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Bethel College
School of Nursing Programs

The purpose of the Master of Science in Nursing (MSN) for nurse educators and administrators is to facilitate
career preparation at the graduate level of nursing practice, enabling experienced nurses to develop skills for
teaching and administrative positions. The purpose of the undergraduate nursing programs at Bethel College is to
prepare graduates in a Christian liberal arts setting to provide therapeutic nursing care. Bethel College offers three
degree programs. In addition to the MSN, a Baccalaureate of Science in Nursing (BSN) and an Associate Degree in
Nursing (ADN). Two tracks are available in the BSN program.

Master of Science in Nursing (MSN) for Nurse Educators and Nurse Administrators

The Master of Science in Nursing may be completed in 5 semesters and 1 summer of academic coursework; this
includes a nursing thesis in a specialty area. The time involvement is 1 summer and 5 semesters of academic
coursework after completion of the prerequisites.

BSN/BSN-C to MSN Bridge is an incentive option for students who have completed the Bethel College traditional
BSN/BSN-C program within 18 months of enrolling in the MSN program. Graduates will be guaranteed admission
into the MSN program after meeting all MSN admission criteria.

Baccalaureate of Science in Nursing (BSN)

Traditional: The Baccalaureate of Science in Nursing program is planned for students who are beginning the study
of nursing. It consists of a 4-year program, including general education and nursing courses with both didactic and
clinical components. The nursing courses must be completed in 7 years.

Completion: The Baccalaureate of Science in Nursing completion program is planned to meet the needs of the
registered nurse who desires to continue education in nursing at the baccalaureate level. The program can be
completed in 12 to 20 months in a hybrid or online format. The nursing courses must be completed in 5 years.

Associate Degree in Nursing (ADN) Standard Associate Degree in Nursing

Standard Associate Degree in Nursing: The ADN may be completed in 2 years for full time students, after Anatomy
& Physiology pre-requisite courses are competed. Nursing courses must be completed in 5 years.

Accreditation

Bethel College is accredited by The Higher Learning Commission and is a member of the North Central
Association. The traditional Baccalaureate Degree program and the Associate Degree program (ADN) are
accredited by the Indiana State Board of Nursing, Health Professions Bureau. All nursing programs are accredited
by the Accreditation Commission for Education in Nursing (ACEN). Information can be obtained from the ACEN
at 3343 Peachtree Road NE Suite 850, Atlanta, GA 30326 by calling 404-975-5000, Fax 404-975-5020 e-mail
address www.acen.org. Complaints can also be made to the ACEN.
Symbols of Nursing at Bethel College

The Nursing Lamp:
Undergraduate students will receive a nurse’s lamp at the Pinning Ceremony that symbolizes light and represents the role that Bethel College nursing students and graduates serve when bringing light to persons in physical, emotional, and spiritual darkness through caring acts of service.

The Nursing Pin:
At the Nursing Pinning Ceremony, graduates receive a nursing pin that was designed by the graduates of the first nursing class in 1985. The pin has three symbols that represent nursing at Bethel College. The pin also states the degree received with a white pin representing the ADN degree, a blue pin the BSN degree, and a gold pin for the MSN degree.

- **The Helm:** This symbolizes the Bethel College belief that God is at the helm of the ship of life and can assist the graduate through uncharted waters.
- **The Lamp:** This represents the vision of the Bethel College nursing graduates in bringing support and comfort to those in darkness.
- **The Shield:** This represents the shield of knowledge that enables the Bethel College graduate nurse to provide safe care to clients.

The Pin Guard:
Pin guards are an optional accessory graduates can attach to their pin to provide a safe guard against losing the pin, and to further represent the degree that has been received.

The Nursing Cap:
Students are no longer required to wear a cap in clinical areas. However, a cap was selected by the first nursing class as symbolic of the spiritual emphasis of Bethel College. The cap has three points representing the Father, Son, and Holy Spirit. The blue stripe was originally added to caps of graduates at the Nursing Pinning Ceremony and is the symbolic Bethel College blue. A cap can be purchased if the student or graduate desires.

The Bible:
White nurse’s New Testaments are presented at the Nursing Pinning Ceremony. The presentation of the New Testament at this ceremony represents the role of the Bethel College student and graduate to witness the love of God and to help clients and their families reach out to God and feel His support.
Bethel College
School of Nursing Mission Statement

The mission of the Bethel College School of Nursing is to offer high quality associate, baccalaureate, and masters programs in a Christ-centered academic environment that provides graduates with the knowledge, values, and skills necessary to care for clients holistically. Our graduates are prepared to embrace a commitment to life-long learning, professional development, and service.

Nursing Philosophy

The philosophy of the Bethel College School of Nursing is in accordance with the Christian beliefs, outcomes, and values-based education of Bethel College. The philosophy is based on the meta-paradigm of nursing (person, environment, health, and nursing) and includes the faculty’s beliefs about nursing education. Under each of the concepts, specific sub-concepts selected for emphasis are interwoven through the curriculum. The concept person includes the sub-concepts of culture and spirituality. Environment includes family and community. Health includes the wellness-illness continuum and health promotion. Nursing includes the sub-concepts of critical thinking, communication, therapeutic nursing interventions, nursing process, professional behaviors, teaching-learning, research, theories, and management.

Person:
The faculty believes that a person possesses physical, psychosocial, cultural, and spiritual dimensions that combine to create a complex holistic being. Each person is created in the image of God with dignity and worth. Internal and external factors contribute to the person’s development throughout the life span.

Culture is a patterned behavioral response that develops over time as a result of imprinting the mind through social and religious structures as well as intellectual and artistic manifestations. Culture is the result of acquired mechanisms that may have innate influences but are primarily affected by internal and external environmental stimuli. Culture is shaped by values, beliefs, norms, and practices that are shared by members of the same cultural group. Culture guides our thinking, doing, and being and becomes patterned expressions of who we are. Patterned cultural expressions are passed from one generation to the next. The nurse strives to provide culturally competent care as part of the holistic approach to nursing. Cultural competence is the adaptation of care in a manner that is congruent with the person’s culture.

Spirituality is the part of the person that reflects one’s relationship to God and the transcendent or spiritual values one holds that give meaning, worth, and direction to life. Spirituality has both vertical and horizontal dimensions. The vertical dimension is one’s relationship with God, and the horizontal dimension reflects how the person interacts with others and the environment. Spirituality affects the person as a whole: mind, body, and spirit. Spirituality reflects the person’s world-view. The use of Christian principles enables the nurse to provide compassionate holistic care.

Environment:
The environment includes internal and external factors that constitute the context in which one lives. The environment refers to the totality of events, situations, or particular experiences that give meaning to human expressions, interpretations, and social interactions within particular physical, ecological, sociopolitical, cultural, and spiritual settings. The environment also includes material and non-material cultural resources such as housing, living, and social surroundings, technologies used, and other factors.

The family is a basic unit of society. Each family member shares a sense of belonging to their own family that deeply affects their lives. The nursing faculty believes that God intended the family to consist of individuals related to one another by marriage, blood, or adoption. It is acknowledged that there are many other societal definitions of family.

A community is a complex social group determined by geographic boundaries and/or common values and interests. Community members know and interact with one another. The community functions within a particular social structure; creating and exhibiting norms, values, and social institutions.

Health:
Health is a degree of physical, emotional, and spiritual wellness exhibited by an individual as each person adapts to
internal and external environments. Health is an ever-changing process conceptualized by the wellness-illness continuum. An individual moves back and forth along the wellness-illness continuum throughout life. In a state of optimal functioning, an individual is able to adapt to internal as well as external stressors. Health promotion includes activities of health enhancement, health maintenance, disease prevention, and disease management implemented to achieve and maintain an optimal level of wellness of the individual, family, and community.

**Nursing:**
Nursing is a dynamic and caring process shaped by its Christian heritage. Nursing is an art and a science with a unique body of knowledge based on theory from the sciences, humanities, and nursing.

Critical thinking is defined as a complex non-linear thought process that includes purposeful examination of a situation or position to arrive at an outcome or decision and involves the cognitive skills of interpretation, analysis, inference, evaluation, and explanation. Critical thinking requires a knowledge base and progressive development and guides the actions of the nurse in decision-making.

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally, and/or in writing, or through information technology. Communication abilities are integral and essential to the nursing process. The nurse collaborates with individuals, families, and groups in shared planning, decision-making, problem solving, goal setting, and assumption of responsibilities to meet needs.

Therapeutic nursing interventions assist individuals to promote, maintain, or attain optimal health by utilizing the nursing process for the diagnosis and treatment of human responses to actual or potential problems. The nursing process is a systematic problem solving approach, which includes: assessment, diagnosis, outcome identification, planning, implementation, and evaluation. Therapeutic nursing uses creativity and caring to meet the needs of individuals, families, and groups. Participation of the individual is essential to the effective delivery of nursing care in diverse settings. The nurse integrates care with other members of the health care team.

Professional behaviors, within the scope of nursing practice, are characterized by adherence to professional nursing standards, accountability for one’s own actions and behaviors, and using legal and ethical principles in nursing practice. Professionalism includes a commitment to the profession of nursing and a concern for others demonstrated by caring. Professionalism also involves participation in life long self-development activities as well as individual, group, community, and societal endeavors to improve health care.

Teaching and learning are dynamic concepts basic to the educational process and promotion of health. Teaching uses planned methods or tools to direct learning. Learning occurs in three domains: affective (attitudes, values, feelings), cognitive (knowledge), and psychomotor (skills). Learning can be the outcome of effective teaching or the developmental process. Multiple teaching strategies enhance individual learning.

Research is a systematic process used to generate new knowledge or validate existing knowledge. Application of research to nursing is essential for continued growth of the nursing profession. The faculty believes nursing care decisions should be based upon research findings. Research can be conducted, implemented, or utilized at multiple levels.

Theories provide the means of exploring the relationships between the concepts pertinent to the practice of nursing. Nursing practice integrates theories from nursing, the humanities, the physical sciences, and the social sciences.

Management is the efficient, effective use of human, physical, financial, and technological resources. The nurse manages care through the processes of planning, organizing, directing, and controlling the use of resources. All nurses must possess and develop management skills and leadership qualities such as organizational skills, effective communication, advocacy, assertiveness, conflict management, and appropriate delegation. Management skills and leadership qualities are intertwined and operationalized in varying degrees and settings by all nurses.

**Nursing Education:**
Nursing education consists of a program of study conducive to the acquisition of knowledge, values, and skills essential to meet the holistic needs of a person. Education is an active, ongoing, teaching-learning process which proceeds from the simple to the complex.

The student possesses an innate drive to know, interact with the learning environment, and assumes responsibility for learning. The depth of learning is influenced by such factors as the individual’s value system, past experience, acquired knowledge, and active participation in planning and implementing learning opportunities. Nursing education is enhanced through continued use of the nursing process, critical thinking, scientific theories,
developmental theories, and nursing theories. Learning results in the acquisition of knowledge and behavioral changes. Learning takes place in a setting, which fosters growth of ideas and the appreciation of diverse individuals.

The faculty accepts responsibility for the preparation of individuals regardless of race, creed, sex, religion, or economic status. The faculty believes that education of nurses is best accomplished in a Christian liberal arts collegiate setting.
BETHEL COLLEGE
CONCEPTS AND SUB-CONCEPTS OF THE NURSING PHILOSOPHY

MAJOR CURRICULUM CONCEPTS

Person

Culture

Spirituality

Environment

Family

Community

Health

Wellness-Illness Continuum

Health Promotion

Nursing

Critical Thinking

Communication

Therapeutic Nursing Interventions

Nursing Process

Professional Behaviors

Teaching-Learning

Research

Theories

Management
Purpose of the MSN for Nurse Educators and Nurse Administrators

The purpose of the Master of Science in Nursing (MSN) for Nurse Educators/Administrators is to facilitate career preparation in a Christian liberal arts setting at the graduate level of nursing, enabling experienced nurses to develop skills for nursing education or administration.

The graduate will be able to integrate concepts from the practice of nursing, nursing theories, research, and professional role behaviors in the educational or administrative setting. Knowledge of information processes, financing and human resources, health care organizations, ethical, legal and regulatory issues in health care, educational pedagogy, curriculum development, and evaluation processes will be synthesized in the educational and administrative settings. The MSN curriculum builds on knowledge and competencies of baccalaureate education and experience as a practicing nurse. The graduate is expected to demonstrate respect for life, a loving concern for individuals, and an appreciation for ongoing education in nursing. The MSN graduate has a foundation for doctoral education in nursing.

Program Core Student Learning Outcomes for Educator and Administrator Tracks:

1. Integrate critical thinking when making effective decisions and solving problems creatively with students, colleagues, administrators, and members of the interdisciplinary team.
2. Communicate efficaciously and collaboratively with students, colleagues, and administrators through interpersonal skills and technological media.
3. Appraise therapeutic nursing interventions of students and or employees to facilitate their role development in the delivery of patient care for health promotion and disease prevention.
4. Evaluate the nursing process in the delivery of patient care for health promotion and disease prevention in nursing and nursing settings.
5. Integrate Christian principles while interacting with patients, students, colleagues, administrators, and members of the interdisciplinary team.
6. Analyze professional, scholarship, and leadership skills, and behaviors that foster improvement and innovation within health care and nursing education environments.
7. Correlate ethical, political, economic, legal, and regulatory issues that impact nursing, nursing education, and nursing administration.
8. Appraise self-development or growth activities to enhance professional career and role expansion, and be knowledgeable of health trends at the local, state, and national level.
9. Utilize the research process to optimize nursing care delivery in practicum and academic settings.
10. Provide leadership as an advocate for health programs and services in the advancement of health care policy, finances, and delivery to meet the needs of at-risk, underserved, and/or culturally diverse students and patients.

Additional outcomes for Educator Track:
11. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development when assisting students to meet educational outcomes through innovative teaching.
12. Integrate teaching learning theories and educational outcomes in nursing education and practicum settings.

Additional outcomes for Administrator Track:

It is noted the nursing faculty use the terms patient/client/resident interchangeably in this and other documents.
## Comparison of MSN and BSN Traditional Outcomes

<table>
<thead>
<tr>
<th>Sub-Concepts</th>
<th>MSN Program Outcomes</th>
<th>BSN Level III Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At the end of the program, the MSN graduate is expected to be able to:</td>
<td>At the end of Level III, the BSN graduate is expected to be able to:</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>1. Integrate critical thinking when making effective decisions and solving problems creatively with students, colleagues, administrators, and members of the interdisciplinary team.</td>
<td>1. Apply critical thinking when making effective decisions and engaging in creative problem solving with individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>Communication</td>
<td>2. Communicate efficaciously and collaboratively with students, colleagues, and administrators through interpersonal skills and technological media.</td>
<td>2. Communicate effectively with individuals, families, groups, and communities while using a variety of methods.</td>
</tr>
<tr>
<td>Culture, Wellness-Illness Continuum, Therapeutic Nursing Interventions</td>
<td>3. Appraise therapeutic nursing interventions of students and or employees to facilitate their role development in the delivery of patient care for health promotion and disease prevention.</td>
<td>3. Evaluate safe therapeutic nursing interventions for individuals, families, groups, and communities from culturally diverse populations to achieve optimal functioning on the wellness-illness continuum.</td>
</tr>
<tr>
<td>Nursing Process</td>
<td>4. Evaluate the nursing process in the delivery of patient care for health promotion and disease prevention in nursing and nursing education settings.</td>
<td>4. Integrate the nursing process as a basis for nursing practice and health promotion in primary, secondary, and tertiary care settings with individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>Spirituality</td>
<td>5. Integrate Christian principles while interacting with patients, students, colleagues, administrators, and members of the interdisciplinary team.</td>
<td>5. Incorporate Christian principles while providing compassionate holistic nursing care to individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>6. Analyze professional, scholarship, and leadership skills and behaviors that foster improvement and innovation within health care and nursing education environments. 7. Correlate ethical, political, economic, legal, and regulatory issues that impact nursing, nursing education, and nursing administration. 8. Appraise self-development or growth activities to enhance professional career and role expansion, and be knowledgeable of health trends at the local, state, and national level.</td>
<td>6. Demonstrate professional behaviors of leadership, accountability, and professionalism according to the legal and ethical standards of the nursing profession while providing care to individuals, families groups, and communities. 7. Participate in self-development activities as well as individual, group, community, and societal endeavors to improve health care.</td>
</tr>
<tr>
<td>Research</td>
<td>9. Utilize the research process to optimize nursing care delivery in practicum and academic settings.</td>
<td>9. Evaluate research findings for use in nursing practice.</td>
</tr>
<tr>
<td>Management</td>
<td>10. Provide leadership as an advocate for health programs and services in the advancement of health care policy, finances, and delivery to meet the needs of at-risk, underserved, and/or culturally diverse students and patients.</td>
<td>11. Foster interdisciplinary relationships while designing, managing, and coordinating nursing care in primary, secondary, and tertiary care settings.</td>
</tr>
<tr>
<td>Theories</td>
<td>11. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development when assisting students to meet educational outcomes through innovative teaching. 13. Critique, evaluate, and utilize concepts and theories of nursing, health care delivery, financing and regulatory issues related to health care organizations.</td>
<td>10. Synthesize knowledge from concepts and theories of nursing, the humanities, and the sciences when making nursing practice decisions and providing nursing care for individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>Teaching-Learning, Health Promotion</td>
<td>12. Integrate teaching learning theories and educational outcomes in nursing education and practicum settings.</td>
<td>8. Incorporate principles of teaching and learning to promote health and direct learning of individuals, families, groups, and communities.</td>
</tr>
</tbody>
</table>
## COURSE OF STUDY

### Core Courses (both Educator and Administrator Tracks)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 511</td>
<td>Nursing Roles in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 513</td>
<td>Advanced Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 512</td>
<td>Statistics for the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 514</td>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 613</td>
<td>Information Systems in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>TBA</td>
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<td></td>
</tr>
<tr>
<td>MNUR 699</td>
<td>Nursing Thesis in Specialty Area</td>
<td>3-9</td>
</tr>
</tbody>
</table>

### Nurse Educator Track

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 611</td>
<td>Educational Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 612</td>
<td>Curriculum Development in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 614</td>
<td>Evaluation in Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 521</td>
<td>Specialty Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 621</td>
<td>Teaching Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

### Nurse Administrator Track

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 615</td>
<td>Health Care Organization &amp; Delivery</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 616</td>
<td>Health Care Financing, Budgeting, &amp; Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 617</td>
<td>Ethical, Legal, &amp; Regulatory Issues in the Health Care Organization</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 521</td>
<td>Specialty Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MNUR 622</td>
<td>Practicum for Nurse Administrators</td>
<td>6</td>
</tr>
</tbody>
</table>
The MSN program involves 5 semesters of coursework, 1 summer course, and a nursing thesis in a specialty area that can be conducted in the semester of choice following MNUR 514. Upon completion of MNUR 514, the student signs up for 1 credit hour for each semester the student works with a graduate faculty member on research progressing toward the thesis for MNUR 699. A minimum of 3 credits must be taken to fulfill the requirements for the thesis; however, the student may take as many as 9 credit hours to complete this work. If a student requires more than 9 hours of MNUR 699 to complete the thesis, approval from the Graduate Admission Progression Committee is required.

The MSN degree program requires completion of 36 semester hours. The program must be completed in 6 years.

The first, third, fourth, and fifth semester classes are taught in two 7 week blocks. These classes may be hybrid in nature. A 14 week format of 1 night a week is used for the second semester only.

In MNUR 521, Specialty Practicum, 74.4 practicum hours are required. In MNUR 621, Teaching Practicum, and MNUR 622, Administrative Practicum, 186 practicum hours are required. In MNUR 521, MNUR 621, and MNUR 622, 1 hour of credit is given for 9.3 hours of class.

**SCHOOL OF NURSING ADMISSION POLICIES AND INFORMATION**

“Within the context of its religious principles, heritage and mission, Bethel College admits students of any race, national or ethnic origin, age or gender to its programs and activities. It does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other college-administered programs. The College makes every reasonable attempt to accommodate students with limiting physical impairments; however, each division reserves the right to examine applicants for suitability for participation in the educational activities of the division” (See Bethel College Catalog, Nondiscrimination Policy).

The admission policy of the School of Nursing is in accord with established college policy regarding discriminatory practices. Students who meet requirements for admission will be admitted to the School of Nursing without regard to race, national or ethnic origin, age, or gender. Students with limiting physical or learning impairments may be admitted on a conditional basis. The School of Nursing reserves the right, because of the nature and responsibilities of nursing, to examine each applicant’s suitability for nursing. Applicants with limiting physical impairments are reviewed on an individual basis to determine each applicant’s suitability for nursing. The School of Nursing will make every reasonable attempt to accommodate students with limiting physical impairments.

Admission as a nursing student to Bethel College entitles one to the same rights and privileges, as well as responsibilities, as any student enrolled at Bethel College. In addition, nursing students are charged with added responsibilities and requirements due to the nature and demands of the profession. The faculty at Bethel College are committed to helping students learn. However, each student must make a commitment to be an active participant in the learning process.

Those desiring admission to the BSN-C must apply to both Bethel College and the School of Nursing. Students desiring admission to the college, as well as the program in nursing, should apply early in the year. This will allow adequate time for processing the application. Admission to the nursing program is based on nursing admission criteria at the time of application to the program.

All students in the nursing program must have a criminal background check. Affiliating agencies may withhold clinical experiences for students with the following records:

1. Positive drug screening
2. Crimes against a person, such as battery or assault
3. Crimes based on dishonesty or untruthfulness, such as theft or embezzlement
4. Drug or other substance abuse-related crimes
5. History of recent DUI or other driving violations or penalties
6. History of professional misconduct in clinical agencies

Matriculation and continued enrollment in the School of Nursing is contingent upon a completed criminal background check and drug screening with acceptable results. Without clinical experiences, the student cannot complete all requirements of the courses in the program, and must be dismissed from the nursing program.

I. Admission Policies

Admission to MSN program:

1. Complete the Graduate MSN application.
2. GPA 3.0 from bachelor’s program that has been accredited by ACEN or CCNE
3. One year experience in a practice area preferred
4. Have a bachelor’s degree in nursing from an accredited program. Other bachelor’s degrees will be evaluated on an individual basis. Additional coursework may be required.
5. An active and unencumbered RN license
6. Three professional references:
   - BSN/BSN-C to MSN Bridge: 1 nursing faculty and 2 work-related supervisors
   - BSN/BSN-C applicants: 3 work-related supervisors

II. Entering Student Policies

A. Entering students must complete a School of Nursing Graduate Student Handbook “Read and Sign” form indicating the handbook has been reviewed.

B. A Student Health Form, current CPR card, and Standard Precautions “Read and Sign” must be submitted on admission to the program annually and updated 1 month prior to any practicum. The Health form needs to be renewed annually.

The Student Health Form includes a physical examination by a physician/health care provider. Documentation of appropriate immunizations or immunity includes: Hepatitis B series, MMR, flu, varicella, and the date of the last tetanus injection. A negative tuberculin skin test or a chest X-ray within six (6) months prior to entering the program is also required, unless the student is in an employee health program of regular screening, in which case documentation must be provided of most recent PPD and updated annually while the student is in the program. The form should include any chronic illness(es) or condition(s).

Acceptable CPR courses are: Acceptable courses are American Heart Association CPR/AED for Healthcare Professionals –or- American Red Cross Basic Life Support for Healthcare Providers. The course must include CPR for infants, children, adults, 2-man CPR, mouth-to-mouth use, and AED instruction.

C. A copy of active and unencumbered Registered Nurse license.

D. Criminal checks and drug screen
   The School of Nursing will conduct criminal checks and drug screens on all nursing students.
at the students’ expense. Students will be provided with applications to complete the process when necessary. It is the student’s responsibility to present the information to the nursing office by the date specified. Failure to do so will inhibit the student from taking apart in the practicums.

All students in the nursing program must have a criminal background check. Affiliating agencies may withhold practicum experiences for students with the following records:
1. Positive drug screening
2. Crimes against a person, such as battery or assault
3. Crimes based on dishonesty or untruthfulness, such as theft or embezzlement
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6. History of professional misconduct in clinical agencies

Matriculation and continued enrollment in the School of Nursing is contingent upon a completed criminal background check and drug screening with acceptable results. Without practicum experiences, the student cannot complete all requirements of the courses in the program, and must be dismissed from the nursing program.

See Policy for Drug Screening Section XVII of this handbook.

E. Students who are in practicum as assigned by the School of Nursing are covered under the School of Nursing Certificate of Liability policy. Students are not covered during travel to and from practicum or classroom sites.

III. Transfer of Credit (6 credits maximum)

A. Applicants who have completed graduate level courses from an ACEN/CCNE accredited program may be awarded credit on a course-by-course basis. The grade received must be a B or better. The Nursing Admission/Progression Committee will review the official transcript from the college /school of nursing attended; they will make the determination of transfer of credits

B. Only graduate credits from an ACEN/CCNE accredited program are transferable.

C. MSN students must complete 30 credit hours in the MSN program at Bethel College to satisfy graduation requirements.

IV. Returning Students

A. Students who have withdrawn from a nursing course, who have not passed that course, or who have held out, must apply for readmission by submitting a Bethel College Readmission application. This must be signed by the coordinator of the program, the financial aid office, and the Dean of Nursing.

B. A request for admission is due by July 15 for the fall semester and November 15 for the spring semester.

C. Students must schedule a meeting with the Graduate Nursing Program Coordinator for an interview concerning readiness for readmission.

D. Students reapplying must have a cumulative GPA of 3.0 or better. An exception may be made only if the course the student is taking is the course for which a grade lower than B- was
received.

E. Prior to any practicum, returning students must complete a Returning Student Health Form, submit a current CPR card, and complete a School of Nursing Graduate Student Handbook “Read and Sign” and a Standard Precautions “Read and Sign.”

F. Criminal checks and drug screen
If the student drops out or withdraws between the MNUR 521 practicum and either the MNUR 621 or MNUR 622 practicums, the student will be required to have a current background check and drug screen at that time.

V. Attendance Policies

In accordance with the college philosophy, regular class attendance is considered necessary if the student is to complete the Course Student Learning Outcomes in a satisfactory manner. Attendance is a legitimate basis for grading. Students are expected to attend all classes and are expected to come to class on time. The attendance policy for 7-week and 14-week courses is described in the Adult and Graduate Studies Student Handbook that can be found on the Bethel College website.

Cell phones

Cell phones must be turned off and stowed in book bags during class time. Any student using a cell phone for any reason (without permission) will be asked to leave the class, and an unexcused absence will be recorded. In the case of expected emergencies, students may seek permission from the professor to leave their cell phones on during class, but the phone must be in the book bag. Professors reserve the right to have optional cell phones in class.

VI. Grading Policies

A. Grading Scale

1. The grading scale is consistent for each MNUR course and is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>93 - 94.9</td>
</tr>
<tr>
<td>B+</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B</td>
<td>86 - 89.9</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 85.9</td>
</tr>
<tr>
<td>C+</td>
<td>81 - 83.9</td>
</tr>
<tr>
<td>C</td>
<td>78 - 80.9</td>
</tr>
<tr>
<td>C-</td>
<td>75 - 77.9</td>
</tr>
<tr>
<td>D+</td>
<td>72 - 74.9</td>
</tr>
<tr>
<td>D</td>
<td>69 - 71.9</td>
</tr>
<tr>
<td>D-</td>
<td>66 - 68.9</td>
</tr>
<tr>
<td>F</td>
<td>65.9 or below</td>
</tr>
</tbody>
</table>

2. Grades are not rounded up to the next whole number.

B. Progression in the Program

1. A minimum cumulative grade point average of 3.0 (on a 4.0 scale) must be maintained throughout the program. In addition, a grade of at least a B- must be achieved in all required courses. A student receiving a grade of less than a B- in any required course must repeat that course.

2. Students are responsible to complete all core courses (MNUR 511, MNUR 512, MNUR 513, and MNUR 514) before advancing to the specialty practicum. All core, specialty practicum, and educational courses are required before the student can complete the teaching/administrative practicum. Research investigation may be completed any time following MNUR 514. Students must meet prerequisite requirements as stated in the
Bethel College Catalog. It should be noted that in computing the grade point average a B- is calculated at 2.67 grade points and will need to be counter balanced in order to continue in the program. Failure to achieve a cumulative GPA of 3.0 or higher the following semester will lead to dismissal from the program.

3. A nursing course may be repeated only one time.

4. A student who attains a grade of less than B- on two courses may not continue in the program of nursing.

5. A 3.0 GPA is required for graduation.

C. Americans with Disabilities Act

In accordance with the provision of the Americans with Disabilities Act, if you require any special assistance or adaptations, please contact the Center for Academic Success at 574-807-7460.

D. Posting of Grades and/or Distribution of Tests

1. Examinations and answer sheets are the property of the School of Nursing. Test materials will be distributed for review only.

2. Test results may be posted and will be available at the next scheduled class or at the discretion of the faculty.

3. Once the student has reviewed the results, the student has 24 hours, when possible, to file a written request with the appropriate faculty member for consideration for credit of items missed. The request must be supported by written documentation from an acceptable source (e.g. textbook, etc.).

E. Commitment to Learning

The faculty at Bethel College is committed to helping students learn. Learning is seriously compromised if assignments are not completed. Therefore, in order to pass each course in nursing, the student must satisfactorily complete each of the following criteria.

1. Assignments are to be submitted by the assigned date/time. Late assignments will be accepted subject to a 5% deduction off per day late (24 hour period), up to a period of 7 days. No assignments will be accepted after 7 days late and will receive a zero (0) grade.

2. The student must verbally participate in classroom activities.

3. Bethel College School of Nursing reserves the right to use all student works generated in the course of academic work at Bethel College for non-profit educational or research purposes (including reproduction, distribution, the making of derivative works, public performance, and public display). This university right is subject to the student's privacy rights under federal law.

4. If special accommodations are needed in the classroom, a disability diagnosis and documentation must be present for reasonable accommodation to occur.
F. Practicum experience

1. Students in a practicum experience must complete requirements for practicum hours using a format called documented time. This keeps track of planned hours per the MNUR 621 and MNUR 622 requirements for practicum hours. Practicum experience sites must be pre-approved, according to the course requirements in the syllabi.

2. The practicum may take place in the institution where the student works, however, it cannot take place with the same faculty and in the practicum area where the student is or has worked. The student may not participate in practicum hours that would be paid for by the institution where the practicum is taking place.

3. Only those experiences arranged per the procedure will be acceptable for practicum hour credit.

G. Additional Documentation

Should a specific situation occur in class or practicum where additional documentation is needed, the exact event of the incident should be described on an Anecdotal Note form. The Anecdotal Note form is to be given to the student to read within 24 hours of the specific incident when possible. The student should be encouraged to sign the anecdotal note indicating that the note has been read. All documentation is to be filed, in the student’s record.

H. Bethel College Appeal Process

When a student has a concern about an academic issue, there is an established process whereby that concern will be heard and appropriate action taken. Academic decisions include the admission to a program, assignment of grades for courses, as well as more general concerns with a faculty member. Such academic decisions may be appealed by a student if he/she thinks the decision was not appropriately related to the facts of the matter.

1. Appeal of a Grade During a Course
If a student believes that a grade on an assignment or examination was not appropriate, he/she must first attempt to resolve the matter with the professor within five (5) business days of receipt of the grade. If the matter is not resolved to the student’s satisfaction, a written appeal may be filed with the dean of the course in question within five (5) business days of the attempted resolution with the faculty member. Note: In nursing, the dean has established a representative committee, Nursing Admission and Progression Committee, to hear student appeals prior to the appeals coming to the dean.

The dean (or appointed representative) shall review the assignment, evaluate the student’s academic work, and secure any additional needed information from the professor. The dean (or appointed representative) shall contact the student and the professor within ten (10) business days of receipt of the student appeal to allow both parties to express their concerns. Within twenty (20) business days of the receipt of the student appeal, the dean (or appointed representative) will render a decision in writing, addressed to the professor and to the student. A copy will be placed in the student’s file in the Academic Office. If the professor is also the dean (or appointed representative), the appeal will be directed to the Vice President of Adult and Graduate Studies (VPAGS). Either party may appeal the decision to the VPAGS.

2. Appeal of the Final Grade for a Course
If a student believes the final grade was not appropriate, he/she must first attempt to resolve the matter with the professor of the course within five (5) business days of the start of the next
The student must present all relevant documents to the dean (or appointed representative). The dean (or appointed representative) shall review the evidence, and secure any additional needed information from the professor. The dean (or appointed representative) shall contact the student and the professor within ten (10) business days of receipt of the student appeal to allow both parties to express their concerns. Within twenty (20) business days of the receipt of the student appeal, the dean (or appointed representative) will render a decision in writing, addressed to the professor and to the student. A copy will be placed in the student’s file in the Academic Office. If the professor is also the dean (or appointed representative), the appeal will be directed to the VPAGS for processing. Either party may appeal the decision to the VPAGS.

Note: Any appeals of final grades that affect the student’s course schedule in the next regular semester/session must be received in writing by the dean (or appointed representative) of the course in question no less than ten (10) business days prior to the start of the next regular semester/session. The student must inform the dean (or appointed representative) if his/her course schedule in the coming semester/session will be affected by the decision. An attempt will be made to accommodate these considerations by expediting the appeals process from that point. However, if an appeal is initiated after ten (10) business days prior to the start of the semester/session, there is no guarantee that resulting course schedule issues will be successfully resolved.

3. Appeal of Other Academic Decisions
If the student believes that an academic decision (other than grades) is not appropriate, he/she must first attempt to resolve the matter with the involved party (a professor, an administrator, or the chair of a committee) within five (5) business days of the action to be appealed. (If the decision being questioned was a committee decision, the student is allowed to present his/her case to a meeting of the committee. Such a meeting must be held within ten (10) business days of the student’s request. At least a majority of the members of the committee must be present for that appeal.) A written response must be provided within ten (10) business days by the individual or committee responsible, and must be given to all involved parties. If the matter is not resolved at this level, the decision may be appealed to the next level (dean or VPAGS) within ten (10) business days of the decision. The VPAGS will deliberate the matter through the appropriate academic office(s) of the college.

4. Appeal to the Vice President of Adult and Graduate Studies
Any party involved in a decision rendered under the provisions above may appeal that decision to the Office of the Vice President for Adult and Graduate Studies. This appeal must be presented in writing within five (5) business days after the date of the written statement from the previous step.

Upon receiving the written appeal, the VPAGS will review the submitted documents and consult with relevant parties. The VPAGS may:

- render a written decision immediately and send it to both parties;
- appoint a designee to investigate the issue and make a recommendation back to the VPAGS; or
• appoint an ad hoc committee appointed by the VPAGS to render a decision.

5. **Appeal to the President**

If either party is not satisfied with the decision of the VPAGS or the appointed ad hoc committee, he/she may appeal to the President of the college. Such an appeal must be presented in writing within five (5) business days after receiving the VPAGS decision. The President reviews all documents and processes relative to the case and upholds, overturns, or modifies the decision that was made. The President’s decision is presented in writing to all parties involved within 20 days after receipt of the appeal. The decision of the President is final.

I. **Student Files**

The School of Nursing follows the policy of Bethel College regarding review of student files (found in the *Bethel College Student Handbook, Academic Policies* section). Files of active nursing students contain applications to Bethel College and the School of Nursing, as well as copies of transcripts and transfer of credit forms, student health data, CPR certification, student practicum evaluations, “Read and Sign”, and other correspondence. Criminal background checks and drug screen results are kept in a separate locked cabinet. If a student requests to review their records, permission must be received from the DON.

The School of Nursing follows the policy of Bethel College regarding review of student files. Please contact a nursing administrator if there are questions. The School of Nursing keeps essential elements of the student file in perpetuity. These are kept in double lock files. Access to the files is limited to the Dean of Nursing or designee.

Essential elements of graduates, inactive, or withdrawn students who have not completed their program of study are kept in perpetuity. Essential elements include applications to Bethel College and the School of Nursing, copies of transcripts and transfer of credit forms, student health data, criminal background checks, CPR certification, “Read and Signs” and other correspondence. Practicum evaluations after completion of the program are replaced by a Faculty Reference Statement and a Student Release form. All records are maintained in locked files. Records are confidential and are available only to faculty with the permission of the DON or Program Coordinator. Records are maintained in compliance with the Indiana State Board of Nursing Rule #848AC1-22-22c. Bethel College maintains records in compliance with the Family Education Rights and Privacy Act (FERPA).

J. **Withdrawals from the Program**

When a student withdraws from the MSN program for any reason, a “Withdrawal/Exit Interview” is to be scheduled with the Coordinator of the Program and/or the Dean of Nursing.

K. **Re-entry to the Program**

Students who withdraw and wish to re-enter the program must fill out a re-enrollment form to be signed by the coordinator of the program, the business office, and the Dean of Nursing. The student’s request to return will go before the Nursing Admission/Progression Committee; a letter will be sent as to the status for re-entering the program.

VII. **Health Situations Increasing Risk in the Practicum Setting**

Changes in student health status that may affect the safety of the student and/or client in health care agencies must be reported to the Graduate Nursing Program Coordinator. This includes pregnancy, if
the student has been in an accident that causes injury, or other mental or physical condition, including infectious diseases. The student must complete an “Acceptance of Risk” form when appropriate, as in the case of pregnancy or certain limitations in function, with signatures of the student and health care provider. A health care provider statement may be required indicating the student is safe to function in the practicum area.

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in practicum experiences, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Standard Precautions, according to the recommendations of the Centers for Disease Control. Students complete a “Read and Sign” form indicating their understanding of and intent to follow their guidelines, which becomes a part of the student’s file. This is the website for Transmission Based Precautions:  http://www.cdc.gov/hicpac/2007IP/2007ip_part4.html#a5

VIII. Practicum Agency Rules

Students are educational guests in the practicum facility; therefore, they are expected to abide by each facility’s policy and procedures manuals. Students are expected to be familiar with emergency protocols for each practicum facility.

No personal calls are to be placed or received while in practicum. Students are not allowed to carry a beeper or cell phone when in practicum. If an emergency arises, pay phones are to be used. Should a family member need to reach the student, they should call the nursing office and the nursing office manager will notify the faculty who will contact the student.

Students are expected to follow dress codes and/or specific rules unique to each facility, and to display professional demeanor while in the facility.

IX. Personal Appearance

A. Hygiene

Good personal hygiene is an important aspect of professional nursing. Regular bathing and the use of body deodorant are essential.

Adornments are not to be worn in the hair. Small functional and conservative hair fasteners may be worn in order to secure a student’s hair. Hair must be clean and secured off the uniform collar. Hair color must be in natural tones. Beards and mustaches must be clean, short and neatly trimmed; otherwise male students should be clean shaven.

Because odors can be offensive to ill clients, no perfume, colognes or after-shave lotions may be worn. In addition student clothing should not smell of tobacco smoke.

Make-up is to be in good taste. It should not be used excessively.

Fingernails must be clean and short. Clear polish may be worn, except in the maternity areas where no polish can be worn. No artificial nails may be worn in practicum areas.

The only jewelry to be worn consists of a plain wedding band, a watch with a second hand and one pair of earrings. Necklaces are not permitted. The earrings should be small single posts (maximum of 4 mm in size), one in each ear lobe. If gauges have been worn in the past, clear plugs may be used. For safety reasons, earrings that dangle are inappropriate. No other visible body piercing ornaments are allowed other than earrings. Multiple earrings or
decorative pins on uniforms are not allowed. Sweaters are not to be worn in the practicum area. Gum chewing is not permitted in any practicum agency. All visible tattoos are to be covered. Students must follow the dress code of the practicum facility, which may be more prohibitive than this policy.

B. Uniform

Appropriate professional attire is expected while in each facility. A Bethel College student name pin is required to be worn on practicum time. These are obtained from the Nursing Office.

X. Academic Dishonesty

The nursing faculty supports the college’s policy on academic dishonesty as stated in the Bethel College Adult and Graduate Studies Student Handbook. In the School of Nursing, the specification of “F” for the particular paper, assignment, or examination in the incident will be a grade of “0.” Should this occur, the professor will have an interview with the student and will submit a written report of the incident to the Graduate Nursing Program Coordinator, the Vice President of Adult and Graduate Studies, and the Dean of Nursing. If a second offense should occur, the student may be asked to appear before the professor, the Program Coordinator, the Dean of Adult and Graduate Studies, the Dean of Nursing, and the Vice President for Student Development. The student should realize that at this point continuation in a course and even his/her academic career may be in jeopardy.

XI. Graduation Requirements

1. Only grades of B- or higher will be accepted toward the major
2. A total of 36 credits are required.
3. At least 30 credits must be completed at Bethel College.
4. The last 15 credits must be completed at Bethel College immediately prior to graduation, unless an alternative plan has been approved.
5. Cumulative GPA of at least 3.0 is required
6. All financial accounts must be fully paid to the college; academic credit, transcripts, and diploma are withheld if the account is not paid in full.
7. All work must be completed in 6 years.
8. Thesis work must be done before a degree is conferred.

Graduates are expected to attend commencement and pinning activities.

XII. Changes to Policy and/or Curriculum Requirements

The college, due to the nature and demands of an educational program and the nursing profession, reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of nursing. These changes will be made known to the students as they occur.

Students who maintain continuous enrollment will be allowed to complete the curriculum plan that was in effect the year they were admitted to the School of Nursing.

XIII. Expectations for Behavior

The faculty of the School of Nursing recognizes and affirms the general standards of conduct for students described in the Bethel College Catalog and the Bethel College Adult and Graduate Studies Student Handbook. Students may not bring children to class or leave them unattended either in
buildings at Bethel or at offsite class locations. All students are to abstain from tobacco and alcoholic beverages. The nursing faculty expects nursing students to be aware of, and abide by, these standards.

The nursing profession has developed a set of common guidelines for behavior and decision-making called *The Code of Ethics for Nurses*. The nursing faculty affirms the high professional standards and believes that nursing students should perform in accordance with the provisions of the code.

Violation of any of these general standards of conduct or provisions of the code is grounds for discipline and possible dismissal from the nursing program and/or the college.

**Statement of Confidentiality:**

- Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and right to privacy of the patient.

- Patients often confide highly personal information to nurses, trusting them not to divulge the information carelessly.

- Patient names should never be used when writing nurse care plans or presenting case studies, except when these care plans are recorded directly in the patient’s chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.

- Any information you see or hear concerning a patient’s diagnosis, condition, treatment, financial or personal status MUST BE HELD IN ABSOLUTE CONFIDENCE.

- Details of a patient’s history or status should not be discussed in elevators, restrooms, cafeterias, or in any other public place. Discussing a patient’s medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.

- When the practicum experiences terminate, the need to respect the client’s confidentiality does not.

- Under no circumstances is a student to photocopy any part of the patient’s record.

- Theory examinations, practicum skills, and other testing situations are considered confidential. Details of these examinations should not be discussed or shared with other students.

- Under no circumstances is a graduate student to discuss student behaviors and performance with anyone other than the supervising faculty or preceptor. All of the above applies to students and patients.

**Bethel College School of Nursing Social Media Policy**

Online social media allow Bethel College nursing students to engage in professional and personal conversations. Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Remember that content contributed on all platforms becomes immediately searchable and can instantly be shared. This content leaves the contributing individual’s control forever and may be traced back to the individual after long periods of time. Because of the emerging nature of social media, these guidelines do not attempt to name every current and emerging platform. Rather, they apply to any social networking site or any
site with user-generated content. Examples include, but are not limited to, blogs, Facebook, Twitter, YouTube, and LinkedIn.

**Guidelines for Professional and Personal Social Media Activity:**
1. Follow Bethel College’s Code of Conduct, HIPAA guidelines, practicum facility confidentiality requirements, as well as the policies of the School of Nursing. Students may not post anything that would compromise another person’s or organization’s privacy, or may not post anything that would not conform to professional nursing standards along with state and federal laws.
2. Protect confidential information, including respecting copyrights, and anything to do with patient care or similar private content (which includes photographs). Patient confidentiality laws (e.g. HIPAA) forbids the release of any information pertaining to patients (even if names are not used). Do not disclose or use confidential information from any person or agency. Do not post information about your practicum rotations or clients in any online forum or webpage. A good rule of thumb is that if you would not want what you posted on a social media site to be on the front page of tomorrow’s newspaper, credited to you, then do not post it at all.
3. Take care in how you are presented with online networks. By virtue of being self-identified with Bethel College, students connect themselves to, and reflect upon, the entire Bethel College faculty, staff, and administration. As you prepare for your career, care needs to be taken that you are only associated with content that is consistent with your professional goals. Ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, clients and potential employers.
4. At the end of each course, students are provided an avenue to evaluate course materials and faculty. Therefore, social media outlets are considered inappropriate locations to provide this feedback.
5. Violating this policy may result in a variety of consequences, which will be determined by the faculty and/or the Nursing Admission Progression committee, and will be based on the type and severity of the violation. These may include, but are not limited to, the following:
   a. Reprimand.
   b. Receiving a behavioral contract.
   c. Receiving an Unsatisfactory in the weekly practicum evaluation.
   d. Being removed from the practicum agency.
   e. Failing the nursing course.
   f. Being expelled from the nursing program.

**(8/18/2011)**

**XIV. Student - Faculty Communication**

Students are encouraged to take practicum or classroom related concerns to the appropriate faculty member. If a concern is not resolved, the student should follow the organizational chain of command in the School of Nursing. Students may communicate concerns or suggestions to their faculty advisor and, when appropriate, may utilize the School of Nursing Suggestion Box outside the Nursing Office. Students are encouraged to review bulletin boards in the School of Nursing and to regularly check their mail folders in order to receive communication from faculty. Practicum and course evaluations as well as the Exit Interview and the Program Satisfaction Survey provide additional mechanisms for students to provide feedback to faculty and the School of Nursing. Students are expected to use their Bethel College e-mail for all communication once they enter the program.

Student input is valued in the governance of the School of Nursing and Bethel College. Thus, students
may be nominated, asked to volunteer, or be appointed to serve on various committees within the School of Nursing and the college. Students are encouraged to be actively involved in the School of Nursing and college-wide activities.

School of Nursing committees related to graduate nursing programs include:

A. **Nursing Administrative Committee**
   (1) Function. The purpose of this committee is to:
      (a) Coordinate administrative actions at the Bethel and off-campus sites.
      (b) Plan methods of communication between the Bethel and off-campus sites to maintain curriculum and program consistency.
      (c) Assist in developing solutions related to student, faculty, and program problems/issues.
      (d) Develop strategic plans for the nursing programs regarding recruitment, scheduling, budget, and other issues that may arise.
   (2) Membership. Members of this committee include the Dean of Nursing, Coordinator of the Bachelor of Science Completion and Graduate Nursing Programs, Coordinator of Bethel Pre-Licensure Nursing Programs at Grace College, and the Coordinator of Pre-Licensure Programs on Bethel Campus.
   (3) Meetings. This committee will meet on a bi-monthly basis and as needed.

B. **Nursing Admission-Progression Committee**
   (1) Function. The purpose of this committee is to:
      (a) Review and take action on applications to the Nursing Program.
      (b) Review performance of students for achievement at each level and make decisions on progression of students within levels and from level to level.
   (2) Membership. Members of this committee include the chair, and the Dean of Nursing, the Coordinator of the Bachelor of Science Completion and Graduate Nursing Programs, the Coordinator of Pre-Licensure Nursing Programs on Bethel Campus, the Coordinator of Bethel Pre-Licensure Nursing Programs at Grace College, and one or more faculty members. The Nursing Student Admissions Counselors shall be non-voting members of the committee.
   (3) Meetings. This committee will meet as needed throughout the year.

C. **Nursing Curriculum Committee**
   (1) Function. The purpose of this committee is to:
      (a) Review and revise the curriculum to reflect current changes in nursing.
      (b) Encourage student and faculty involvement in curricular changes.
   (2) Membership. Members of this committee include:
      (a) The Dean of Nursing.
      (b) All full-time and part-time nursing faculty.
      (c) One student from each level from each program from each site.
   (3) Meetings. This committee will meet monthly at regularly scheduled times throughout the year.

D. **Nursing Student Affairs Committee**
   (1) Function. The purpose of this committee is to:
      (a) Plan and direct academic ceremonies (e.g. Nursing Dedication and Pinning).
      (b) Consider student problems, suggestions, and make appropriate recommendations to the nursing faculty.
      (c) Provide a formal line of communication between faculty and nursing students.
   (2) Membership. Members of this committee include:
      (a) Two faculty members from Bethel and one from the off campus site will be assigned as faculty advisors.
      (b) One student from each MSN track and class, each BSN-C class from each site and
each practicum group at Bethel and off campus sites.
(c) A student elected by the student group will serve as chairperson and one student will
serve as secretary.
(d) All nursing students are expected to participate in fund-raising activities of this
committee.
(3) Meetings. This committee will meet at a time established by the committee on a regular
basis throughout the year.

E. Nursing Student Scholarship Committee
(1) Function. The purpose of this committee is to:
(a) Select and recommend to the nursing faculty, students to receive the Middleton
Endowment Awards.
(b) Select candidates and make recommendation to the nursing faculty on recipients of
the Sally Torrence Scholarship, Spirit of Nursing Award, the Davidhizar Scholarship,
the Inglett Scholarship, Cushing Scholarships, Elizabeth A. Brown Scholarship, and
the Schwartz Scholarship.
(2) Membership. Members of this committee include four faculty members as appointed with
one designated as chairperson.
(3) Meetings. This committee will meet as needed throughout the year.

XV. Awards and Honors
A. Sigma Theta Tau: Members of the faculty and selected BSN and MSN students may be inducted
into the National Nursing Honor Society (Sigma Theta Tau - Nu Omicron-at-Large Chapter) if
recommended by other members and the faculty.
B. Middleton Endowment: In memory of Dr. Ramona Middleton, an endowment has been provided
by her mother, Mrs. Lillian Middleton. Each year, two students with high academic achievement
who meet the criteria and who are going on to pursue another degree in nursing, a student
selected as the outstanding nursing graduate, and other outstanding students who wish to attend a
continuing education program will be selected by the Nursing Student Scholarship Committee.
C. Altruism Award: The Nursing Student Affairs Committee offers an award each year to a graduate
from each track of the MSN Program, the BSN Traditional Program, the BSN Completion
Program (both Bethel and off-campus sites) and to a graduate from the ADN program at both
Bethel and the off-campus sites. The individual is selected by their peers as a person who best
reflects “altruism” (concern for the welfare of others) in their personal and professional life.
D. Cushing Scholarships: Cushing scholarships are awarded yearly to undergraduate or graduate
nursing students who demonstrate a financial need and maintain a minimum GPA of 3.0
(undergraduate) or 3.5 (graduate). Students may be part-time or full-time. Community service
and/or spiritual leadership are considered with this award. ADN level I, BSN level I &II, BSN-C
level I and returning MSN students are eligible for these scholarships.
E. Dr. Karon Schwartz Nursing Scholarship: A scholarship is awarded yearly to a graduate nursing
student who is accepted in the Master of Science in Nursing program at Bethel College. Eligible
students must have a 3.0 GPA or higher, financial need (not receiving tuition reimbursement or
NFLP), and may be a full-time or part-time student. Students must submit a letter of application
to the Nursing Scholarship Committee by June 1st, with a current FAFSA from the current year.
The scholarship will be awarded at the beginning of the academic school year.
F. Elizabeth A. Brown Scholarship: This scholarship was endowed by a former Bethel College
nursing faculty member who wanted to assist non-traditional students seeking a BSN in nursing as
a second career. Specific selection criteria includes: non-traditional age (23+ years), sophomore
status or above, good academic standing, demonstrated financial need and community service participation.

G. Daisy-In-Training Award: The Daisy-In-Training recognizes nursing students for exhibiting above-and-beyond care and compassion shown to patients and their families while they are learning.

H. Students in all programs are recognized on the Pinning Ceremony Program when they have an overall GPA of 3.5 or higher.

Awards and honor decisions are made by the Nursing Student Scholarship Committee in conjunction with the nursing faculty.

XVI. Bethel College Policy on AIDS
Definitions

AIDS
AIDS is a condition in which the body’s ability to defend itself against a variety of diseases is seriously reduced. This condition apparently is caused by a virus known most commonly as the human immunodeficiency virus (HIV). As yet, there is no known cure for AIDS.

HIV Positive
When a person is infected with the HIV virus, his or her immune system responds by producing antibodies against the virus. Antibodies can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within 3-12 weeks after exposure but may take as long as 14 months. Such an infection apparently cannot be reversed, and may develop into AIDS.

Principles Underlying the Bethel College Policy

a. A primary objective of the Bethel College AIDS policy is education for the prevention of any acquisition or transmission of AIDS.

b. Bethel College, as a Christian community, shall respond to any known case of AIDS as it would to any other life-threatening, contagious disease. At no time will the college discriminate against any persons simply because they are infected by the AIDS virus.

c. Bethel College, as a Christian community, maintains that the prevention of the spread of AIDS is assured best by a lifestyle which is free from the use of illegal drugs, and which reserves sexual relations for monogamous, heterosexual marriages. Such a life-style is consistent with its Christian heritage and Biblical teachings.

d. Bethel College has moral, ethical, and spiritual obligations to respond to issues of high-risk behavior rather than high-risk groups.

e. Bethel College personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with AIDS/HIV.

Policy

a. Responsibility for ongoing, educational programming on AIDS shall be assigned to the office of student development. Such educational programming shall be directed to all
members of the Bethel College community, including administrators, faculty, staff, and students.

b. The college Wellness Center, as part of the student development office, will keep the college community updated on information on AIDS, including prevention and control strategies.

c. Bethel College shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.

d. Bethel College allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse life-style practices, which might pose direct threat of transmitting the virus to others.

e. Bethel College will not undertake program screening to identify persons infected with the HIV virus unless required to do so by law. Students and college employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.

f. The college Wellness Center will adhere to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and wherever members of the Bethel College community, including administrators, faculty, staff, and students encounter bodily fluids.

g. College employees will protect the confidentiality of any person who tests HIV positive, as mandated, by the Family Education Rights and Privacy Act of 1974.

h. Students and college employees involved in extra-curricular activities and/or activities, which place them at risk shall take appropriate, precautionary measures to reduce risk to themselves or others.

i. Due to the inherent risks of laboratory and nursing clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving risk of HIV transmission, the student or college employee has an ethical duty to immediately report the incident to a designated college official.

j. Additional information on AIDS/HIV can be obtained from the Center for Disease Control. (www.cdc.gov) or (chi.ucsf.edu).

Procedural Addendum to Bethel College’s AIDS Policy

In addition to the college AIDS Policy, the following statements apply to nursing students and faculty in the School of Nursing in relation to Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), Hepatitis D Virus (HDV), and Hepatitis G Virus (HGV) since health care activities may put an individual at higher risk for these diseases.

1. No individual shall be denied an opportunity for admission into the nursing program or employment in connection with the nursing program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV,
so long as (a) Bethel is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.

2. Students and faculty should be aware that as novice practitioners with limited skills in clinical settings, students might have a greater risk of sticks with sharps and thus exposure to HIV, AIDS, HBV, HCV, HDV, and HGV.

3. No nursing student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, HBV, HVC, HDV, and HGV.

4. Nursing students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentially concerning the patient with HIV, AIDS, HBV, HCV, HDV, or HGV.

5. In order to reduce the possibility of exposure to Hepatitis B Virus (HBV), nursing students and faculty will follow the policies in effect for the School of Nursing at Bethel College:

   a. Before starting the clinical sequence, nursing students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.

   b. Nursing faculty, who provide clinical supervision to students, will supply the Dean of Nursing with documentation of vaccination, immunity, or a waiver of personal liability. The college will provide the cost of this vaccination when necessary.

6. Nursing students and faculty may not refuse to care for patients with HIV, AIDS, HBV, HCV, HPV, and HGV.

7. Students and faculty who are exposed to HIV, AIDS, HBV, HCV, HDV or HGV as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the School of Nursing immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Students will sign a Bethel College post-exposure “read and sign” form. The post exposure form Information on post-exposure prophylaxis may also be obtained from the Centers for Disease Control (www.cdc.gov). The National Clinicians Post-Exposure Prophylaxis Hotline ([PEPline]) 1-888-448-4911 is advised. Exposure should be considered an urgent medical concern in order to ensure timely post-exposure management. The student will be excused from clinical for the day in order to seek treatment as indicated.

8. Students are required to be tested for HIV when patients are exposed to the student’s blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

**Post-Exposure Prophylaxis Instructions**

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, you are considered as being at risk for these viruses. While it is not anticipated that you will acquire any of them, you will need to be under surveillance for six months from the date of exposure. During that surveillance period there are certain precautions that Bethel College, the Center for Disease Control,
and the World Health Organization recommend that you practice to protect those around you.

1. It is your responsibility to contact your health care provider within 2-4 hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.

2. If you have not been vaccinated against Hepatitis B, you should start the series of vaccinations immediately.

3. If you were previously vaccinated for Hepatitis B and your blood test demonstrates that your HBs antibodies are of adequate concentration, you will be considered protected against the Hepatitis B virus. If they are shown to be low, you should receive a Hepatitis B vaccine booster.

4. You should have blood tests done for HIV antibodies at: a) time of exposure, b) 4-6 weeks, and c) 3 months following, or as recommended by your health care provider. You should follow your health care provider’s recommendation for testing for Hepatitis B and C.

5. You should temporarily avoid engaging in intimate sexual relations until the surveillance process is complete. If you chose to have sexual relations, using a condom consistently and correctly may reduce the risk of HIV transmission. You should take precautions to prevent pregnancy from occurring while you are under the HIV surveillance.

6. You should temporarily remove your name from being an organ donor from the back of your driver’s license and refrain from donating blood.

7. You should notify your health care provider and dentist that you are in an HIV surveillance program.

8. You must be diligent in practicing Transmission Based Precautions as they are outlined by the Centers for Disease Control.

9. You need to discuss this surveillance program with your spouse, and if we can help you in any way, we will be glad to do so, including meeting with your spouse if you so desire.

We are here to help you, to answer your questions, and to lend you support at any time. The main reason for this surveillance is to protect you and your confidentiality.

**XVII. Policy for Drug Screening**

Purpose: To promote and protect patient/client safety. These guidelines are developed to inform students regarding drug testing and consequences

**DRUG SCREENING PROCEDURE:**

- Upon being admitted to any of the nursing programs, students must complete a drug screen at a location and time designated by the Bethel College School of Nursing.
- Cost for this initial drug screen is covered in student fees. Some practicum sites may require additional drug screening.

Generally, students with negative drug screen results are not required to be retested for the duration of the program, as long as they have continuous uninterrupted enrollment in nursing classes. Nursing students not enrolled in a nursing class during a regular semester, will have to complete a new drug screen at their own cost upon readmission. Students are required to sign a release with the testing facility specifying that results of the drug test will be made available to the Dean of the
School of Nursing.

The student with a positive drug screen, within 10 days of learning of the positive screen, may request review of the results from the company/agency who originally administered the drug screen. The review must be conducted on the original specimen. The student will pay the cost of the drug screen review. The results of this drug screen will be final.

POLICY:
Consequences for a positive drug screen will depend on the following situations:

1. Positive upon admission - If a student is determined to have a positive drug screen result when first admitted, they will immediately be withdrawn from the nursing program. Any student failing to complete drug screening within the designated timeframe will have the same consequences as if they had tested positive. Any student who tests positive may reapply to the nursing program in 1 year, but reapplication does not guarantee admission to the School of Nursing. Students who test positive will also be subject to the policies and procedures outlined in the Bethel College Student Handbook (p. 187-191).

2. Probable cause - If, at any time during the program, faculty feel there is probable cause, a student may be required to complete a random drug screen. A positive result will result in immediate withdrawal from the program. Any student who tests positive may reapply to the nursing program in 1 year, but reapplication does not guarantee admission to the School of Nursing. Students who test positive will also be subject to the policies and procedures outlined in the Bethel College Student Handbook (p. 187-191).

3. Substance abuse violation(s) reported in background check – Any student found to have a criminal history associated with substance abuse, even if they have a negative drug screen result when first tested upon admission, will be subject to random drug screens (with probable cause) throughout the program. Costs for any testing beyond the initial drug screen will be the responsibility of the student. A positive result will result in immediate withdrawal from the program. Although the student may reapply for admission after a minimum time period of 1 year, reapplication does not guarantee readmission. Students who test positive will also be subject to the policies and procedures outlined in the Bethel College Student Handbook (p. 187-191).

XVIII. School of Nursing: Fitness-for-Practicum Guidelines

I. Policy:

The following guidelines should be utilized whenever an instructor has reasonable cause to believe a student is not fit for practicum as the result of being impaired in some manner.

II. Purpose:

To define a process for identifying, interceding, and assisting students who instructors suspect may be impaired and unfit for duty as the result of a chemical and/or emotional impairment.

III. Procedures to follow:

1. The instructor/preceptor will document his/her observations regarding the student’s
behavior and substandard work performance.

2. The graduate nursing program coordinator (or designee) should be notified if available. All information pertaining to any student’s suspected or actual abuse problem is confidential.

3. A “Fitness-for-Practicum” interview should be completed by the instructor.
   a. During the interview, the instructor should complete the following forms:
      (1) A Fitness-for-Practicum Evaluation Student Participation Agreement (also signed by student)
      (2) A Fitness-for-Practicum Interview Instructor’s Questionnaire
      (3) A Fitness-for-Practicum Interview Observation Check List
      (4) A Fitness-for-Practicum Interview Instructor’s Summary Statement

4. If the instructor concludes that the student is able to perform his/her practicum responsibilities, the student should be asked to return to the practicum without further prohibition or sanction.

5. If the instructor concludes that the student is not able to perform his/her practicum responsibilities, the student should be suspended from practicum, informed of the college policies that have been violated, and requested to participate in further evaluation.

6. If the student shows obvious signs of alcohol/drug intoxication, a blood sample for alcohol/drug concentration is to be obtained, and the student is to be relieved of practicum responsibilities for that day. In less clear-cut situations, a physician may perform a more complete evaluation. If the findings are normal, the student is to return to practicum. If impairment is indicated, the appropriate urinary and/or blood toxicology profiles are to be obtained. The costs of the diagnostic laboratory test will be paid for by the Bethel College School of Nursing.

7. If the student is not able to perform his/her practicum responsibilities, refuses to participate in the evaluation process, or indicates impairment by urinary and/or blood toxicology profiles, the instructor should try to make arrangements to have the student taken home. Any refusal by the student to accept such assistance should be witnessed by another person (instructor, agency personnel) and should be documented by the instructor. Should the student insist upon driving himself/herself home, the instructor should contact the local police authorities, indicating the student’s condition, his/her refusal to accept assistance in getting home, and the description and license no. of his/her automobile if available. The date and time of this call should be recorded along with the name of the police personnel who accepted the call. The reason for calling the local law enforcement authorities and providing assistance before the student leaves the agency is derived from the Texas case of Otis Engineering Corp. vs. Clark, 668 S.W. 2d 307 (Tex. 1983). In this case, an employee who was clearly under the influence while at the plant was ordered to leave by his immediate supervisor. While attempting to drive home, the drunken employee killed two individuals in a traffic accident. The Texas Supreme Court found that the decedents’ families could bring wrongful death action against the employer holding:

   “When, because of an employee’s incapacity, an employer exercises control over the employee, the employer has a duty to take such action as a reasonably prudent employer under the same or similar circumstances would take to prevent the employee from causing an unreasonable risk of harm to others. Such a duty may be analogized to cases in which the defendant can exercise some measure of control over a dangerous person
when there is a recognizable great danger of harm to third persons. Thus, you must do all that you can to prevent an obviously intoxicated employee from driving home alone.”

8. Throughout this process, the instructor should not attempt to diagnose possible causes of observed behaviors. It is the instructor’s responsibility, however, to communicate with the student involved as to what behaviors have been observed and reasons for concern.

9. If the student refuses to participate in the evaluation process, the instructor will take the following actions:

   a. The student should be informed that his/her actions constitute insubordination and may result in discipline up to and including dismissal.

   b. The instructor will immediately suspend the student from the practicum experience and indicate to the student he/she will be contacted by the Graduate Nursing Program Coordinator regarding further investigation of this incident.
Resources/ Bibliography


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