is limited; therefore, the selection of students for admission may be competitive. Students desiring to begin the nursing sequence in either fall or spring semester, and who have applied by the March 1 deadline, are notified by May 1. Students are admitted to the term of their choice insofar as it is possible. Additional applications from students wishing to be considered for any remaining places in the spring semester must be submitted by June 30 with notification by August 15.

If there are more applicants for the two semesters of the academic year than can be accommodated, qualified candidates are placed on a waiting list for admission to the spring class if spaces become available. If vacancies occur for the fall semester, those students who have been admitted for spring but who requested fall placement are given first priority. Late applications (after June 30) are reviewed when received and, if the applicant is qualified, he or she is added to the waiting list. Persons on the waiting list for the year who are not admitted because of a lack of space but who continue to desire admission to the nursing major, must request, in writing, that their applications be considered for the following fall.

All potential or pre-nursing students are urged to seek early academic advisement from the admissions coordinator in the School of Nursing in order to enroll for appropriate prerequisites and avoid unnecessary loss of time. The School of Nursing reserves the right of curriculum modification and revision as long as it does not hinder the students' progress toward graduation.

ADMISSION CRITERIA*
Minimum criteria for admission to the School of Nursing include:

1. Admission to Pacific Lutheran University. Applicants must have been admitted to Pacific Lutheran University before consideration of their application to the School of Nursing. Admission to the university does not guarantee admission to the School of Nursing.
2. Completion, or pending satisfactory completion of 26 semester credit hours of specified prerequisite course work at PLU, a community college or another accredited university (comparable course listings are available on request) including Psychology 101 (Introduction to Psychology), Biology 205, 206 (Human Anatomy and Physiology), and Chemistry 105 (Chemistry of Life). RNs and LPNs should also have completed Psychology 352 (Development: Infancy to Maturity) and Sociology 330 (The Family) if they plan to fulfill requirements for the nursing sequence within the described time frame.
3. A minimum grade of 2.00 in each nursing prerequisite course.
4. A cumulative grade point average of 2.5 or higher.
5. Completion of the university graduation math requirement (two years of college prep math or one semester of intermediate algebra at the college level).
6. Physical health and emotional stability sufficient to meet the demands of nursing and provide safe patient care.
7. Fluency in speaking, reading, and writing English.
8. Washington State Patrol Criminal History clearance relative to Child/Adult Abuse Information Act as required of health care workers.
9. Submission of all documents to the School of Nursing by the designated deadlines.

* When the number of qualified applicants exceeds the enrollment limits, the following factors are used to prioritize the admission decisions: grade point average, number of prerequisite course requirements completed, and admission date to the university. Preference is given to applicants who entered PLU as beginning first-year students.

Applicants who have chronic health conditions or disabilities which require alterations to the program of study as approved by the Washington State Board of Nursing, or which prevent the practice of nursing with reasonable skill and safety, should be aware of the possibility that they may not be eligible to sit for the NCLEX licensing examination or obtain a license to practice nursing. Questions should be addressed directly to the Washington State Board of Nursing Nurse Practice Manager at 206-586-8186.

CONTINUATION POLICIES

1. Completion of approved CPR class - adult and pediatric - before beginning nursing classes with yearly updates.
2. Completion of approved first aid course before beginning nursing classes (waived for RNs and LPNs).
3. Nursing courses all have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan.
4. A minimum grade of 2.0 (C) must be achieved in all required nursing courses. A student receiving a grade of less than 2.0 in any course which is a prerequisite to another nursing course may not continue in the nursing sequence until the prerequisite course is repeated with a grade of 2.0 or above. (Other policies regarding progression/continuation can be found in the Nursing Student Handbook.)
5. Nursing majors may have no more than 4 semester credit hours of non-nursing courses to be completed at the time of enrollment in the final semester of nursing courses.
6. Incomplete grades in nursing courses must be converted to a passing grade (2.0 or above) before the first day of class of the subsequent semester.
7. Students taking medical or other withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Nursing Student Handbook on a space available basis.
8. The School of Nursing reserves the right to request withdrawal of nursing students who fail to demonstrate academic or clinical competence or who fail to maintain professional conduct. Unsafe practice constitutes grounds for immediate dismissal from the clinical component.

HEALTH

Nursing students are responsible for maintaining optimal health and are teachers of health. Physical examinations, x-rays, and immunizations are required before admission to the program, and periodically thereafter, and are the responsibility of students. All students must carry personal health insurance.

ENGLISH PROFICIENCY

A certain level of English proficiency is necessary for academic success in nursing as well as for patient safety. Students who are identified by the university as needing the ESL sequence of courses will be required to take the ESL courses before entrance to the School of Nursing or to take the TOEFL and score at least 550.

All students for whom English is their second language must also take and pass the SPEAK test before admission to the major. The test is given through the Intensive English Language Institute at the university for a nominal cost to the student. The test consists of seven sections measuring pronunciation, grammar, and fluency. A minimum score of 2.0 (out of a possible 3) in each area and a minimum of 2.2 in all the pronunciation sections is considered passing. Students scoring below these levels on pronunciation will be required to obtain additional coursework or assistance before retaking the SPEAK.

ESL students should also be aware that they may not be able to complete the program of study within the described timeframe. Individual advising is available and is directed toward assisting students to be successful.

ADDITIONAL COSTS

In addition to regular university costs, students must provide their own transportation between the university campus and the clinical laboratory areas beginning with the first nursing course. Available public transportation is limited, so provision for private transportation is essential. Students are required to carry professional liability insurance in specified amounts during all periods of clinical experience. This is available under a group plan at a nominal cost to the student. Health examination fees, student uniforms and equipment (wristwatch, scissors, stethoscope) are also the responsibility of the student.

A Learning Resources Fee of \$55 per semester is charged to cover practice and laboratory materials, equipment and supplies. The fee is identified with specific courses and is payable to the Business Office along with university tuition.

Standardized testing fees of approximately \$35.00, payable directly to the School of Nursing, are assessed at the time of enrollment in the final semester of nursing studies.

PROGRAMS OF STUDY

Prerequisite Courses to Nursing Major

Prerequisite courses to be completed before enrollment in the nursing sequence include:

	Semester Credit Hours
Biology 205, 206 (Anatomy and Physiology)	4,4
Biology 201 (Microbiology)	4
Chemistry 105 (Chemistry of Life)	4
Sociology 330 (The Family)	4
Psychology 101 (Introduction to Psychology)	4
Psychology 352 (Development: Infancy to Maturity)	4
Intermediate Algebra	4
<i>(if two years college prep math not completed in high school)</i>	

*Basic students — corequisite - see curriculum plan.

GENERAL UNIVERSITY CORE REQUIREMENTS

General university requirements for undergraduate programs (Basic, LPN, RN) include the following:

	Semester Credit Hours
Anthropology/History/Political Science	4
Fine Arts	4
English 101 (Composition)	4
Literature	4
Philosophy (not Logic)	4
Religion (4 sem. hrs. must be taken at PLU)	4 or 8
Interim	4 or 8
PE	4
Elective	4
Foreign Language	8
<i>(if two years not completed in high school)</i>	

Prerequisite courses may be taken at PLU or at most junior/community colleges. Course equivalency sheets are available.

BSN BASIC PROGRAM

The curriculum plan and its implementation are designed to foster growth and to encourage initiative and self-direction on the part of students. In addition to nursing requirements, students are expected to meet university requirements.

Nursing courses must be taken concurrently and in sequence as indicated in the sample curriculum, and, if enrolled full-time, normally extend over six semesters. Part-time enrollment also is possible. 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.

FIRST YEAR-Pre Nursing

	Semester Credit Hours
Fall Semester	
Biology 205 Human Anatomy and Physiology	4
Psychology 101 Introduction to Psychology	4
English 101 College English	4
GUR/Core	4
Physical Education 100 Personalized Fitness Programs	1
	17

Interim (optional)

0-4

Spring Semester

Chemistry 105 Chemistry of Life	4
GUR/Core (Religion)	4
Biology 206 Human Anatomy and Physiology	4
Elective	4
Physical Education	1
	17

SECOND YEAR

Fall Semester	
Biology 201 Introductory Microbiology	4
GUR/Core	4
Psychology 352 Development: Infancy to Maturity	4
Nursing 212 Introduction to Health Care	2
Nursing 251 Commonalities in Nursing I	2
Physical Education	1
	17

Interim

Elective	4
	4

Spring Semester		
Nursing 232 Pharmacology in Nursing		2
Nursing 252 Commonalities in Nursing II		2
Nursing 263 Health Assessment		2
Nursing 273 Pathophysiology		3
GUR/Core		4
Physical Education		1
		14

THIRD YEAR

Fall Semester		
Nursing 322 Psychosocial Nursing: Clinical		2
Nursing 324 Psychosocial Nursing		4
Nursing 333 Physiological Nursing I		2
Nursing 342 Physiological Nursing I: Clinical		3
Sociology 330 The Family		4
		15

Interim (optional)

0-4

Spring Semester

Nursing 352 Nursing in the Childbearing Years		2
Nursing 362 Nursing in the Childbearing Years: Clinical		2
Nursing 372 Nursing of Children		2
Nursing 382 Nursing of Children: Clinical		2
Nursing 392 Nursing Research		2
GUR/Core		4
		14

FOURTH YEAR

Fall Semester		
Nursing 423 Physiological Nursing II		3
Nursing 433 Physiological Nursing II: Clinical		3
Nursing 462 Leadership in Nursing		2
Nursing 474 Nursing Synthesis		4
GUR/Core		4
		16

Interim

Elective		4
		4

Spring Semester

Nursing 436 Community Health Nursing: Families		3
Nursing 453 Community Health Nursing: Clinical		3
Nursing 472 Issues and Trends in Nursing		2
Nursing 473 Community as Client		3
		11

*GUR - general university requirement

A minimum of 128 semester credit hours is required for the baccalaureate degree. The sequence of required nursing courses comprises 57 semester credit hours.

BSN SEQUENCE FOR LICENSED PRACTICAL NURSES

This sequence of study is designed to provide career mobility for the experienced licensed practical nurse desiring the Bachelor of Science in Nursing degree. The program allows students the opportunity to validate prior knowledge and clinical competence, enabling progression through the BSN curriculum within a twenty-four month period following completion of prerequisite courses, when enrolled full-time. Part-time enrollment options also are available.

Prospective students are encouraged to seek early advisement to reduce time spent in completing prerequisites and facilitate progress. Some of the courses have special sections for enrolled LPNs. Also, efforts are made to arrange class times to accommodate schedules of LPNs who are working.

Admission/Transfer

Admission to PLU is required before making formal application to the School of Nursing. Licensed practical nurses who began their higher education at other accredited colleges or universities may apply for admission with advanced standing. A grade point average of 2.5 is required by the School of Nursing. The university graduation math requirement (two years of college prep math or an approved math course at the baccalaureate level) must be met before admission.

Transfer Credit

A minimum grade of C in college courses is required for transfer of credit. Transfer into PLU with junior standing (60 semester credit hours) reduces the Religion and the Interim requirements from 8 to 4 semester credit hours each. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is the equivalent of two-thirds a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU.

Advanced Placement

Non-nursing
Advanced placement may be available through national standardized or departmental examinations. Inquiries should be directed to the Office of Admissions or the department or school offering the particular subject.

Nursing

LPNs may receive credit by examination for selected courses. Each student is individually counseled regarding the appropriateness of seeking such credit. Eligibility for the clinical proficiency examination is determined by the faculty and is based on documentation of significant work and/or student experience in the specific area. Exams must be successfully passed to receive the credit.

The following ACT/PEP* standardized tests are available and, if successfully completed (45 or above), provide credit for the nursing course(s) indicated:

1. Fundamentals of Nursing — Exam #403 — Nursing 251 (Commonalities in Nursing I)
2. Commonalities in Nursing: Area B — Exam #478 — see #3
3. If Exams #403 and #478 are successfully passed, the LPN student is eligible to take a Nursing Clinical Proficiency Exam which will allow credit for Nursing 252 (Commonalities in Nursing II).

* ACT/PEP exams are offered at specific testing sites throughout the state and country including PLU on scheduled dates as well as by the military services. Pre-registration is required. Study guides, testing dates, and registration packets are available in the School of Nursing.

LPN to BSN Program of Study Full-Time Sequence*

FIRST YEAR	Semester Credit Hours
<i>Credit by examination</i>	
Nursing 251 Commonalities I - required	2
Nursing 252 Commonalities II - potential (Complete during spring before beginning classes)	2
Fall	
Nursing 212 Introduction to Health Care	2
Nursing 263 Health Assessment	2
Nursing 273 Pathophysiology	3
Nursing 232 Pharmacology in Nursing	2
General University Requirement (GUR)	
Interim	
Interim Requirement	4
Spring	
Nursing 324 Psychosocial Nursing	4
Nursing 322 Psychosocial Nursing: Clinical	2
Nursing 333 Physiological Nursing I	2
Nursing 342 Physiological Nursing I: Clinical GUR	3 4
Summer	
GUR and/or Sociology 330 The Family	4
SECOND YEAR	
Fall	
Nursing 352 Nursing in the Childbearing Years	2
Nursing 362 Nursing in the Childbearing Years: Clinical	2
Nursing 372 Nursing of Children	2
Nursing 382 Nursing of Children: Clinical	2
Nursing 392 Nursing Research	2
GUR	4
Interim	
Interim Requirement or GUR	—
Spring	
Nursing 423 Physiological Nursing II	3
Nursing 433 Physiological Nursing II: Clinical	3
Nursing 462 Leadership in Nursing	2
Nursing 474 Nursing Synthesis	4
Summer	
Nursing 436 Community Health Nursing: Families	3
Nursing 453 Community Health Nursing: Clinical	3
Nursing 472 Issues and Trends in Nursing	2
Nursing 473 Community as Client	3

Part-time programs of study are available according to student need within the framework of the curriculum. An appointment should be made with the LPN-BSN Coordinator to develop an individualized plan for program completion.

BSN SEQUENCE FOR REGISTERED NURSES

Registered nurses, graduates from NLN and state-approved associate degree and diploma programs, are encouraged to pursue the Bachelor of Science in Nursing at Pacific Lutheran University. RN students meet the same requirements as basic students. Most are admitted with advanced standing having completed academic coursework elsewhere. A number of the required nursing courses have special sections for enrolled RN students. Schedules are arranged to accommodate the working nurse with many courses being taught in concentrated blocks of time.

Prospective students are encouraged to seek early advisement to reduce time spent in completing prerequisites and facilitate progress. Once general university requirements and prerequisites have been met, the program may be completed in 12 months with full-time enrollment. Various part-time options are available.

Transfer Credit

Registered nurses who began their higher education at other accredited colleges or universities may apply for transfer credit. A grade point average of 2.5 is required by the School of Nursing. A minimum grade of C in college courses is required for transfer of credit. A maximum of 64 semester (96 quarter) credit hours of community college work is transferable. A quarter credit hour is the equivalent of two-thirds of a semester credit hour. To qualify as degree candidates, students must take the final 32 semester hours in residence at PLU. A total of 128 semester credit hours are required for graduation.

Advanced Placement

Non-Nursing
Advanced placement may be available through national standardized or departmental examinations. Inquiries should be directed to the Office of Admissions and/or the department or school offering the particular subject.

Nursing	Semester Credit Hours
The following courses are waived for registered nurse students:	
Nursing 232 Pharmacology in Nursing	2
Nursing 251 Commonalities in Nursing I	2
Nursing 252 Commonalities in Nursing II	2
	<u>6</u>

RN students may earn credit by examination for the following courses:

Nursing	Semester Credit Hours
Nursing 322 Psychosocial: Clinical	2
Nursing 324 Psychosocial: Theory	4
Nursing 352 Nursing in Childbearing Years	2
Nursing 362 Nursing in Childbearing: Clinical	2
Nursing 372 Nursing of Children	2
Nursing 382 Nursing of Children: Theory	2
Nursing 333 Physiological Nursing I	2
Nursing 342 Physiological Nursing I: Clinical	3
Nursing 423 Physiological Nursing II	3
Nursing 433 Physiological Nursing II: Clinical	3
Nursing 474 Nursing Synthesis	4
	<u>29</u>

Other opportunities to earn credit by examination may be available on an individual basis based on prior coursework and experience, but no more than 30 credits may be achieved by this method.

The following ACT/PEP standardized tests are available and, if successfully completed, provide credit for the nursing course is indicated:

1. Health Support: Area II — Exam #577 — Nursing 333/342 (Physiological Nursing I: Theory and Clinical)
2. Maternal and Child Nursing (Baccalaureate Level) — Exam #457 — Nursing 352/362 (Nursing in the Childbearing Years: Theory and Clinical) and Nursing 372/382 (Nursing of Children: Theory and Clinical)
3. Psychiatric/Mental Health Nursing — Exam #503 — Nursing 324/322 (Psychosocial Nursing: Theory and Clinical)
4. Adult Nursing — Exam #554 — Nursing 423 (Physiological Nursing II: Theory)

If Exam #554 is successfully passed, the RN student is eligible to take a Nursing Clinical Proficiency Exam which will allow credit for Nursing 433 (Physiological Nursing II: Clinical).

Receipt of credit by examination for Nursing 474 (Nursing Synthesis) involves the development of a portfolio documenting previous work experiences which meet the course objectives.

If a "Pass" grade or above (45 if ACT/PEP) is not achieved on the designated test or if the RN student elects not to seek credit by examination, the student must enroll in the course as offered.

ACT/PEP exams should be taken before beginning the RN sequence or, if such a plan is not possible, before the subsequent courses for which they are prerequisite. The tests are available at a number of testing sites throughout the state and country including PLU with pre-registration required. Specific registration materials, study guides, and testing dates are available from the School of Nursing. (The proficiency exam for Nursing 433 and development of the portfolio for Nursing 474 will take place at the designated time during the program sequence.)

Program of Study Full-Time Sequence	Semester Credit Hours
Fall Semester	
Enroll	
Nursing 263 Health Assessment	2
Nursing 273 Pathophysiology	3
Nursing 212 Introduction to Health Care	2
Religion or Sociology 330 The Family	4
or Psychology 352 Development: Infancy to Maturity	—
	<u>11</u>
Clinical Proficiency Exam	
Nursing 433 Physiological Nursing II: Clinical	
Interim	
Interim Requirement	4
	<u>4</u>

Spring Semester

Enroll	
Nursing 392 Nursing Research	2
Nursing 436 Community Health Nursing	3
Nursing 453 Community Health Nursing: Clinical	3
Religion or Elective	2-4
	<u>10-12</u>

Complete Portfolio
Nursing 474 Nursing Synthesis

Summer

Enroll	
Nursing 462 Leadership in Nursing	2
Nursing 472 Issues and Trends	2
Nursing 473 Community as Client	3
	<u>7</u>

Various part-time options are available and can be worked out on an individual basis.

OTHER SCHOOL OF NURSING PROGRAMS

MASTER OF SCIENCE IN NURSING

Consult the Graduate Catalog for details of the program leading to the degree of Master of Science in Nursing and/or contact the School of Nursing Graduate Program (535-8872).

SCHOOL NURSE CERTIFICATION

Contact the School of Nursing School Nurse Program (535-8872).

WORKSHOPS AND SHORT COURSES

Contact the School of Nursing Continuing Nursing Education Program (535-7683).

The information contained herein reflects an accurate picture of the program of study leading to a Bachelor of Science in Nursing degree from Pacific Lutheran University at the time of publication. However, the university reserves the right to make necessary changes in procedures, policies, and curriculum.

COURSE OFFERINGS

212 INTRODUCTION TO HEALTH CARE

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

232 PHARMACOLOGY IN NURSING

Focuses on pharmacological principles of the major drug classes using a systems approach. Emphasis on pharmacokinetics, mechanisms of action, undesirable effects, and nursing implications. Discussion of client teaching and nursing responsibilities regarding the administration of medication. Prerequisite: 251. Pre- or corequisite: 273. (2)

251 COMMONALITIES IN NURSING I

Introduction to the use of the nursing process and psychomotor skills in client care. Opportunities to practice nursing skills in the nursing laboratory and selected clinical settings. Prerequisites: BIOL 205-206, CHEM 105, PSYC 101. Prerequisite or corequisite: NURS 212. (2)

252 COMMONALITIES IN NURSING II

Emphasis on the role of the professional nurse in implementation of the nursing process. Selected clinical experiences with adults in extended health care facilities. Prerequisites: BIOL 201, PSYC 352, NURS 251. Prior or concurrent enrollment in NURS 232, 273. (2)

263 HEALTH ASSESSMENT

Health assessment of children and adults. Emphasis on interviewing skills and physical, developmental, and psychosocial assessment techniques as part of the nursing process. Prerequisites: BIOL 205, 206, CHEM 105, NURS 212, 251. (2)

273 PATHOPHYSIOLOGY

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

322 PSYCHOSOCIAL NURSING: CLINICAL

Clinical application of the nursing process to promote optimal mental health for clients along the mental health-illness continuum. Emphasis on implementing a variety of therapeutic techniques and nursing interventions including therapeutic communication. Prerequisites: PSYC 352, prior or concurrent enrollment in NURS 324. (2)

324 PSYCHOSOCIAL NURSING

Use of the nursing process in the promotion of mental health for clients along the mental health-illness continuum. A holistic approach to understanding a variety of nursing interventions and other contemporary therapeutic modalities in the treatment of clients with mental health problems. Introduction to selected acute and chronic psychiatric disorders. Prerequisites: 232, 252, 263, 273, PSYC 352. (4)

333 PHYSIOLOGICAL NURSING I

Basic interruptions in the bio-psychosocial processes with resultant health deviations. Focus on selected pathophysiologic disorders of adults with nursing interventions to facilitate adaptation and restoration to maximum level of wellness. Holistic approach to meeting needs of clients and families. Teaching and learning strategies for health promotion, restoration, and maintenance. Prerequisites: 232, 252, 263, 273. (2)

342 PHYSIOLOGICAL NURSING I: CLINICAL

Clinical application of concepts of pathophysiology and psychopathology to the care of adult clients in hospital settings. The nursing process as framework for professional practice. Prerequisites: Prior or concurrent enrollment in 333. (3)

352 NURSING IN THE CHILDBEARING YEARS

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

362 NURSING IN THE CHILDBEARING YEARS: CLINICAL

Clinical application of maternal newborn theory and skills in hospital, clinic, community and home environments. Prerequisites: Prior or concurrent enrollment in 352. (2)

372 NURSING OF CHILDREN

Nursing and health care of children from infancy through adolescence. Childhood needs, childbearing practices, and parental roles. Prerequisites: 322, 324, 333, 342; SOCI 330. (2)

382 NURSING OF CHILDREN: CLINICAL

Clinical application of pediatric theory and skills in acute, primary care, and community facilities. Prerequisites: Prior or concurrent enrollment in 372. (2)

392 NURSING RESEARCH

Introduction to the research process and basic research skills. Includes purposes of nursing research, problem identification, hypothesis generation and testing, research design, critique process and use of research in nursing. Prerequisites: Have completed 3rd semester of nursing sequence. (2)

423 PHYSIOLOGICAL NURSING II

Selected complex pathophysiological disorders of a life threatening or chronically disabling nature in adults. Nursing interventions based on understanding the bio-psycho-social disruptions and means of restoring balance to attain optimal level of functioning. Prerequisites: 322, 324, 333, 342, 352, 362, 372, 382. (3)

433 PHYSIOLOGICAL NURSING II: CLINICAL

Clinical application of bio-psycho-social, cultural, and spiritual concepts in the care of adult clients in acute care settings. Use of the nursing process and emphasis on cognitive, interpersonal, and psychomotor/technological skills. Prerequisites: Prior or concurrent enrollment in 423. (3)

436 COMMUNITY HEALTH NURSING: FAMILIES

Application of family theory and nursing models to the analysis of needs and care of family clients in community settings. Identification of major public health problems, levels of prevention, health seeking behaviors, health screening, and nursing management of high-risk families. Prerequisites: 322, 324, 333, 342, 352, 362, 372, 382, 423, 433, 474; SOCI 330. (3)

453 COMMUNITY HEALTH NURSING: CLINICAL

Clinical application of professional and technical skills in the care of families in community health agencies. Implementation of complex nursing interventions in the home and ambulatory care settings. Refinement of interviewing and case management skills. Opportunity for independent judgment and decision making. Prerequisites: Prior or concurrent enrollment in 436. (3)

462 LEADERSHIP IN NURSING

Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. Prerequisites: 392 and senior standing in Nursing. (2)

472 ISSUES AND TRENDS IN NURSING

Analysis and evaluation of the impact of selected socio-economic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. Prerequisites: 392, 423, 433, 462, 474. (2)

473 COMMUNITY AS CLIENT (CLINICAL)

Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. Prerequisites: 462, 474, prior or concurrent enrollment in 436, 453. (3)

474 NURSING SYNTHESIS

Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. Prerequisites: 392, 423, 433, prior or concurrent registration in 462. (4)

491, 492 INDEPENDENT STUDY

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

493 INTERNSHIP ABROAD

Nursing

Master of Science in Nursing

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Purpose

The purpose of the graduate program in nursing is to prepare professional nurses as advanced practitioners, leaders and scholars. The curriculum consists of a common core with areas of concentration in continuity-of-care, nursing administration, and school nursing. The program is designed to facilitate part-time or full-time study. Courses are scheduled in late afternoon and evenings to accommodate nurses who are employed.

Prerequisites

A basic course in descriptive and inferential statistics is prerequisite. A course in basic computer use is recommended. A minimum of one year of recent clinical practice as a registered nurse is strongly advised. A refresher course is required if the applicant has not practiced nursing within the last three years.

Admission

Applicants for admission to the Master of Science in Nursing programs will: hold (or be eligible for and in process of obtaining) a current license to practice as a registered nurse in the State of Washington; hold a baccalaureate degree from a National League for Nursing accredited program; submit evidence of a minimum cumulative undergraduate grade point average of 3.0 (on a 4.0 scale); submit scores from the Graduate Record Examination (GRE), taken within five years of application for admission; submit official transcripts for any graduate courses completed; and complete a pre-admission interview with the director of the graduate program.

NOTE: Exceptions to the above criteria are based on assessment of an individual's file for demonstration of equivalence to admission requirements, and/or potential for successful completion of graduate study.

Advising

The director of the graduate program in nursing or an appointed faculty member will serve as adviser to all students. Information regarding program planning and transfer credit will be provided.

When a thesis chairperson is selected, program guidance will be assumed by that person.

Program Requirements

Granting an exemption from one or more program requirements is unusual. Students requesting such exemption assume responsibility for submitting a file for review by the School of Nursing Graduate Program Committee that clearly documents equivalence of the course offered by the School.

Before enrollment in clinical practica, students must provide evidence of 1) current immunization and health status as required by the School of Nursing (in addition to the general university requirement), 2) current CPR certification, 3) current professional liability insurance in specified amounts, 4) current health insurance, and 5) Washington State Patrol clearance.

Core Requirements

Students are required to complete a common core of nursing courses for a total 18 semester credits. The core courses provide the framework for advanced nursing practice in a select area of concentration.

Required Core Courses

18 semester hours

- NURS 571 Research in Nursing I (2)
- NURS 572 Research in Nursing II (3)
- NURS 573 Models & Theories of Nursing (2)
- NURS 574 Advanced Nursing Concepts (2)
- NURS 575 Nursing Leadership & Management (3)
- NURS 599 Thesis (6)

Areas of Concentration

Required courses for each area of concentration are listed below with specific course and total number of semester credit hours identified. Before enrollment in clinical practica in the Continuity of Care and School Nursing areas of concentration, health assessment skills must be demonstrated or verified.

NURSING ADMINISTRATION

Program Objectives

Students are prepared for leadership and administrative positions in the health care delivery system.

Concentration Requirements

18 semester hours

- BUSA 550 Organizational Behavior & Environment (4)
- NURS 556 Financial Management for Health Care Providers (3)
- BUSA 554 Planned Organizational Change (4)
- NURS 559 Nursing Administration Practicum (2-5)
- Elective/Supportive course(s) (2)

CONTINUITY OF CARE

Program Objectives

Students gain skills as nurse specialists to assume leadership roles in providing care, and developing program models to facilitate clients' transitions through and among health care systems. Graduates occupy positions in primary, secondary, and tertiary care facilities in the public and private health care systems.

Concentration Requirements

18 semester hours

- NURS 530 Continuity of Care Nurse Specialist Role (2)
NURS 531 Theoretical Foundations for Continuity of Care (3)
NURS 532 Focused Study in Clinical Specialization* (3)
NURS 533 Continuity of Care Practicum (3)
NURS 534 Program Development for Continuity of Care (3)
Elective/support course(s) (4)

SCHOOL NURSING

Program Objectives

Students are prepared to assume the role of school nurse specialists. The curriculum is consistent with the State of Washington Administrative Codes*** and meets the requirements for initial and continuing certification of school nurses as Education Staff Associates.

Concentration Requirements

18 semester hours

- NURS 511 School Nursing I* (3)
NURS 521 School Nursing Practicum I* (3)
NURS 512 School Nursing II** (3)
NURS 522 School Nursing Practicum II** (2)
EPSY 535 Foundations of Guidance* (4)
SPED 522 The Role of Health Professionals in Special Education** (3)

*Required: Initial School Nurse Certification

**Required: Continuing School Nurse Certification

***NOTE: Based on anticipated legislative changes, School Nursing may be offered as a certification program through Continuing Nursing Education. For current information, contact the School of Nursing.

COURSE OFFERINGS

NURS 511 SCHOOL NURSING I

Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, role implementation. (3)

NURS 512 SCHOOL NURSING II

Leadership and management role development of the nurse in school health programs. Focus on development of strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. Prerequisite: NURS 521. (3)

NURS 521 SCHOOL NURSING PRACTICUM I

Integration of content from School Nursing I into the practice setting. Prerequisite: NURS 511. (3)

NURS 522 SCHOOL NURSING PRACTICUM II

Integration of content from School Nursing II into the practice setting with accompanying one semester hour seminar to discuss ongoing development and analysis of the school nurse role, and relevant issues. Prerequisites: NURS 512, 521. (2)

NURS 530 CONTINUITY OF CARE NURSE SPECIALIST ROLE

Focus on continuity of care nurse specialist role development emphasizing subroles: expert practitioner, leader, consultant, educator, and researcher. In-depth study leads to development of a role specific position description. Prerequisite or concurrent with 573 or permission of instructor. (2)

NURS 531 THEORETICAL FOUNDATIONS FOR CONTINUITY OF CARE

Critical analysis of nursing and other health-related theoretical models underlying advanced practice of the continuity of care nurse specialist. In-depth exploration of advanced practice including: nursing case-management, discharge-planning, quality assurance, and systems analysis. Conceptual synthesis leads to a role specific, process-oriented practice framework. Prerequisite or concurrent with NURS 530. (2)

NURS 532 FOCUSED STUDY IN CLINICAL SPECIALIZATION

In-depth study of the demographic and epidemiologic trends; management and standards; and key agencies related to selected patient/client groups. Clinical experiences focus on evaluation of discharge planning, case-management, vertically integrated systems, and other models currently in use for continuing care. Prerequisite or concurrent with NURS 531. (3)

NURS 533 CONTINUITY OF CARE PRACTICUM

Students apply a comprehensive continuity of care model addressing access across agency boundaries within the context of a client-oriented system. Clinical experiences are focused on application of a defined, process-oriented practice framework including advanced assessment to identify needs and resources as well as client/patient/family teaching for select patient groups. Prerequisite: NURS 532 and may be concurrent with NURS 534. (3)

NURS 534 PROGRAM DEVELOPMENT FOR CONTINUITY OF CARE

Focus on the synthesis of theoretical models, clinical parameters, and program planning principles. Students develop a continuity of care program for a specific health care population addressing access across agency boundaries within the context of a client/family oriented system. Clinical experiences include identification of the population specific continuity of care team. Prerequisite or concurrent with NURS 533. (3)

NURS 541 EPIDEMIOLOGY AND CONTINUITY-OF-CARE

Presentation of epidemiological concepts and methodologies. Exploration of various approaches in the surveillance and control of chronic and communicable diseases. Focus on high-risk populations and problems of national and international concern. (2)

NURS 542 COMPLEX CARE IN THE HOME

Exploration of the utilization of current technology in providing increasingly complex care in a home setting. Methods for providing nutrition, pain relief, chemotherapy, hydration, and psycho-social support with a therapeutic nursing framework. (2)

NURS 543 HEALTH AND CULTURALLY DIVERSE POPULATIONS

Comparative analysis of health beliefs and care practices of western and non-western cultures with emphasis on theoretical and practical dimensions. Seminar discussions focus on a cross-cultural views of health and health practices. Exploration of caring and curing role behaviors and the processes of socialization into those roles. Contemporary theoretical and research methods appropriate to the study of culturally diverse populations. Open to any graduate students or senior undergraduate students in good standing with permission of the instructor. (2)

NURS 545 LIFE, DEATH, AND PUBLIC POLICY

Analysis of hard life and death decisions that, increasingly, are making their way into the public policy agenda. The aggregate consequences of the widespread application of biomedical technology will be examined including critical questions. Case studies center around the nurse's role in public policy and decision making. Topics include prenatal intervention, organ transplantation, euthanasia, prevention and lifestyle change, and setting limits on medical care. Open to any graduate students or senior undergraduate students with permission of the instructor. (2)

NURS 547 SOCIAL SUPPORT AND NURSING CARE

Introduction to the conceptual and research basis for social support as an important component in the delivery of nursing care of various consumer groups such as chronically ill, maternity, pediatric, and geriatric clients/patients. (2)

NURS 548 CURRICULUM DEVELOPMENT FOR NURSING

Examination of the theory and practice of curriculum development and evaluation. Students function in the role of a faculty member to plan a curriculum, develop individual courses, and explore methods for course and curriculum evaluation. (2)

NURS 549 TEACHING IN SCHOOLS OF NURSING

Theoretical and philosophical principles of the teaching/learning process. Teaching strategies for the classroom, clinical, and learning resources center settings will be examined. The process of self and student evaluations will be analyzed. Supervised teaching experience included. (2)

NURS 556 FINANCIAL MANAGEMENT FOR HEALTH CARE PROVIDERS

Concepts and processes of financial management for planning, control, and decision making for managers in health care organizations. Introduction to the language of financial management, economics; business plan and budget preparation; variance and trends analysis; issues of cost, quality, and productivity. Computer experience. (3)

NURS 559 NURSING ADMINISTRATION PRACTICUM

Integration of content from area of concentration into practice. Focus on role development and analysis, issues related to the role, leadership and theory application in a practice setting. (6) Prerequisites: NURS 556, 575; BUSA 550, 554.

NURS 571 RESEARCH IN NURSING I

An overview of the research process and its application to nursing practice. Emphasis on evaluation of current research in nursing. Prerequisite: Basic descriptive and inferential statistics. Prerequisite or concurrent: 573. (2)

NURS 572 RESEARCH IN NURSING II

Continuation of Research in Nursing I. Focus on research methodologies, data collection, statistical strategies, data analysis, computer use in nursing research, and proposal development. Prerequisite: 571. (3)

NURS 573 MODELS AND THEORIES OF NURSING

Focus on the current state of theory development in nursing. Includes the analysis and evaluation of nursing models and theories with discussion of their relevance to nursing science and practice. (2)

NURS 574 ADVANCED NURSING CONCEPTS

Exploration of advanced concepts affecting nursing and client care in the health care delivery system. Students conduct in-depth critical analysis of selected concepts in area of clinical interest. Prerequisite: NURS 573. (2)

NURS 575 NURSING LEADERSHIP AND MANAGEMENT

Analysis of principles and processes of management in an increasingly complex health care context. Functions of planning, organizing, staffing, directing and controlling and selected issues in health care—communication, delegation, power, values, marketing and structure—are examined with emphasis on leadership skill acquisition. (3)

NURS 592 INDEPENDENT STUDY (1-4)

Opportunities for advanced study in selected topic related to student's area of interest.

NURS 599 THESIS

Application of the research process under the guidance of a faculty committee. May involve replication of a previous study, secondary analysis of research data, an evaluation research project, or an original investigation. (6)

Support Courses

BUSA 550 ORGANIZATIONAL BEHAVIOR AND ENVIRONMENT

Study of open socio-technical systems within which a manager must operate. Three major perspectives are encompassed: the external organization environment, including legal, ethical, social, economic, political, and international influences; the organization itself as an entity; and the internal organization environment. Comparisons with administrative practices in other countries and cultures. (4) Prerequisite: NURS 575.

BUSA 554 PLANNED ORGANIZATIONAL CHANGE

Detailed examination of techniques for diagnosing administrative problems requiring change, and for planning, implementing, and evaluating changes undertaken through systematic programs of individual, group, and organization development. Emphasis on the problem assessment skills of internal change agents and on interventions aimed at structural changes, management training, and career development. Comparative organization development practices in other countries. (4) Prerequisite: BUSA 550.

EPSY 535 FOUNDATIONS OF GUIDANCE

The focus is on developing an understanding of the services and processes available to assist individuals in making plans and decisions according to their own life pattern. (4)

SPED 522 THE ROLE OF HEALTH PROFESSIONALS IN SPECIAL EDUCATION

This course introduces health professionals in the school to learners with special needs. Topics include roles of parents as well as medical concerns, early intervention, teaming, substance abuse and suicide prevention. (3).



CATALOG

PACIFIC LUTHERAN UNIVERSITY
INTERIM 1993 • JANUARY 4-29

SOLUTIONS AS PROBLEMS

Kerstin Ringdahl - Library

NURSING

PERIOPERATIVE NURSING ROLE

CCN 4077
4 semester hours
S. Coleman-Aikin
NURS 312

This course is a patient-centered study of the nursing care required for an individual undergoing surgical intervention. The course should assist the student to develop knowledge of aseptic technique and goals of surgical care as it relates to the patient in surgery. The students will gain an understanding of their role as a member of the perioperative health team, as well as increasing the awareness of professional nurses in the perioperative arena of care. Students will observe the area as an option for career focus. This will provide students with exposure of perioperative nursing in this curriculum.

Students will spend two days in class prior to their clinical experiences. They will be scheduled eight hours per weekday in the perioperative arena with selected experiences, including, "scrubbing" and "circulating", and in the post-anesthesia recovery area. A final course synthesis/evaluation will take place on campus the last day of Interim.

Students will be evaluated by: (1) completion of a study guide in preparation for the clinical experiences; and (2) satisfactory clinical performance.

BIBLIOGRAPHY: Linda Groah, *Operating Room Nursing: Perioperative Practice*.

REQUIREMENT FILLED: Interim

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

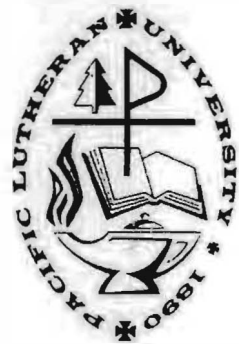
GRADING SYSTEM: H,P,NC

MAXIMUM ENROLLMENT: 18

MEETING TIME AND PLACE: The first two days will be orientation in the nursing skill laboratory. Students will then spend eight hours during weekdays in the clinical facility. There may be 2-3 days of late afternoon assignments, otherwise scheduled 7:00 a.m. - 3:00 p.m.

$E=MC^2$





SCHOOL OF NURSING
SOPHOMORE
DEDICATION CEREMONY

School of Nursing
Pacific Lutheran University
March 14, 1993

DEDICATION CEREMONY

PROCESSIONAL Molly Peterson, Pianist
Sophomore Semester 2

INVOCATION Reverend Susan Briehl
Campus Pastor

GREETINGS Dorothy Detlor Langan, EdD, RN
Dean and Professor

POEMS Julie Snider
Sophomore Semester 2

ADDRESS Sally Rinehart, BSN., RN
Nursing Lab Preceptor

PRESENTATION OF
SCHOOL OF NURSING EMBLEMS

PRESIDING Dr. Langan
Dean and Professor

Shannon Fitzgerald, MN, RN
Assistant Professor

Ruth Schaffler, BSN, RN
LRC Coordinator

Martha Murray, BSN, RN
Lab Preceptor

Sue Minahan, MN, RN
Assistant Professor

SONG "What the World Needs Now" Kaia Schubert, Soloist
Sophomore Semester 2

CLOSING REMARKS Carolyn Schultz, EdD, RN.
Assistant Dean and Professor

BENEDICTION Reverend Briehl

RECESSIONAL & POSTLUDE Molly Peterson, Pianist

Reception Following Ceremony

SOPHOMORE SEMESTER 1

J'nene Blanchard
Maria Brouillette
Mary Chalk
Cynthia Coates
Tamara Dykoschak
Elisa Ellis
Renea Ellis
Jennifer French
Tamara Griffin
Jennifer Hanson
Christine Himmelsbach
Frances Horne
Carie Ingold
Judy Jenkins
Christina Johnson

Gretchen Kerlee
Lisa Kinswoman
Marni Kralman
Barbara Lanning
Sonya Zwinger-Miller
Traci Mitchell
Brenda Montgomery-Linn
Michele Shaw
Patricia Shumaker
Tabatha Smith
Cathy Sorem
Kristen Thorstenson
Sharyl Torgerson
Bret Witt
Mary Wright

SOPHOMORE SEMESTER 2

Dawn Alger
Rochelle Arko
Tammi Blume
Dawn Braykovich
Amy Brovak
Mary Chebuhar *shēb ā har*
Esther Chon
Loan Thuy Currin *Lōūn*
Nān Diaz *Dēēs*
Jenny Dooley
Suzanne Durall
Angela Econ
Francine Evans
Velda Finney
Audra Flynn
Karen Frank
Kristine Hayward
Yvonne Heib *Evōn Hibe*
Shelli Huster *Hūster*
Susan Irby
Michellene Kelleher
Kirsten Klein *Kline*
Young Kwen
Lauren Laslie
Liese Lindholm
Dan Mattson

Alyce Miller *Alāse*
Masami Mori
Georgine Nagato
Kristy Newton
Jennifer Nicoll *Nickel*
Marcia Olson
Rebecca Partain
Kristin Peterson
Molly Peterson
Sheila Quan
Teresa Ray
Kaia Schubert *Kiū*
Tammy Segraves
Karen Shaffer *Shāfer*
Julie Snider
SueAnn Snyder
Maiken Frost Sorensen *Miken*
Janna Swenson
Julie Thomson
Lisa Uchytel *Yūkätel*
Tammy Violette
Sally Whipple
Gerri Whitmire
Michelle Williamson
Fahima Yusuf *Fahēma Yusel*

ACKNOWLEDGEMENTS

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Delta Iota Chi
Ken Dunmire, Photographer

School of Nursing given clean bill of health

By Lora Whitmore
Mast intern

Excellence in the nursing program has been reconfirmed by two recent accreditation processes, said Dorothy Detlor Langan, dean of the School of Nursing.

Every eight years, PLU's School of Nursing undergoes an extensive evaluation of its entire program. Every nursing school in the nation is required to meet the standards set by the Department of Health, which are conducted through a review by the Washington State Board of Nursing.

Langan, said that a representative from the state board recently gave a positive recommendation for official approval by the board, later this spring.

Voluntarily, the School of Nursing goes through a second accreditation administered by the National League for Nursing (NLN). This process was first implemented at the School of Nursing in 1965 and evaluates 39 areas of the entire program, ranging from curriculum and

policies to the admissions process and fiscal affairs.

"It really is a comprehensive process. I am convinced that we are a much better program for having gone through this whole process," Langan said. "We were able to identify our strengths as well as areas in which we can do better."

After reading the faculty and student handbooks, reviewing the 500-page document concerning all areas of the nursing program and meeting a wide variety of people ranging from the university president to members of the financial aid staff, the NLN representatives concluded that PLU's nursing program has fully met 36 out of the 39 criteria.

Dr. Joanne Wessman, dean of the School of Nursing at Oral Roberts University in Tulsa, Okla., and Dr. Tina DeLapp, associate dean of the School of Nursing at University of Alaska, Anchorage, recommended improvement in three areas.

"Their recommendations were that additional fiscal resources be developed to support the nursing unit in raising nursing faculty sala-

ries to regionally and nationally competitive levels," Langan said. "Also, that money be available to replace outdated equipment as well as to provide additional support to faculty and scholarly efforts."

Langan said that they compared the nursing faculty salaries with those of other schools within the university and found that even though they are comparable to some, they are still lower than most schools and divisions.

The overall recommendation of the site visitors from the National League for Nursing to the NLN Board of Review was positive, with a recommendation for full eight-year renewal of accreditation of the undergraduate program.

They also recommended a full five-year accreditation for the graduate program (the maximum time for a new program), the first since the graduate program started in 1990.

"It's been a real positive experience. It confirms that we have a quality program, and it's been exciting to have been a part of the process," Langan said.



April 23, 1993 the Mast

PLU's Bremerton nursing program comes to life

By Kim Bradford
Mast reporter

The school of nursing will branch out next year with a program that will bring a PLU education to Bremerton's registered nurses, in addition to increased revenue and visibility for the university.

"This program allows PLU to be really responsive to its mission of service to communities," said Margaret Vancini, associate professor of nursing, said this week, "as well as allow it to expand the availability of its program."

The program is the brainchild of Dorothy Detlor Langan, dean of the school of nursing, and will allow registered nurses from Bremerton's Harrison Memorial Hospital to obtain their bachelor's degree in nursing.

Vancini said that there is an increasing demand for BSN nurses, those nurses with bachelor's degrees. BSN nurses assume leadership roles within hospitals and are needed in specialties such as community health and school nursing.

Registered nurses have taken two to three years of schooling at a

community college or hospital and have passed a license exam. PLU's program will give the Bremerton registered nurses an additional year of training and will entail classes during the fall, Interim, spring and summer terms.

Vancini said that the program package will cost approximately \$10,000, but the nursing students will not be offered financial aid from PLU or have access to any student services. The Harrison Foundation will be offering some scholarships to program participants.

Vancini says that the program will be a money-maker for PLU, but how much revenue it will raise is still undetermined.

The school of nursing is in the midst of interviewing for one additional faculty member who would teach part-time at the Bremerton program and allow two other faculty members, Vancini and Merrily Allen, to teach part-time in Bremerton.

Three PLU nursing faculty members will travel to Bremerton during the fall semester. Classes will be concentrated on Mondays to decrease interference with the nurses' work schedules.

The hospital is providing classroom space, as well as adding to its library collection and providing a modem so students can access PLU's library resources.

During the spring semester, students will attend classes at PLU and will take one religion class, fulfilling the GUR requirement for transfer students. Interim classes will meet either in Bremerton or at PLU, and summer classes will be in Bremerton.

Vancini said that the school of nursing is trying to integrate the Bremerton students into the PLU community as much as possible. The students will be attending convocation in the fall and graduating from PLU at the August commencement.

"Both the hospital and PLU agree that the students should become socialized to campus," Vancini said. "We don't want this to be an isolated program in a classroom somewhere."

Next year's program has been limited to 16 Bremerton nurses. Vancini said that there are 31 nurses who have expressed an interest in participating in the program for the following year.





Dorothy Detlor Langan has been dean of the School of Nursing at PLU for four years. She has extensive experience in emergency nursing and all aspects of nursing education.

By Dorothy Detlor Langan

The telephone rings and is answered by a nurse practitioner. The caller is the daughter of an elderly man, a patient in a nursing home, who is experiencing the complications of advanced Parkinson's disease.

This degenerative neurological condition results in severe agitation, confusion, tremors and extreme weight loss, and now is complicated by choking, difficulty swallowing and aspiration pneumonia.

The concerned daughter recognizes the inevitability of the situation and that the impending death will, in reality, be a blessing for this retired minister who, over the years, has contributed so much to others. Now his life is one of torment and frustration, encased in a body that will no longer function and a mind that can no longer comprehend.

The nurse practitioner pays a special visit and assesses the man's current status. "These are the options," she later tells the daughter. "Although the decisions are yours, as the family, I can order this medication and we can do these things to keep him comfortable.

"I will be here when you need me, so don't hesitate to call me at any time."

In an acute care hospital in the same community, a 62-year-old woman has just returned to the surgical intensive care unit after experiencing coronary artery bypass surgery.

The room looks like something you would see on television; wires and tubes seem to come from every part of the patient's body, monitors with video screens are beeping and flashing and recording her every response. Her blood pressure, level of sedation, and fluid and electrolyte balance are controlled by medication entering through several intravenous (IV) drips. She is breathing with the assistance of a ventilator.

The patient's primary nurse is busy scanning the monitors for second-by-second changes. He closely observes the skin tone, checks the fluids that exit the body, adjusts the IV rates, adds and subtracts medications in response to the patient's responses as well as consults with other medical personnel who enter the room intermittently. The nurse skillfully formulates and carries out the nursing care plan which, in an intensive care unit, is complex.

Nurses are the largest group of health care providers in the country; however, most people have little understanding of the major role that nurses play in health care.

Nursing: Facing The Health Care Challenges

Education has great potential to contribute to the quality of the nation's health care

Later, as the patient arouses, the nurse will orient her to her environment, support her in her anxiety, explain what is happening to her and then begin to wean her from the tubes and medications which have been maintaining her. Additionally, the patient's family will be given this same attentiveness by the nurse as he keeps them informed as to her progress. "Their anxieties are as great and important as are the patient's," he says.

Down the street from the hospital in a house located in a lower income residential district, a young woman struggles with the complications of an AIDS related infection. She wants to be in her own home as her disease progresses and is able to be there only because the home health care agency nurse comes three times a week to administer the intravenous medication which is slowing the progress of her disease and fighting the infection. The nurse continually evaluates the woman's responses, alters her plan of care as indicated and provides direction and guidance to the family members who attend the woman throughout each day.

Nurses are the largest group of health care providers in the country; however, most people have little understanding of the major role that nurses play in health care. They also have little awareness of what is involved in nursing education. Many still have the impression that nurses are handmaidens, passively obeying physicians' orders.

The profession of nursing is, in reality, very different and distinct from medicine. Dr. Patricia Benner, professor of physiological nursing at the University of California at San Francisco notes that "Physicians focus on disease - the manifestation of aberration at the cellular, tissue, or organ level - while nurses focus on illness - the human experience of loss or dysfunction."

Physicians diagnose illnesses, generally with a focus on cure. They also decide, often in collaboration with nurses, the appropriate drugs and therapeutic interventions to be used. Nurses, however, spend much more time in direct contact with patients than do physicians and, as a result, make both medical and nursing judgments.

Carrying out all the important details of care is done by the nurses. Teaching patients and making sure each one has a clear understanding of his or her individual condition and treatment is also an integral part of the nurses' role.

It goes without saying that contemporary health care has become very complex as it

has responded to advances in technology, research and consumer demands. Nursing care has, in every respect, paralleled that complexity with the result that the preparation of nursing professionals is a rigorous process with high demands and expectations.

For many years, nursing education took place in three-year diploma programs, a process over which nursing had little control. Most hospital-based diploma schools have now closed and, although many registered nurses begin their education in community college associate degree programs, the demands of nursing practice are requiring significantly greater education.

Just as scientific research is important to physicians, so is a research-based foundation essential for the practice of professional nursing. As a result, four-year baccalaureate degree programs such as offered by Pacific Lutheran University are increasing in number as are master's and doctoral programs.

Throughout the country today, according to the National League for Nursing, at least 236 universities, including PLU, offer master's programs in nursing and 56 offer programs leading to a doctorate in nursing. Research is an integral part of this educational process at all levels.

Within nursing, most of the specialties require advanced preparation: family, adult and pediatric nurse practitioners, nurse midwives and nurse anesthetists, as well as nurses who specialize in critical care, geriatrics and continuity of care. Nurse educators and researchers need the skills and knowledge attainable only through doctoral education.

The challenges of the health care climate today are great. Health care reform, in whatever form it will ultimately evolve, is going to impact the profession in terms of additional responsibilities as well as by increasing the demand for more well prepared nurses.

Already, hospitals are discharging patients faster and sicker than in the past who subsequently require extensive home care and follow-up. The rising number of patients with AIDS as well as other chronic diseases will continue to escalate the need for nursing care. Over 20 percent of the population will be older than 85 by the year 2030 and most will require some nursing care during those years.

Finally, to add an additional dimension, all health care organizations are struggling with issues related to decreasing fiscal resources

Continued on page 8

Nursing...

Continued from page 7

and the need to be cost effective. This is resulting in dramatic internal reorganizations which place further demands upon nurses to be fully understanding of the economics of health care as well as to provide leadership in these times of change and uncertainty.

The challenges of health care are occurring at the same time that higher education itself is being challenged in terms of its relevance and accountability to the public it serves. Academic institutions also are struggling to address a wide variety of financial issues. Schools of nursing have never been inexpensive endeavors; therefore, the finding of approaches to teach more effectively and efficiently are crucial.

At the same time, the changes in health care delivery magnify the challenges for nursing education. More and more, the nurse will become the patient care manager - someone who combines the roles of care giver, patient advocate, knowledgeable advisor and channel of access to the health care system; and someone who helps the patient and family choose wisely while dealing with the anxiety associated with actual or potential illness and disability. The most significant educational reform that must occur is probably in the area of process; there must be a changed relationship to information on the part of faculty, students and health care consumers. The direction of nursing education must shift from content to critical thinking, skills in collaboration, and shared decision making, and from the overall focus of acute care to the incorporation of community based services and managed care with interventions at the systems and aggregate levels.

Education has great potential to contribute to the quality of the nation's health care; however, before curricular reform, there must be faculty reform. Most of us as educators are ill prepared for such a consumer-driven, community-based primary health care system and, as faculty, we teach what we know. Reform of the educational process, therefore, starts with faculty.

Today, the specifics of the future of health care, nursing practice and nursing education are not clear. It is apparent, however, that the challenges and the demands will be great. Nursing has responded to such challenges in the past and, as a contemporary profession, is preparing to respond again.

Florence Nightingale, the founder of modern nursing as well as a recognized researcher and statistician, shared some advice in the late 1800's which is relevant today:

"Do not be fettered by too many rules at first. Try different things and see what answers best. . . Look for the ideal, but put it into the actual. . . Everything that succeeds is not the production of a scheme, of rules and regulations made beforehand, but of a mind observing and adapting itself to wants and events." (Ulrich, 1992)

What an exciting time to be part of the profession of nursing and of nursing education!

Saga



244 School of Nursing

school of
Nursing



With the enrollment increasing, the School of Nursing looks forward to the future. Under the supervision of Dean DR. Dorothy Kellmer-Langan, the graduates have had great success in the passage of State Board exams and placement into the medical community.

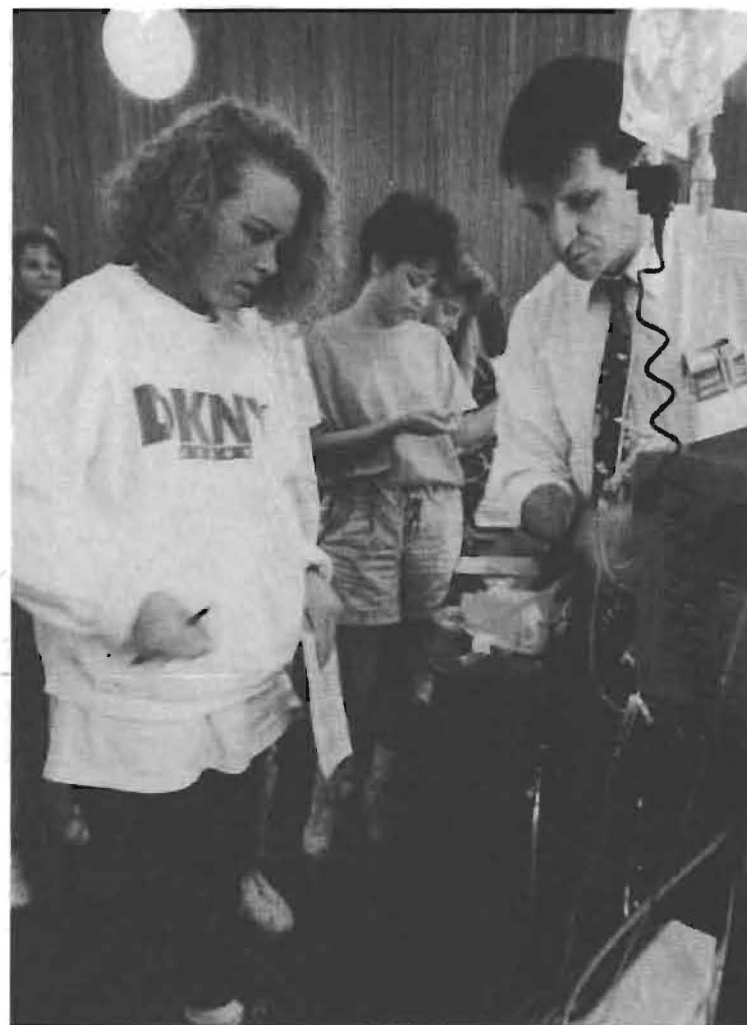
This year, the school of Nursing received accreditation for the next 8 years for the undergraduate studies and 5 years for the graduate school. With this national honor, more prestige was brought to the school as this is the top level awarded to institutions.

The PLU/BSN program is a highlight of the year as well. Beginning with the 93-94 school year, PLU will be offering an expansion program through Harrison Memorial Hospital in Bremerton. This expansion allows for outreach to other areas and new opportunities for nursing students.

Regency Advancement Awards were awarded to two members of the faculty. Professor Kilson and Professor Aikin were given grants to further their research and advance their educational opportunities. Congratulations to them and a job well done.

Enrollment is becoming increasingly competitive as more students have expressed interest in the School of Nursing. With the competitive nature of admissions, the future looks bright for the continued success of the program.

-Robin Meyers



Robyn Pickett

Senior-Nursing

Hometown
Canby, OR

"I have wanted to be a nurse ever since I can remember."
-Robyn Pickett

Ideal Job: I would like to specialize in some area of nursing, possibly home health or pediatrics. However, I would eventually like to be a nurse manager or administrator.

Why This Major: I have wanted to be a nurse ever since I can remember.

Post PLU Plans: My plans are to work in a hospital for a couple of years to get a good base for my skills. I would also like to work for some volunteer organizations, relax, and go on vacations!



school of
Nursing



246 School of Nursing



Dorothy Detlor-Langan

Dean and Professor, School of Nursing

Years at PLU: 4

Hometown
Spokane, WA

Colleges Attended:
Whitworth College, BS in Nursing; University of

Maryland, MS in Nursing; Gonzaga University, Ed.D. in Educational Leadership

Reasons For Coming to PLU: Moderate size, comprehensive liberal arts based university with Christian environment and heritage. Positive reputation of School of Nursing.

Ideal Life Goal: To make a positive difference in the lives of students and health care clients; to demonstrate Christian values in all aspects of my life; to continually show my love and support for my family.



Julie Miller

Senior-Nursing

Hometown
El Dorado Hills, CA

Ideal Job: Working in an ICU in Portland, OR

Why This Major: I like the critical care setting, probably because I'm a new grad and am not burned out yet. All

the exciting things are new to me.

Post PLU Plans: Who knows? Hopefully get hired in a hospital in the Northwest. Hopefully do some travelling- goof off.





Dorothy Detlor Kellmer, left, and Margaret Vancini

PLU Offers New Degree Program For Bremerton Area Nurses

PLU Offers New Degree Program For Bremerton Area Nurses

Increased pressures for effective health care are creating vast changes in the nursing profession, and there is an increasing demand for baccalaureate degree nurses.

In response to the rapidly growing need in the Bremerton area, the PLU School of Nursing in Tacoma and Harrison Memorial Hospital, Bremerton, are bringing a new four-year degree opportunity to two-year degree registered nurses in the Bremerton area.

Beginning next fall, the PLU school will offer its RN-BSN sequence at Harrison, according to Dr. Dorothy Detlor Langan, dean of the PLU School of Nursing.

Betty Dunaway, Harrison's assistant director for nursing and the on-site program coordinator, indicated that 16 Harrison RNs have been accepted for the initial class. She noted that the first year class will include exclusively Harrison nurses.

"The program, which can be completed in one year, may be open to other area nurses in succeeding years," said Dr. Margaret Vancini, the RN-BSN coordinator at PLU.

Harrison is supporting the program in a variety of ways, Dunaway indicated. The hospital is providing classroom space and audiovisuals for program participants, and the Harrison Foundation is providing scholarships from the Ken and Mary Spotts Endowment Fund.

The hospital is also adding to its library collection and providing a modem so students can access PLU library resources.

The new program received its initial impetus when Dr. Kathleen Sanford, Harrison vice-president for nursing, shared the Bremerton-area need with the PLU School of

Nursing. Sanford earned a master's degree at PLU in 1983.

Many program participants and other Bremerton area RNs hold associate degrees from Olympic College. "Olympic has been very supportive of the new PLU program," said Vancini.

Classes will be concentrated on one day a week (Mondays) during fall and summer sessions. Students will attend classes on the PLU campus during the spring semester in addition to a clinical practicum in Bremerton.

"Associations with students and faculty on the PLU campus are an important part of the baccalaureate experience," Langan explained.

BSN registered nurses are playing a vital role in the rapidly changing health care delivery system, said Langan. Not only are they charged with leadership roles in hospital settings, but they are in demand in community health, school nursing and as family nurse practitioners, among other specialties.

The immediate need for the hospital, however, is a larger pool of baccalaureate nurses qualified to assume institutional leadership roles, Dunaway indicated.

"There is a significant shortage of BSN nurses," said Langan. "With the increased pressure for health care cost containment, they have become an even more vital part of the health care delivery system."

She indicated that other regional hospitals have already made inquiries about similar programs in their areas.

PLU also offers a master's degree in nursing, with concentrations in nursing administration, continuity of care, and school nursing.

New Endowed Johnson Scholarship Supports Students In Nursing

Pacific Lutheran University Scene June 1993

Judge and Mrs. Bertil E. Johnson of Tacoma, long-time friends of PLU, have given the university 2,000 shares of Key Bank stock to fund an endowed scholarship in Mrs. Johnson's name.

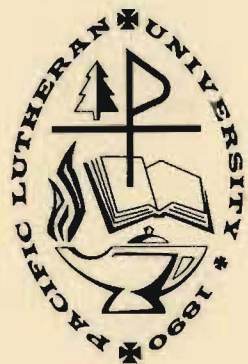
The scholarship, which will be matched by Lutheran Brotherhood, will be known as the Pearl N. Johnson/Lutheran Brotherhood Endowed Scholarship for Student Nurses. Mrs. Johnson is a retired nurse.

The scholarship is valued at over \$142,000.

The Tacoma couple has also

generously supported PLU's Scandinavian Cultural Center.

Judge Johnson is president of the board of the Allenmore Medical Foundation, which annually makes major gifts to PLU. One foundation gift supports a pre-medical scholarship in Judge Johnson's honor. The most recent recipient is Jennifer Specht of Kelso, Wash.



*You are cordially invited
to attend the
Senior Recognition Ceremony
for the Spring Graduating Class of
Pacific Lutheran University
School of Nursing
Saturday, May 22, 1993
1:00 P.M.
Chris Knutzen
University Center*

*Reception to follow at
the home of the President*

COMMENCEMENT, 1993

Olson Auditorium, Pacific Lutheran University
Sunday, May 23, 1993 - 2:30 p.m.

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING

Tara Lynn Atkinson (Federal Way, WA)
Lori Ann Blachowski (Tacoma, WA)
Heidi Lenora Blumanthal (Gladstone, OR), *Cum laude*
Stacy Lynn Bryan (Tacoma, WA)
Theresa Paola Campbell (Tacoma, WA)
Sandra René Carley (Tacoma, WA)
Teresa Dale Carter (Eatonville, WA), *Cum laude*
Zona L. Garnett (Gig Harbor, WA)
Lisette Charmaine Gonter-Welk (Tacoma, WA)
Janet Diana Goodart-Grice (Tacoma, WA)
Tammy Jean Guay (Olympia, WA), *Summa cum laude*
Krista Lynne Hepler (Anchorage, AK)
Heather Michele Hibbert (Shelton, WA)
Christina F. Jackson (Sumner, WA)
Cynthia Ann Jardine (Puyallup, WA), *Cum laude*
Aaron S. Lawrence (Gig Harbor, WA), *Cum laude*
Bachcuc Thi Le (Tacoma, WA)
Julie Ann Mahan (Gig Harbor, WA), *Cum laude*
Karen Maureen McNabb (Spokane, WA), *Cum laude*
Connie Renee Mettler (Tacoma, WA)
Julie Anne Miller (Eldorado Hills, CA)
Kirstin Alaine Moscon (Kalama, WA)
Susan Marie Newell (Tacoma, WA)
Tammy Lynell Page-Breear (Shelton, WA), *Magna cum laude*
Katharine Lorraine Paulson (Olympia, WA)
Robyn Carleen Pickett (Canby, OR)
Kelly Lynn Pitcairn (Ft. Lewis, WA)
Kathleen D. Rensel (Tumwater, WA), *Magna cum laude*
Margaret Aline-Claire Sandler (Tacoma, WA)
Kylee Verlee Sutherlin (Nine Mile, WA), *Cum laude*
Kali Maree Walker (Hoonah, AK)
Laurie W. Wilcox (Olympia, WA), *Summa cum laude*

SCHOOL OF NURSING

MASTER OF SCIENCE IN NURSING

Theresa Lynn Haines (Port Orchard, WA), *Continuity Of Care*
Ruth Gunderson Schaffler (Steilacoom, WA), *Nursing Administration*
Mary Laviolette Smith (Tacoma, WA), *Nursing Administration*
DeAnn J. Wood (Roy, WA), *School Nursing*

SIGMA THETA TAU INTERNATIONAL MEMBERS

Tammy L. Page-Breear	Aaron S. Lawrence	Mary L. Smith
Teresa D. Carter	Julie A. Mahan	Kylee V. Sutherlin
Tammy J. Guay	Kathleen D. Rensel	Laurie W. Wilcox
Cynthia A. Jardine	Ruth G. Schaffler	DeAnn J. Wood
Theresa L. Haines		

EDUCATION · TO · SERVICE

CONTINUUM

A PUBLICATION OF THE SCHOOL OF NURSING
AT PACIFIC LUTHERAN UNIVERSITY

Summer, 1993

THE CHANGING FACE OF AMERICA

Like a tsunami, a wave of immigration covered the United States in the late 1800s. By sheer volume the various European immigrants overshadowed the immigrants of other regions as well as the Native American population. The "melting pot" vision of America worked well for these early European groups. They quickly rose to be the dominant culture. African American, Hispanic American and Asian American cultures suffered under this Eurocentricity.

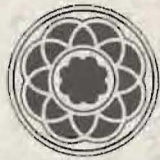
Little value was placed on cultural diversity within American society. While public health nurses continued to meet clients within their own environments, health care as a whole carried on the Eurocentric perception of values and beliefs related to illness and wellness. This lack of understanding decreased nursing's effectiveness with the growing minority populations.

Content on cultural diversity in nursing education continues to lack focus and consistency in the curricula of even university-based schools of nursing. Is the nursing profession prepared to care for our changing world?

America's "melting pot" is being redefined. Hispanic American and Asian American immigration has essentially replaced European immigration. African American and Native American cultures strive to retain their cultural integrity and seek recognition and respect for their histories. The "melting pot" is being replaced by a "soup" of discrete cultures, each adding to the flavor of America. The "soup" is enriched further with the increasing focus on other populations, many of whom once were counted with the mainstream Euro-American majority. Women, the handicapped, the elderly and homosexuals continue to struggle for society's full acceptance and the promised equality our society philosophically offers.

A two-fold challenge lies before nurse educators, both in the schools and in the clinical arena. First, we must educate nurses to care for this diverse population. Second, we must educate this diverse population to be nurses. No matter how long ago a nurse went to school, she/he still remembers the call to be the patient-advocate, to be sensitive to the values and beliefs of the patient. The multicultural variables of current patient care can no longer be ignored. To remain effective, nursing must meet the challenge of caring for and educating the changing face of America. +





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Tacoma, Washington 98447

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A PUBLICATION OF THE SCHOOL OF NURSING
AT PACIFIC LUTHERAN UNIVERSITY

Summer Session '93

Summer in the Northwest

COURSE DESCRIPTIONS

NURSING

NURS 462 Leadership in Nursing 2 cr
May 27 - August 19 10:00 am - Noon R
Analysis of professional roles and functions in health care delivery systems. Evaluation of the impact of organizational structures on professional nursing practice. Leadership and management styles, concepts of power and authority. **Prerequisites:** NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$374 per semester hour. RAMS 205 (Thursdays) (Fanslow)

NURS 472 Issues and Trends in Nursing 2 cr
May 27 - August 19 1:00 pm - 3:00 pm R
Analysis and evaluation of the impact of selected socioeconomic, ethico-legal, and political aspects on professional nursing practice. Professional issues including entry level, credentialing, quality assurance, ethical decision-making and life-long learning. **Prerequisites:** NURS 423, Physiological Nursing II; NURS 433 Physiological Nursing II: Clinical; NURS 436 Community Health Nursing: Families; NURS 453 Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$374 per semester hour. RAMS 205 (Thursdays) (Fanslow)

NURS 473 Community as Client 3 cr
May 24 - July 9 Clinical Days, MTW - TBA plus 8:00 am - 10:00 am R (classroom)
Nursing strategies for problem solving in community or public health environments. Focus on community assessment, health planning, application of the change process, and health education for high-risk groups. **Prerequisites:** NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$374 per semester hour. RAMS 205 (Thursdays) (Levinsohn)

NURS 474 Nursing Synthesis 4 cr
July 12 - August 19 TBA 24 hours per week, plus 8:00 am - 10:00 am R (classroom)
Synthesis of critical thinking, independent judgment, decision making, technical and leadership skills in the delivery of health care in acute or chronic situations. **Prerequisites:** NURS 423, Physiological Nursing II; NURS 433, Physiological Nursing II: Clinical; NURS 436, Community Health Nursing: Families; NURS 453, Community Health Nursing: Clinical. LPN's and RN's only. Tuition: \$374 per semester hour. RAMS 205 (Thursdays) (Kelly)

NURS 511 School Nursing I 3 cr
June 21 - July 16 9:00 am - Noon MTWR
Application of the nursing process to problems common to the K-12 school age population and prevalent in the school environment. Nurses' roles in the development and implementation of school health programs. Content includes assessment of the school age child, growth and development, screening, the exceptional child, school administration, school law, and role implementation. Tuition: \$250 per semester hour. RAMS 202 (Staff)

NURS 512 School Nursing II 3 cr.
June 21 - July 16 1:00 pm - 4:00 pm MTWR
Leadership and management role development of the nurse in school health programs. Focus on development strategies to assist students and teachers in preventing and/or identifying special problems as well as professional and community resources for support and treatment. **Prerequisites:** NURS 521, School Nursing Practicum. Tuition: \$250 per semester hour. RAMS 202 (staff)



You are cordially invited
to attend the
Senior Recognition Dinner & Ceremony
for the Summer Graduating Class of
Pacific Lutheran University
School of Nursing
Thursday, August 19, 1993
5:00 P.M.
Copperfield's
8726 South Hosmer
Tacoma, Washington 98444

COMMENCEMENT, 1993
Olson Auditorium, Pacific Lutheran University
Friday, August 20, 1993 - 7:00 p.m.

SCHOOL OF NURSING BACHELOR OF SCIENCE IN NURSING

Delores Jean Alberts (Puyallup, WA)
Charene Meri Alderman (Olympia, WA), *Cum laude*
Lisa Jane Bush (Tacoma, WA)
Anna Campbell (Tacoma, WA), *Cum laude*
Ian T. Deeley (Tacoma, WA)
Jody Lynn Ennis (Universal City, TX), *Cum laude*
Filisa Malae Faalepo (Pago Pago, American Samoa)
Ann Renee Hagge (Davie, FL), *Cum laude*
Luman R. Hohaia (Fort Lewis, WA)
Gale Diane Hull (Olympia, WA)
Ruth Helen Knowles (Tacoma, WA)
Hengmo Yon McCall (Yelm, WA), *Cum laude*
Rosemary Nkechi Odoh (Seattle, WA)
Debra Ann Pennington (Mt. Carmel, PA), *Cum laude*
LeBron Sims (Federal Way, WA)
Claudia Marie Zeleznik-Briseno (Calumet City, IL)

SCHOOL OF NURSING
MASTER OF SCIENCE IN NURSING
Marybelle Janet Conkey Calhoun (Port Orchard, WA), School Nursing
Cheryl Cisar Cardwell (Tacoma, WA), Continuity Of Care

Dr. Dorothy Langan Appointed to MultiCare Medical Center Board of Directors

Barry Connoley announced the appointment of **Dr. Dorothy Langan**, R.N., M.S., Ed.D., to the MultiCare Medical Center Board of Directors effective April 14, 1993. Dr. Langan is currently Professor and Dean of the School of Nursing at Pacific Lutheran University.

Dr. Langan is appointed to the Board of Directors to represent the clinical services perspective in the decision-making process of the Board of Directors.

Dr. Langan received her diploma from the Deaconess Hospital School of Nursing in Spokane, WA and a B.S. in Nursing from Whitworth College, Spokane, WA. Dr. Langan has a Master of Science degree in Maternal Child Nursing from the University of Maryland, Baltimore, and a doctorate in

Educational Leadership from Gonzaga University, Spokane, WA.

Dr. Langan's clinical practice includes work in pediatrics, Public Health Nursing, on-call E.R. staff

and she has been Head Nurse of the Emergency Department at Deaconess Hospital in Spokane, WA. Before relocating to Tacoma, Dr. Langan was Associate Professor at the Washington State University/Intercollegiate Center for Nursing Education in Spokane.

Dr. Langan has participated with MultiCare Medical Center in panel review of applications for the Quality Demonstration Project as well as supporting the Tacoma General Nursing Research Committee. Dr. Langan states she is really pleased to have the opportunity to be involved at MultiCare Medical Center representing clinical practice to the Board. She states, "It's an exciting and challenging time to be part of

nursing and health care." As with regards to the future of nursing practice, Dr. Langan states that, "The direction of nursing and healthcare are intricately tied together. It is a real time of change, change is scary, and along with the change, goes uncertainties and frustration. The reality is: to move forward, change must occur."

Additionally, Dr. Langan sees:

- An increasing role for nurses in leadership and management activities.
- Nursing must prepare to move patients into the Ambulatory Care environment.
- Case Management is vitally important to assist us to move patients throughout the care continuum.

Dr. Langan began her orientation to MultiCare Medical Center and Board activities in May. As you begin to see Dr. Langan on our campus, please welcome her and take time to share your thoughts.

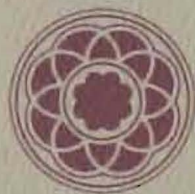
— **Diane Cecchetti**
Vice President, Patient Services



Kudos

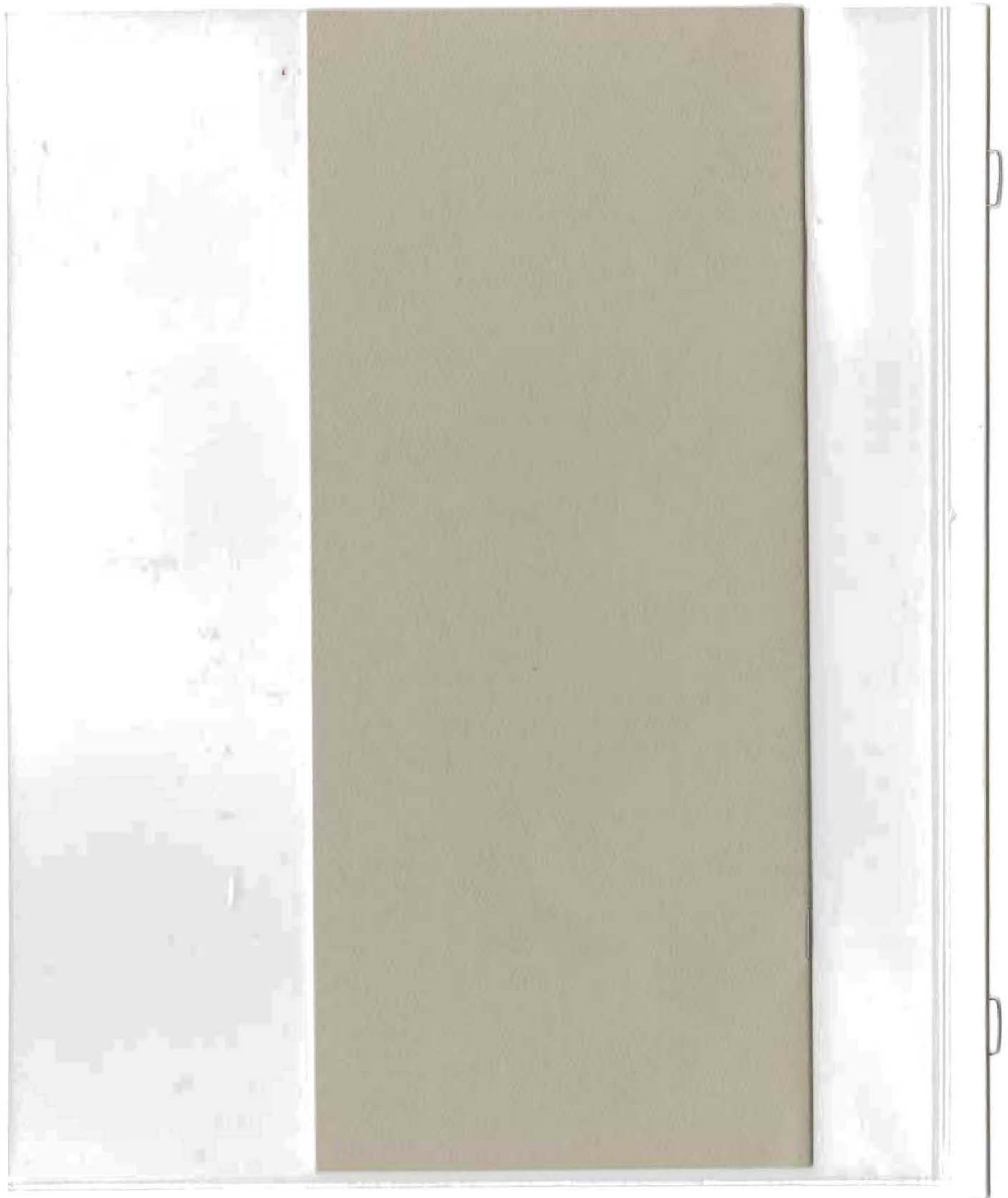
From the Newsletter of
Tacoma General Hospital

September 1993



Convocation

PACIFIC LUTHERAN UNIVERSITY



National Agency Accredits PLU Nursing Programs

Accreditation has been granted by the National League of Nursing to both master's and bachelor's degree programs in nursing at PLU.

The announcement was made by the NLN during its recent national review board session in New York City, according to Dr. Dorothy Langan, dean of the PLU School of Nursing, who attended the sessions.

PLU's three-year-old master of science in nursing degree program earned its first accreditation at the first opportunity. A program must graduate one class before an initial five-year accreditation is granted, Langan indicated. The program began in 1990.

The PLU bachelor's degree program was reaccredited, receiving its fourth eight-year accreditation. The program received its first NLN accreditation in 1965.

"Accreditation is a quality issue," said Dean Langan. "The military and many hospitals do not place their people in programs that are not accredited. Also, students find it difficult to progress to the next educational level if they graduate from a non-accredited degree program."

Accreditation involves a stringent self-study and review of 39 criteria, which include such mat-

ters as qualifications of faculty and administrators, equipment, fiscal resources, curriculum and institutional support.

Several conclusions were drawn in the course of the accreditation process:

- * Current programs are strong, internally consistent, and effectively address the educational needs of undergraduate and graduate nursing students.

- * The quality of the faculty is exemplary.

- * The PLU liberal arts core is integrated into the programs, giving a comprehensive knowledge base and broad perspective.

- * PLU's Lutheran heritage provides for attention to the religious dimension of the human experience.

- * The large number of nearby clinical facilities make excellent clinical experiences possible.

- * The health care community is supportive. Many School of Nursing graduates hold leadership positions in area clinical agencies, and agencies participate actively in the school through community advisory committees.

- * Enrollments are increasing.

- * Admissions criteria have been reviewed and strengthened.

- * Graduates demonstrate the university's commitment to "Educating for Service."

NOV. 12, 1993 THE MAST

PLU nurses ready for changing profession

To the editor:

Two years ago, it was unthinkable that registered nurses would be in stiff competition for jobs in this country.

Health care is changing and the nursing profession must be prepared to change with it. Nursing education must be prepared to ride the wave of change. Graduates must be prepared to work in a health care system that is swirling in chaos.

The PLU School of Nursing has taken the challenge of staying ahead of the changes very seriously. The fall term began with a faculty conference in which six area nursing executives addressed the impact of health care reform on their institution and qualifications nurses will need as their roles change.

Health care reform is the underlying motivator for the changes. Hospitals cannot afford to stand

back and be jolted by legislative actions. They have to act, not react, to remain viable. Across the board, they are acting swiftly, attempting to cut costs by radical changes in staffing and by controlling patient length-of-stay in their facilities.

These changes are creating a different hospital population than in the past. In-hospital patients are fewer and are sicker. Fewer patients mean fewer hospital positions for nurses.

However, an ever-increasing number of people are in need of nursing care with our aging population and high-tech medical system. It is the location of that care and the qualifications of the caregiver which are changing.

The registered nurses role in care-management rather than just primary care-giving will expand. Nowhere will health care grow more

than in care-management within the context of home and community. Patients and, therefore, jobs will be community based.

Are nurses prepared to work in the home and community environments? Independent functioning, strong assessment skills, critical thinking and sound judgement are needed. Baccalaureate nurses most often have these abilities. Several of the home health agencies hire only baccalaureate degree nurses for their care-management positions.

Is PLU creating a nurse for the future? A difficult task when the future vision of health care in the United States is so unclear. Health care reform is, in fact, highlighting the importance of university-based education in nursing. Our graduates are in an enviable position among health care providers right now.

However, we can not rest on that knowledge. Improvement and innovation will be the only protection available against the flood of change. Change requires innovation in not only curricula but also in structure, which the school is making.

Amidst the chaos of change, the leadership and scholarship of our baccalaureate and masters degree nurses will give direction to the nursing profession.

Patty Gaspar
Clinical Assistant Professor



17 Dec 93

Dear Langan,

Just a note to say thank you to you and your staff for a wonderful luncheon and the opportunity to discuss mutual nursing and educational issues. I look forward to future meetings and continued collaboration.

J. Allen D. Vanatta
Col. An

THANK-YOU,

ADULT SERVICES

STUDENTS!

Jettie,

*I posted this letter on Item III Bulletin Board
+ also told students in class 12/10. It is a
response to SN's real clin. experience in N322
the semester doing health assessments at Comp. M.H. etc.*

Comprehensive
MENTAL HEALTH

12/3/93

Linda

Dear Dr. Olson,

I would like to thank you and your students for their excellent work here at the agency. We were able to complete 118 medical histories during your 3 days here. We appreciate your coming down here to help us with this large task.

I hope the experience was interesting for the students. It was definitely "real world". Life out here in the community is different in from the large in-patient institutions. We are proud of the work we do.

Tell your students thanks from all of us. Remind them that they can use us as a placement site for community health nursing and/or an independent study.

We look forward to working with you in the future.

Sincerely,

Chris Larsen
Chris Larsen M.N., R.N.
Coordinator of Medical Services

STUDENT MAY HAVE SAVED PT'S LIFE!!

*Jr. 1 students: on 12/9 I received a phone call from Chris Larsen.
one of the students in N322 noticed a client had a very high BP.
Client's case manager followed up on it, took client to Emergency
Room. Very shortly he had a Myocardial Infarction + then a
dissecting aortic aneurysm. MD's were able to repair it.
(Thanks to a student's initial assessment + rapid intervention)*

114 South Elm
Tacoma, WA 98402
(206) 272-3070

*Hooray for Jr. 1 students doing health assessments @ Comp.
M.H. Center!*

A UNITED WAY AGENCY

Linda Olson

EDUCATION · TO · SERVICE

CONTINUUM

A PUBLICATION OF THE SCHOOL OF NURSING
AT PACIFIC LUTHERAN UNIVERSITY

Winter, 1993

THE WELLNESS CENTER: Community and University Service

The Pacific Lutheran University Wellness Center provides services through the combined efforts of the Family and Children's Center and the School of Nursing. The PLU Wellness Center began as a vision of, now retired nursing professor, Joan Stigglebout in 1986. Professor Stigglebout had a vision for a nurse managed health center to serve the Parkland community and provide a place for nursing students to practice side by side with faculty.

Through the efforts of Professor Stigglebout and others, such as retired professors Yuki Yumibe and Lu Hefty, as well as Phyllis Page, and Constance Hansen, the Wellness Center has survived and grown. Professor Stigglebout devoted a sabbatical leave to organizing the Wellness Center, using funds generated from her University granted Regency Award to purchase needed equipment and supplies.

Initially, the Wellness Center served only children, reflecting Professor Stigglebout's clinical expertise in pediatric nursing. Today the Center, under the direction of Dr. Merrily Allen, Associate Professor, serves children and adults, providing screening physicals, immunizations, and health/illness referrals to community agencies and providers. The Center is a certified provider for Medicaid clients and has initiated a First Steps Maternity Support Services program under the leadership of Jane Grassley, M.N., Clinical

Assistant Professor. Jane holds both a staff position as program coordinator and a Clinical Faculty position in the School of Nursing. Nutritional counseling is also available at the Center through WIC (Women, Infant, Children's Federal Nutrition Program) which works out of the Wellness Center two days a week.

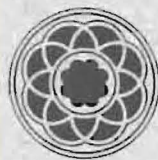
Building on the vision and work of Professor Stigglebout and the other involved faculty, the Wellness Center currently is positioned to move forward in keeping with the mission and goals of the University and the School of

Nursing to educate for service. Beginning in the fall of 1993, the Wellness Center is planning to move from the three small windowless rooms in the basement of the East Campus building into a larger remodeled space. The new quarters have been designed with the delivery of health care in mind. The space will have windows, three examination rooms, a laboratory, reception and office area, office space for the program director and coordinator, and, importantly, a conference/class room for students and faculty. These improvements will allow the faculty and staff to begin providing a broader scope of services such as illness care for the client population. Also anticipated is greater use of the center for student clinical experiences at the graduate and undergraduate level related to ambulatory care of children and adults with a focus on the care of communities and management of health care facilities.

The Wellness Center looks forward to moving into the 21st century with our nurse managed center serving the greater Parkland community. Financial support or donation of needed medical supplies and equipment would be greatly appreciated as we attempt to provide health care services for this very underserved population. If you would like to help, please contact Dr. Allen at 535-7693 or the School of Nursing at 535-7674. +



Student involvement at the Wellness Center benefits both students and clients.



School of Nursing

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A PUBLICATION OF THE SCHOOL OF NURSING
AT PACIFIC LUTHERAN UNIVERSITY



School of Nursing Administrative Staff
 Back: Terry Bennett, Ellen Maccarrone
 Front: Sandy Wilson, Sally Block, Sophia Porter



*You are cordially invited
 to attend the
 Senior Recognition Ceremony
 for the Fall Graduating Class of
 Pacific Lutheran University
 School of Nursing
 Friday, December 10, 1993
 7:00 P.M.
 Scandinavian Cultural Center
 University Center
 Reception to follow*

COMMENCEMENT, 1993
 Olson Auditorium, Pacific Lutheran University
 Saturday, December 11, 1993 - 10:30 a.m.

SCHOOL OF NURSING
 BACHELOR OF SCIENCE IN NURSING

Abigail Joy Boettcher (Tacoma, WA)
 *Jean Buttorff (Gig Harbor, WA)
 Stacie Linne Catterall (Ocean Shores, WA), *Cum laude*
 Stacy Ann Fickbohm (Gig Harbor, WA)
 *Karen Noelle Harkness (Tacoma, WA)
 Kimberly Ann Harris (Tacoma, WA)
 Rhonda G. Jones (Gig Harbor, WA), *Cum laude*
 Hee Jin Kim (Tacoma, WA)
 Rita Louise Mercer (Tacoma, WA), *Cum laude*
 Heather Rae Podnar (Tacoma, WA)
 Susan Sandlin VanBeuge (Spanaway, WA)

SCHOOL OF NURSING
 MASTER OF SCIENCE IN NURSING
 Elizabeth Arlene Nevers (Tacoma, WA), *Continuity Of Care*

**This concludes Book #1 for
the 1990's: 1990-1994.**

**Sophomore Recognition Ceremony
Sophomore Semester I
March 10, 1991
Scandinavian Cultural Center**

**This concludes Book #1 for
The 1990's : 1990 - 1993**