

# Bethel University

**SCHOOL OF NURSING**  
**2020-2021 Handbook**  
**For**  
**ADN/Traditional BSN**  
**Students**

<b>Table of Contents</b> .....	2
School of Nursing Programs.....	3
Symbols of Nursing at Bethel University .....	4
Organizational Chart for the School of Nursing .....	5
Mission Statement .....	6
Nursing Philosophy.....	6
Baccalaureate Degree	
Purpose and Student Learning Outcomes .....	8
Traditional - Student Learning Outcomes.....	9
Traditional - Curriculum Plan .....	10
Associate Degree	
Purpose and Student Learning Outcomes .....	11
Student Learning Outcomes.....	12
Curriculum Plan – Standard ADN.....	13
School of Nursing Admission Policies and Information .....	14
I. Admission Policies.....	15
II. Transfer of Credit.....	16
III. Essential Functions of a Nursing Student .....	17
IV. Transfer Students .....	18
V. Returning Students .....	18
VI. Skills Validation Procedure.....	19
VII. Nursing Electives.....	20
VIII. General Elective Credit from Certification Courses.....	20
IX. Other Requirements for Students.....	20
General Policies	
I. Attendance Policies .....	22
II. Academic Policies .....	25
III. Health Situations Increasing Risk in the Clinical Setting.....	37
IV. Campus Laboratory .....	37
V. Clinical Agency Rules .....	37
VI. Personal Appearance .....	38
VII. Math Proficiency .....	39
VIII. Academic Dishonesty .....	40
IX. Graduation .....	40
X. Changes to Policy and/or Curriculum Requirements .....	41
XI. Expectations for Behavior.....	41
XII. Student-Faculty Communication .....	43
XIII. National Student Nurses’ Association .....	44
XIV. Awards and Honors .....	45
XV. Bethel University Policy on AIDS .....	46
Post Exposure Prophylaxis Instructions.....	48
XVI. Fitness for Clinical Guidelines .....	49
XVII. Policy for Drug Screening.....	51
XVIII. Student Simulation Policy.....	51
XIX. Extra Study Plan Components .....	56
XX. ATI Comprehensive Assessment and Review Program (Quick Reference).....	57

## **SCHOOL OF NURSING PROGRAMS**

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

### **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)**

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

### **Master of Science in Nursing (MSN) for Nurse Educators or Nurse Administrators**

The MSN may be completed in 4 semesters and 1 summer of academic course work.

**BSN/BSN-C to MSN Bridge** is an incentive option for students who have completed the Bethel University 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.

### **Accreditation**

Bethel University 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 or by calling 404-975-5000, fax 404-975-5020, or email address [www.acenursing.org](http://www.acenursing.org). Complaints can also be made to the ACEN.

## **SYMBOLS OF NURSING AT BETHEL UNIVERSITY**

### **The Nursing Lamp:**

Undergraduate students will receive a nurse's lamp at the Pinning Ceremony that symbolizes light and represents the role that Bethel University 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 originally designed by the graduates of the first nursing class in 1985. The pin was redesigned in 2020 when Bethel College transitioned to Bethel University. The pin has two symbols that represent nursing at Bethel University. 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 Flame:** This represents the vision of the Bethel University nursing graduates in bringing support and comfort to those in darkness.

**The Shield:** This represents the shield of knowledge that enables the Bethel University 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 safeguard against losing the pin, and to further represent the degree that has been received.

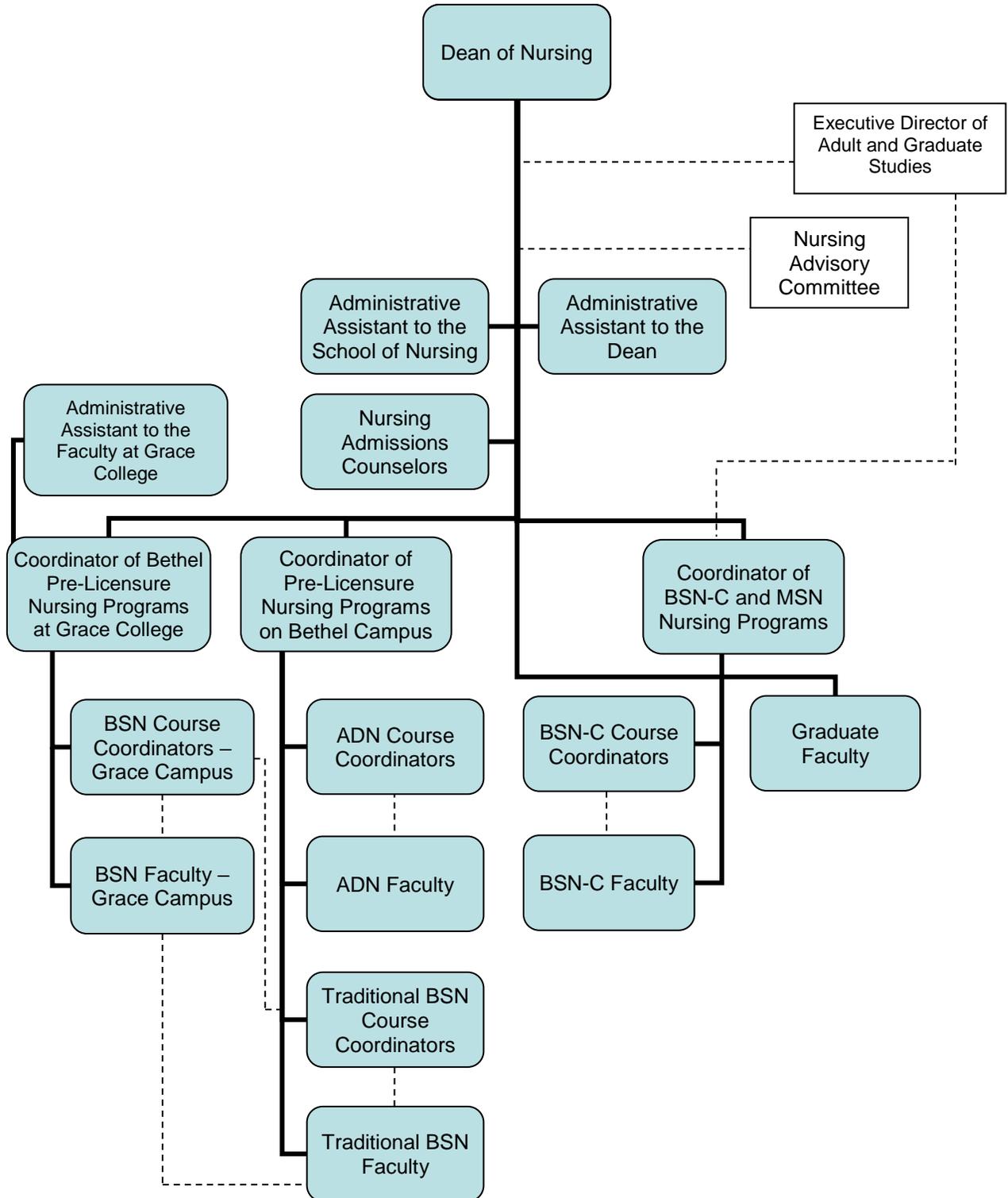
### **The Nursing Cap:**

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 University. 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 University 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 University student and graduate to witness the love of God and to help clients and their families reach out to God and feel His support.

# ORGANIZATIONAL CHART FOR THE SCHOOL OF NURSING



## **BETHEL UNIVERSITY SCHOOL OF NURSING MISSION STATEMENT**

The mission of the Bethel University 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**

In accordance with the mission and educational philosophy of Bethel University, the School of Nursing philosophy provides the educational framework that guides the curricula and education of students in a Christian liberal-arts setting. Nursing is a dynamic and caring profession shaped by its Christian heritage. Nursing is an art and science, which incorporates knowledge from the sciences and humanities and provides the foundation for educational advancement within the nursing profession. Four core values provide the organization and foundation for the curricula:

#### Excellence

Excellence is dynamic and is an expectation for both faculty and students. It is evidenced through high standards, life-long learning, creativity, and a culture of transformation based on a Christian worldview. Faculty demonstrate excellence through their investment in students, ingenuity in teaching, use of evidence-based teaching practices, and personal professional development. Students can prepare for the journey towards excellence in nursing through persistent pursuit of knowledge, mastery of skills, and the development of nursing judgment and professional attitudes (Adams, 2009).

#### Ethics

Ethics is a standard of professional performance that governs the behavior of the nurse. It involves consideration of personal, societal, and professional values and beliefs. Professional values include altruism, autonomy, human dignity, integrity, and social justice (AACN, 2008). Bioethics is the application of ethics to situations of life and health. The nursing faculty believe that ethical decision-making must be grounded in a Christian worldview that is God-centered; upholds the dignity and worth of all individuals, pre-born to death; and reflects loving concern and compassion. The *ANA Code of Ethics for Nurses* (2015) guides the nurse in addressing ethical conduct. Ethical decision-making provides a systematic approach for analyzing ethical issues and allows the nurse to serve as an advocate and to deal appropriately with personal moral distress.

#### Holistic Care

Each person possesses physical, psychosocial, cultural, and spiritual dimensions that intertwine to create a complex holistic being (NLN, 2010). These perspectives are influenced by culture, society, experience, environment, physical characteristics, spiritual beliefs, and moral principles. Nursing addresses these dimensions as a whole, incorporating inter-professional collaboration to improve outcomes (AACN, 2008).

#### Professionalism

Professional nursing behavior is characterized by adherence to professional and regulatory standards, accountability for one's own actions and behaviors, with ethical and legal principles in nursing practice. Professionalism includes a commitment to the profession of nursing and a caring concern for others. Professionalism involves participation in life-long self-development activities, as well as individual, family, and population-based endeavors to improve health care both locally and globally (AACN, 2008). As future members of a profession, undergraduate students are prepared to assume the roles of provider of care, and designer/manager/coordinator of care, drawing on personal and professional values, while graduate students are prepared at an advanced level to influence outcomes with individuals/populations/systems (AACN, 2011).

The nursing faculty are committed to using evidence-based teaching practices in curricular design, implementation, and evaluation. Teaching and learning is a complex, collaborative, and interactive process between faculty and student. Faculty believe that a learning environment that is student-centered and focused on active learning enables the student to achieve the knowledge, skills and attitudes for successful practice and life-long learning in complex healthcare environments. Students assume primary responsibility for learning while faculty provide educational opportunities and role modeling for knowledge acquisition and professional role development.

Knowles' adult learning theory (Knowles, Holton, & Swanson, 2015) facilitates the delivery of the curricula in face-to-face and distance learning environments. Faculty are guided by Chickering and Gamson's seven principles for good educational practices (1999). In addition, Kolb's experiential learning (2005) theory supports faculty efforts to promote deep student learning in diverse and creative ways.

### **Competencies:**

Patient/Family-Centered Care – “recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patients' preferences, values, and needs” (QSEN, 2011). The provision of patient/family-centered care requires cultural and spiritual considerations, ethical comportment, clear communication, and respect for the life of each individual, including the unborn and those at the end of life. Holistic care, using the nursing process, encompasses health promotion and the health-illness continuum.

Evidence-Based Practice – “integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care” (QSEN, 2011, 2012).

Informatics – “uses information and technology to communicate, manage knowledge, mitigate error, and support decision making” (QSEN, 2011, 2012).

Teamwork/Collaboration – “relates to the effective functioning of nurses with nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality” (QSEN, 2011, 2012) healthcare outcomes.

Quality Improvement – “uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems” (QSEN, 2011, 2012).

Safety – “minimizes risk of harm to patients and providers through both system effectiveness and individual performance” (QSEN, 2011, 2012).

Leadership – encompasses articulating a vision, influencing others, facilitating change, taking risks, and inspiring inquiry within the practice setting and the profession of nursing (NLN, 2010).

*(Revised 8/19/16)*

*\*It is noted the nursing faculty use the terms patient/client/resident interchangeably in this and other documents*

## **BACCALAUREATE DEGREE**

### **Purpose and Program Student Learning Outcomes for the BSN Programs**

#### **Purpose:**

The purpose of the Baccalaureate of Science in Nursing (BSN) programs is to prepare graduates in a Christian liberal arts setting with a broad foundation in the sciences and humanities who are able to demonstrate nursing judgment while providing and coordinating holistic patient/family-centered/population-based care. The BSN graduate effectively communicates and collaborates in healthcare settings, applies the nursing process throughout the lifespan, integrates evidence-based practice, applies nursing informatics, and models nursing behaviors of leadership and professionalism. The BSN graduate has a foundation for graduate education in nursing. Therefore, the BSN graduate is prepared to:

#### **Program Student Learning Outcomes:**

1. Demonstrate nursing judgment while providing and coordinating holistic patient/family-centered/population-based care.
2. Employ effective communication and collaboration with patients, families, populations, and members of the health care team.
3. Apply the nursing process to deliver safe, quality care to patients/families/populations throughout the lifespan.
4. Integrate evidence-based practice when making nursing judgments regarding patient/family-centered/population-based care.
5. Apply nursing informatics to support quality improvement, communication, and nursing judgment.
6. Model nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

*Revised 8/29/16*

# BACCALAUREATE DEGREE

## Traditional BSN – Level Student Learning Outcomes

### BSN Level I

At the end of Level I, the student is prepared to:

1. Identify nursing judgment when making effective decisions while providing patient/family-centered care.
2. Use effective communication with patients, families and members of the health care team.
3. Apply the nursing process to deliver safe, quality care to patients throughout the lifespan.
4. Recognize evidence-based practice when making nursing judgments regarding patient/family-centered care.
5. Describe how nursing informatics supports quality improvement, communication, and nursing judgment.
6. Practice nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

### BSN Level II

At the end of Level II, the student is prepared to:

1. Apply nursing judgment when making effective decisions while providing patient/family-centered care.
2. Demonstrate effective communication and collaboration with patients, families, and members of the health care team.
3. Apply the nursing process to deliver safe, quality care to patients/ families throughout the lifespan.
4. Apply evidence-based practice when making nursing judgments regarding patient/family-centered care.
5. Use nursing informatics to support quality improvement, communication, and nursing judgment.
6. Demonstrate nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

### BSN Level III

At the end of Level III, the graduate is prepared to:

1. Demonstrate nursing judgment when making effective decisions while providing and coordinating patient/family-centered/population-based care.
2. Employ effective communication and collaboration with patients, families, populations, and members of the health care team.
3. Apply the nursing process to deliver safe, quality care to patients /families/populations throughout the lifespan.
4. Integrate evidence-based practice when making nursing judgments regarding patient/family-centered/population-based care.
5. Apply nursing informatics to support quality improvement, communication, and nursing judgment.
6. Model nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

## BACCALAUREATE DEGREE

### Traditional BSN – Curriculum Plan

#### Freshman Year

Fall Semester			Spring Semester		
Course Number	Title	Credit	Course Number	Title	Credit
ENGL 101	Written Communication II	3	BIOL 215	Anatomy & Physiology II	4
THEO 110	Exploring Christian Faith	3	CHEM150	Intro. to Gen., Organic, & Biochem.	4
COMM 171	Speech Communication	3	ENGL 102	Written Communication III	3
BIOL 214	Anatomy & Physiology I	4	PSYC 288	Life Span Development	3
PSYC 182	General Psychology	<u>3</u>			
		<b>16</b>			<b>14</b>

#### Sophomore Year - Level I

NUR 231	Fundamentals of Nursing	6	NUR 240	PFCC: Medical-Surgical I	4
BIOL 220	Clinical Microbiology	4	NUR 213	PFCC: Mental Health Nursing	4
PHIL 250	Intro to Philosophy	3	NUR 224	Pharmacology	3
SOC 151	Principles of Sociology	<u>3</u>	NUR 220	Health Assessment	2
				Elective	<u>2</u>
		<b>16</b>			<b>15</b>

#### Junior Year - Level II

NUR 310	PFCC: Medical-Surgical II	4	NUR 350	PFCC: Medical-Surgical III	4
NUR 317	PFCC: Maternal Newborn Nursing	4	NUR 315	PFCC: Children	4
NUR 382	Frameworks for Nursing Practice	2	NUR 385	Issues & Ethics in Nursing	4
NUR 300	Nursing Informatics	3	MATH 111	Basic Probability & Statistics	3
BIBL 215 or 216	Old Testament Literature or New Testament Literature	<u>3</u>			
		<b>16</b>			<b>15</b>

#### Senior Year - Level III

NUR 416	PFCC: Critical Care	4	NUR 420	Management of PFCC	5
NUR 418	Community & Population-Based Nursing	4	NUR 426	Clinical Problem Solving	2
NUR 395	Evidence-based Nursing Practice	3	NUR 487	Global Health	3
PHIL 452	Senior Experience	1		Art/Drama/Lit/Music Elective	<u>3</u>
	HIST/ECON/SS/PSYC Elec	<u>3</u>			
		<b>15</b>			<b>13</b>

**120 Hours Minimum Required for BSN:**

General Education	40
Required Cognates	15
Nursing (lower)	19
Nursing (upper)	<u>46</u>
	<b>120</b>

(Revised 8/2016)

For course descriptions, see Bethel University Catalog. In accordance with the established University Policy, 1 credit hour of class is equivalent to 15 50-minute class hours. Three 60-minute hours of clinical equal 1 hour of credit. The faculty believe that the ratio of 1:3 is appropriate for meeting program Student Learning Outcomes.
---

## **ASSOCIATE DEGREE PROGRAM**

### **Purpose and Program Student Learning Outcomes for the ADN Program**

#### **Purpose:**

The purpose of the Associate Degree in Nursing (ADN) program at Bethel University is to prepare graduates in a Christian liberal arts setting to apply nursing judgment while providing holistic patient/family-centered care. The ADN graduate effectively communicates and collaborates in healthcare settings, applies the nursing process throughout the lifespan, applies evidence-based practice, uses nursing informatics, and demonstrates nursing behaviors of leadership and professionalism. The ADN graduate is expected to demonstrate a desire for ongoing education. Therefore, the ADN graduate is prepared to:

#### **Program Student Learning Outcomes:**

1. Apply nursing judgment when making effective decisions while providing holistic patient/family-centered care.
2. Use effective communication and collaboration with patients/families and members of the health care team.
3. Apply the nursing process to provide safe, quality care to patients/families throughout the lifespan.
4. Apply evidence-based practice when making nursing judgments regarding patient/family-centered care.
5. Use nursing informatics to support quality improvement, communication, and nursing judgment.
6. Demonstrate nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

(Revised 8/29/16)

## ASSOCIATE DEGREE PROGRAM

### Level Student Learning Outcomes

#### ADN Level I

At the end of Level I, the student is prepared to:

1. Identify nursing judgment when making effective decisions while providing patient/family-centered care.
2. Use effective communication with patients/families and members of the health care team.
3. Apply the nursing process to provide safe, quality care to patients/families throughout the lifespan.
4. Recognize evidence-based practice when making nursing judgments regarding patient/family-centered care.
5. Describe how nursing informatics supports quality improvement, communication, and nursing judgment.
6. Practice nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

#### ADN Level II

At the end of the program, the ADN graduate is prepared to:

1. Apply nursing judgment when making effective decisions while providing patient/family-centered care.
2. Use effective communication and collaboration with patients/families and members of the health care team.
3. Apply the nursing process to provide safe, quality care to patients/families throughout the lifespan.
4. Apply evidence-based practice when making nursing judgments regarding patient/family-centered care.
5. Use nursing informatics to support quality improvement, communication, and nursing judgment.
6. Demonstrate nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

*(Revised 8/29/16)*

# ASSOCIATE DEGREE IN NURSING

## Curriculum Plan

### Pre-Requisites:

BIOL 214 Anatomy & Physiology I – 4 cr

BIOL 215 Anatomy & Physiology II – 4 cr

### Freshman Year - Level I

Course Number	Fall Semester Title	Credit	Course Number	Spring Semester Title	Credit
NUR 111	Nursing Fundamentals	6	NUR 115	Medical-Surgical Nursing I	4
PSYC 182	General Psychology	3	NUR 117	Maternal Newborn Nursing	3
ENGL 101	Written Communication II	<u>3</u>	COMM 171	Speech Communication	3
		<b>12</b>	PSYC 288	Lifespan Development	<u>3</u>
					<b>13</b>

### Summer Session

Course Number	Title	Credit
NUR 113	Mental Health Nursing	4
NUR 224	Pharmacology	<u>3</u>
		<b>7</b>

### Sophomore Year - Level II

Course Number	Fall Semester Title	Credit	Course Number	Spring Semester Title	Credit
NUR 215	Nursing of Children	3	NUR 221	Medical-Surgical Nursing III	6
NUR 217	Medical Surgical Nursing II	4	NUR 228	Nursing Roles & Perspectives	1
BIOL 220	Clinical Microbiology	4	NUR 229	Clinical Problem Solving	2
SOC 150	Principles of Sociology	<u>3</u>		Old Test/New Test/Exploring Christian Faith	3
		<b>14</b>			<u>12</u>
					<b>12</b>

66 Hours Minimum Required for ADN:	
General Education	19
Required Cognates	11
Nursing	<u>36</u>
	<b>66</b>

<p>Course descriptions are found in the Bethel University Catalog. In accordance with established University policy, 1 credit hour is equivalent to 15 50-minute class hours. Nursing courses with a clinical component are assigned 1 credit hour for three 60-minute hours of clinical. The faculty believe the ratio of 1:3 in the ADN program is educationally sound and makes possible adequate time for clinical application of classroom learning. The nursing courses must be completed in 5 years.</p>
---

## SCHOOL OF NURSING ADMISSION POLICIES AND INFORMATION

"Within the context of its religious principles, heritage and mission, Bethel University 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 University-administered programs. The University 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 University Catalog*, Nondiscrimination Policy.)

The admission policy of the School of Nursing is in accord with established University 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 University entitles one to the same rights and privileges, as well as responsibilities, as any student enrolled at Bethel University. In addition, nursing students are charged with added responsibilities and requirements due to the nature and demands of the profession. The faculty at Bethel University 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 any of the nursing programs must apply to both Bethel University and the School of Nursing. Students desiring admission to the University, as well as the program in nursing, should apply early in the year. This will allow adequate time for processing the application if admission is desired for fall semester. Admission to the nursing program is based on nursing admission criteria at the time of application to the program. Traditional BSN students should apply to the School of Nursing during their freshman year.

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.

Upon graduation, students in the ADN and traditional BSN programs are eligible to take the National Council for Licensure Examination (NCLEX-RN). Only persons who have not been convicted of any act that would constitute grounds for disciplinary action under the State Board rules and regulations or of any felony that has direct bearing on their ability to practice competently may take the NCLEX-RN exam. Students taking the exam will be asked to disclose any kind of crime to which they pled guilty, including traffic violations. While a traffic violation does not prohibit licensure, other crimes require individual review by the Board and may prevent the graduate from taking the NCLEX-RN exam. Successful completion of the examination leads to licensure as a registered nurse in the state where the examination is taken and licensure in other states through endorsement.

The School of Nursing website contains information regarding Bethel's ADN/BSN programs meeting the initial licensure requirements for all states and territories. Contact the Dean of Nursing for questions.

## I. ADMISSION POLICIES

- A. Student must be admitted to the University before applying to the nursing program.
- B. The process of applying to the School of Nursing is as follows:
1. Complete the School of Nursing application.
  2. With the application, an essay on "Why I Want to Be a Nurse" is required for the ADN and BSN programs. Pre-licensure students should include in their essay how they feel they meet the qualifications addressed in the following statement: Nursing is a profession that demands specific qualities of physical and emotional health, intellectual ability, and ability to benefit from constructive criticism, communication skills, non-judgmental attitude, leadership, moral character, responsibility, and dependability.
  3. Receive information on eligibility for Registered Nurse Licensure (Associate Degree and traditional Baccalaureate Programs).
- C. The applicant must meet the following criteria:
1. Graduate from high school (or meet the GED requirement with a composite score of 500 [for students completing prior to 2002 a composite score of 50 is required]).
  2. Demonstrate a ranking in the upper two-thirds of applicant's high school graduating class or previous University course work with an overall GPA of 2.7 (on a 4.0 scale) or its equivalent. A GED composite score of 500 (or 50 prior to 2002) may substitute for this requirement. Satisfactory completion of a minimum of 12 hours of university credit with a GPA  $\geq 2.7$  may nullify unsatisfactory high school or GED requirements. A high school or GED transcript and all university transcripts must be provided.
  3. ADN and traditional BSN applicants must complete the ACT or SAT. ACT or SAT scores will be accepted as admission requirements if scores are within 5 years of application to the nursing program.

SAT	540	Evidence-based Reading & Writing
	510	Math
ACT	21	Reading
	21	English
	19	Math

For exceptional high school seniors who exceed who exceed the School of Nursing admission criteria, a Direct Admission option is available. If the criteria are met (see below), students can be granted admission into the School of Nursing with their university acceptance. Students must continue to meet all admission standards during their university freshman year (C or better in all courses, cumulative GPA  $\geq 2.7$ , and complete all pre-requisites) to remain eligible for admission. Up to 50% of available seats in each entering cohort will be dedicated towards students who meet these criteria.

### Direct Admission Criteria:

- Available to students within 1 year of high school completion
  - High school GPA  $\geq 3.5/4.0$  scale
  - ACT Composite  $\geq 24$  (while meeting individual scores of R 21/W21/M19)
  - SAT Composite  $\geq 1180$  (while meeting individual scores of EBR 540/M 510)
  - Successfully completing: 2 years of biology, 1 year chemistry, 4 years English, 3 years math
4. LPN applicants must provide proof of an active and unencumbered LPN licensure.

## II. TRANSFER OF CREDIT

- A. Applicants who have completed university level courses may be awarded credit on a course-by-course basis. Pre-licensure students who have attended a nursing program that does not have ACEN/CCNE/CNEA accreditation will not be allowed to test out or receive validation of credit for any core nursing courses. The grade received must be a C or better. The official transcript from the university(s)/school of nursing attended must be sent to the Registrar's Office. The Registrar makes the determination of credits accepted.
- B. The standard university fees for transfer and posting of the credit(s) will be used (see *Bethel University Catalog*).
- C. Students pay a testing fee for NLN Achievement Tests to Bethel University.

### 1. Validation of Credit into ADN and BSN Programs

Validation of credit for courses taken elsewhere may be obtained through the following exams:

NUR 111/231	NLN Basic Nursing Care I and II
BIOL 214/215	NLN Anatomy and Physiology
NUR 220/380	NLN Physical Assessment
BIOL 220	NLN Microbiology
NUR ****	*Teacher-Made Tests

(\*as determined by Nursing Admission/Progression Committee)

A percentile score of 50 or higher is necessary on NLN examinations. A test may be repeated no more than one time. Tests will be administered online, but paper versions are available on request of the student. The physical assessment test may not be repeated. Satisfactory scores on these examinations are only accepted within three years from the date of examination. In addition to a satisfactory score on the examination, if the course has a clinical component, a skills validation process is required (ADN and Traditional BSN). Students may petition the Nursing Admission/Progression Committee to transfer credit for additional courses. Courses will be evaluated on an individual basis. Students may also petition to take teacher-made examinations for other courses that must be passed with a score of 78% or higher. Pre-licensure students may not take the pharmacology NLN.

### 2. Credit for Non-Nursing Course Work

Students who apply to a nursing program may receive credit for non-nursing course work (including Pharmacology) under the university's general transfer policies, except that courses in anatomy & physiology, chemistry, and microbiology must have been completed in the past five years. Students may petition to receive credit for sciences more than five years old, but less than 7 years, through validation exams. If a science course is greater than 7 years old, the course must be repeated.

### III. ESSENTIAL FUNCTIONS OF A NURSING STUDENT

In order to practice nursing, a person must possess a variety of cognitive, sensory, affective, and psychomotor skills. These functions are essential to successful progression in and completion of the nursing program requirements, and are a required part of each course. If a nursing student cannot meet these standards, the student must communicate this to the Dean of Nursing in writing to explore options for reasonable accommodations or modifications in order to meet program requirements.

<b>Function</b>	<b>Description/Standards</b>	<b>Representative Activities (not all inclusive)</b>
Interpersonal Skills	Abilities sufficient to interact appropriately with diverse individuals, families and groups	Establish therapeutic relationships with clients, establish rapport with health care team members, negotiate interpersonal conflict.
Communication Skills	Communicate effectively in English in verbal and written form	Explain treatment procedures, initiate health teaching, give oral reports, and speak on the telephone, document on agency records.
Mobility	Ability to move from place to place and to maneuver to perform nursing activities in small spaces, stand and walk for extended periods	Bend, twist, stoop move around in rooms, administer CPR, push and pull 25 pounds, move quickly, climb stairs.
Motor Skills	Gross and fine motor skills sufficient to provide safe, effective nursing care	Calibrate and use equipment, position clients, basic key board skills, squeeze with fingers, and pinch with fingers, grasp small objects with hands/fingers, reach above shoulders, below waist, maintain balance.
Critical Thinking	Ability to exercise sound nursing judgment	Sequence information, identify cause effect, and plan/control activities for others.
Hearing	Auditory ability enough for assessment and monitoring of client needs	Hear normal speaking level sounds, hear faint body sounds, auditory alarms.
Visual	Ability enough for accurate assessment and monitoring of client needs	Distinguish color, see objects up to 20 inches or 20 feet away, use peripheral vision, perceive non-verbal communication, observe specimens.
Tactile	Ability enough for accurate assessment and monitoring of client needs	Feel vibrations, detect temperature, feel differences in size.
Emotional Stability	Ability to assume responsibility/accountability for actions	Provide client with emotional support, adapt to stressful situations, monitor own emotions, perform multiple responsibilities concurrently.

Approved 5/2001

#### IV. TRANSFER STUDENTS

- A. Transfer students must meet the nursing admission criteria at the time of application to the School.
- B. Transfer students must successfully complete the appropriate NLN test(s) or teacher made test(s) (see validation of credit into ADN and BSN programs).
- C. Transfer students must demonstrate clinical proficiency for skills in previous nursing courses prior to entering the next clinical course (see Skills Validation Procedure).
- D. Transfer students accepted into the program must complete a Health Form for New/Returning Students with immunizations, physical exam requirements, criminal background check, and drug screen, submit a current CPR card from the appropriate course, and complete a *School of Nursing Student Handbook* and the Standard Precautions Policy “read and sign.” All testing in procedures and health requirements need to be completed by August 15<sup>th</sup> for fall semester and December 15<sup>th</sup> for spring semester.
- E. A pharmacology course will only be accepted for transfer credit if the course is taken while the pre-licensure student is currently enrolled in a nursing program and has completed the equivalent of NUR 115 (ADN) or NUR 240 (BSN).

#### V. RETURNING STUDENTS

- A. Students who have withdrawn from a clinical nursing course, who have not passed that course, or who have stopped out, must apply for readmission by submitting a School of Nursing Readmission form.
- B. Readmission forms should be completed as soon as possible, since there may be limited spaces available. The nursing reapplication deadlines are March 1<sup>st</sup> for fall semester and September 1<sup>st</sup> for spring semester. Transfer students applying will be accepted on an individual basis depending on the availability of a space in the program.
- C. Students must schedule a meeting with the Dean of Nursing/Pre-Licensure Coordinator at Bethel University/Coordinator of Pre-Licensure Nursing Programs at Grace College for an interview concerning readiness for readmission.
- D. Pre-licensure students who reapply must have a minimum cumulative GPA of 2.7.
- E. All students who are returning after withdrawing from a nursing course for any reason will be required to submit proof of study and retention of knowledge base prior to being readmitted. This consists of study and tests over areas previously covered in nursing clinical courses and pharmacology, which is supervised by a nursing faculty member appointed by the Dean of Nursing. If pharmacology is required in the testing-in process, students may choose to take the challenge pharmacology test(s) or ATI Pharm Made Easy. A score of 70% must be obtained in all modules of ATI Pharm Made Easy.
- F. Scores of 78% must be achieved on test(s) in the extra study plan in order to be readmitted. Students may only take each exam twice. Not achieving 78% on the 2<sup>nd</sup> attempt of any content test makes a pre-licensure student ineligible for readmission to the School of Nursing. Cheating and any electronic equipment found during testing ends the testing-in procedure and readmission to the School of Nursing. It is the student’s responsibility to arrange testing accommodations.
- G. Returning students will also be required to demonstrate clinical skills proficiency for skills in previous nursing courses (see Skills Validation Procedure).
- H. Returning students must complete a Returning Student Health Form, submit a current CPR card, provide proof of medical insurance, complete the drug screening and background check, and complete *School of Nursing Student Handbook* “read and sign” and a Standard Precautions “read and sign.”
- I. Students not submitting acceptable documentation in response to requests or decisions made by the Nursing Admission/Progression Committee may be denied readmission. Deadlines for completing all testing-in procedures must be met or re-admission may be denied.

## VI. SKILLS VALIDATION PROCEDURE

- A. Upon acceptance into the School of Nursing and successful completion of the appropriate NLN test(s) or teacher-made test(s) (for transfer students), the Nursing Admission/Progression Committee will contact the student regarding the skills validation policy. Remedial study plans must be successfully completed for returning students (see XVIII Extra Study Plan).
- B. Skills validation is required for all students who stopped out of the program for any reason, or for transfer students. Transfer students are those who have completed nursing courses at other institutions and have successfully passed the required written test for the course(s). The validation process includes a math competency test and campus laboratory tests.
- C. All students must successfully validate mathematical drug computations. Each student will have three attempts to pass the math examination at the required level of competency, which is as follows:

1.	NUR 111/231	85%
2.	NUR 115/117/213/240	85%
3.	ADN Level II clinical classes	94%
4.	BSN Level II & III clinical classes	94%

If the math exam is not successfully completed, the skills validation process is ended and the student will not enter/re-enter the Bethel nursing program. The math exam is a 25-question test, with each problem worth 4 points. Partial credit is given for correct steps, so work must be shown. Calculators are permitted after the completion of Fundamentals of Nursing (see Math Proficiency Plan for chapters to review for each level).

- D. All students will be required to spend 6-8 hours in the campus laboratory for skills demonstration and testing. All levels of entry will be required to validate skills 1-7 below. Levels of entry above ADN 115/117 or BSN NUR 213/240 will be required to validate skills 8-10 (in addition to 1-7).

Returning students should review all skills previously learned. Checklists will be provided to identify what will be required in the return demonstration. (See textbook list for current procedure book.)

1. Sterile gloving
2. Establishing a sterile field
3. Parenteral Medications (intramuscular, intradermal, subcutaneous)
4. Tube feeding
5. Catheterization
6. Basic physical assessment
7. Medication administration (oral, eye, ear, inhaler, topical)
8. Intravenous therapy (if appropriate)
9. Sterile dressing change (if appropriate)
10. Insertion of a nasogastric tube (if appropriate)

- E. If the first attempt at campus laboratory testing is unsatisfactory, the student will be allowed another attempt. If the second attempt at campus laboratory testing is unsatisfactory, the validation process is ended and the student will not enter/re-enter the Bethel nursing program.

- F. All students must complete the following prior to returning to the nursing program:

1. Completion of an acceptable CPR course (American Heart Association, CPR/AED for Healthcare Professionals and American Red Cross Basic Life Support for Healthcare Providers). Card must be current and remain current throughout the program.
2. Completion of a new/returning student health form with required immunizations, TB screening\*, and physical exam\*

*\*completion dates for these items within 6 months prior to entering/returning to the program unless in a regular employee program in which case verification must be provided for the most current PPD, Quantiferon Gold or T-spot results.*

3. Completion of Student Nurse Handbook “Read and Sign” form.
- G. Non-refundable testing fees will be charged at the beginning of the testing-in process. This will be charged to the student’s account as follows:  
  
Students validating challenge exams: \$100.  
Students validating math competency and campus laboratory testing: \$100.
- H. The required fees must be submitted to, or arrangement made with the Bethel University Business Office, prior to beginning the testing-in process.
- I. It is the student’s responsibility to prepare for skills validation. Recommended readings and assignments are provided to enhance the student’s preparation and knowledge.
- J. Written evaluation and recommendations will be sent to the Nursing Admission/Progression Committee for final decision regarding entry/re-entry into the nursing program.
- K. The Nursing Admission/Progression Committee will meet prior to the beginning of clinical nursing courses and notify the student in writing of the Nursing Admission/Progression Committee’s decision regarding entry to the nursing program. The skills validation evaluation and the Nursing Admission/Progression Committee decision will remain as a part of the student’s file.

## **VII. NURSING ELECTIVES**

Nursing electives are courses which can support nursing knowledge and are offer at the discretion of the School of Nursing. Nursing electives include: NUR 352 (International Nursing Experience), NUR 361 (International Health Seminar), NUR 362 (Women’s Health), NUR 363 (Spiritual Care and Health Care), NUR 294/494 (Independent Study), and NUR 127 (Spanish Medical Terminology). NUR 090 does not count as credit toward program requirements.

An unsatisfactory grade (below a C) in a nursing elective course will not count as a nursing failure that could jeopardize your placement and/or progression in the nursing program. However, the student must satisfactorily meet the requirements for graduation regarding elective credits and maintain the minimum GPA required to progress in the program.

## **VIII. GENERAL ELECTIVE CREDIT FROM CERTIFICATION COURSES**

Certification from a national organization may be submitted for consideration for general elective credit. There must be a ratio of 15 50-minute clock hours for one credit hour, and a written exam and/or life skills exam. Examples include ACLS – Advanced Cardiac Life Support (1 credit hour), PALS – Pediatric Advanced Life Support (1 credit hour). Documentation in the form of the original card or certificate must be presented for verification for transfer credit. The Nursing Admission/Progression Committee reserves the right to approve organizations that will be recognized for this process.

## **IX. OTHER REQUIREMENTS FOR STUDENTS**

- A. Health Forms and Immunizations
  1. New/Transfer Students  
Complete a New/Transfer Student Health Form, which includes a physical examination by a physician/health care provider within six (6) months prior to entering the program. Documentation of required immunizations or immunity includes Hepatitis B series, MMR, flu, and varicella, and the date of the last tetanus and pertussis injections. The University may require verification of immunity. A negative tuberculin skin test, T-spot, Quantiferon Gold, 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/T-spot/Quantiferon Gold. If the student has had a previous positive PPD or Quantiferon Gold, documentation must be received of a chest X-ray negative for active infection before beginning the program. Students will not be allowed in

clinical, at clinical orientation or in the nursing laboratory without a completed health form on file indicating health requirements are met. When health data is not submitted on the **date due in the new student letter** a \$50 fee will be applied to the student's account the next day. Students must pay to make up missed clinical time. Annual documentation of tuberculosis screening must be maintained. The University has the right to verify health form information with the health care provider's office. Students will be notified if clinical agencies have additional health requirements with which the student must comply in order to attend clinicals.

2. Returning Students

The Returning Student Health Form must be submitted annually to the Nursing Office on the **date due in the returning student letter to avoid a \$50 late fee**. If a student has had a previous positive PPD/Quantiferon Gold, a screening questionnaire must be completed annually with any changes in health status reported immediately to nursing administration. The form also includes any chronic illness(es) or condition(s) the student has. Students must obtain an annual flu immunization. In addition, the student will not be allowed to start clinical, be at clinical orientation or in the nursing laboratory with health information missing. Students must pay to make up missed time. The university has the right to verify health form information with the health care provider's office. Students will be notified if clinical agencies have additional health requirements with which the student must comply in order to attend clinicals.

3. Documentation of current health/medical insurance is required by the clinical agencies. Documentation of coverage must be turned in to the School of Nursing annually.

B. CPR Card

1. New/Transfer Students – A CPR course must be taken within 6 months prior to entering the program and a copy of the card must be submitted on the due date to the School of Nursing. **A \$50 late fee will be applied** to the student's account the date after the due date and the student will not be allowed in clinical, at agency orientation, or in the nursing laboratory. Students must pay to make up missed clinical time. 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-mask use, and AED instruction.
2. The CPR card must remain current throughout the program, and students are responsible to make sure a copy of the current card is on file in the School of Nursing. Students will not be allowed to attend clinical, clinical orientation, or be in the nursing lab without current CPR certification and missed time must be made up at cost. **A \$50 fee will be applied on the date after the due date.**

- C. Uniforms and certain items of equipment (stethoscope, blood pressure cuff, bandage scissors, watch with a second hand, name pin, and penlight) are required in the ADN and traditional BSN programs. Goggles are recommended and strongly encouraged. Information regarding purchase of these items is provided after acceptance into the program.

D. Criminal Checks/Drug Screen

Clinical agencies require criminal background checks and drug screens. 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 forms to the nursing office by the date specified. Failure to do so can lead to unexcused clinical absence or removal from the program.

- E. Students who are in clinicals as assigned by the School of Nursing are covered under the School of Nursing's Certificate of Liability Policy. Students are not covered during travel to and from clinical or classroom sites.

# GENERAL POLICIES

## I. ATTENDANCE POLICIES

In accordance with the university philosophy, regular class and clinical attendance are considered necessary if the student is to complete the course Student Learning Outcomes in a satisfactory manner. Due to the nature of the curriculum, students cannot easily make up time missed and obligations to clients in the clinical area eliminate the option for voluntary absences. Students are expected to attend all classes and every clinical session for which they are scheduled. Students are expected to come to class and clinical on time.

### A. Absences and Punctuality

#### 1. Theory

Acceptable absence excuses for missing a scheduled quiz or examination are one's own illness, serious illness in one's immediate family, or death of a family member. Any other excuses are acceptable at the discretion of the faculty or DON. The faculty or school must be notified at least two hours prior to the scheduled time of examination. A student who misses a quiz or examination must take the missed quiz or examination within one week. Any evidence of abuse of this policy will result in a one-on-one conference with the course faculty to determine action to be taken. There is no reduction in grade for an excused absence. If a student is absent on the day of a quiz or examination and that absence is considered unexcused, a 5% reduction of the test grade will be made. Failure to notify the faculty or school prior to the exam time will render the absence unexcused.

#### 2. Clinical

Clinical scheduling may include days, evenings, nights, or weekends. This will be determined by faculty. Clinical experiences include all direct patient care experiences, simulations, labs, and required post-conferences that are scheduled for the course.

- a. Students are expected not to plan personal/family vacations, weddings, or other special events that overlap with clinical time.
- b. All clinical orientation days are mandatory. Failure to attend renders the student unable to progress in the course, leading to withdrawal from the course. Orientation days often include agency-specific sessions that are difficult to repeat, as well as information that is crucial to successfully completing the course.
- c. All clinical time is mandatory. All missed clinical time must be made up on an hour-by-hour basis. This is to ensure that the student has the opportunity to demonstrate achievement of the clinical student learning outcomes at a satisfactory level.
- d. Clinical makeup can consist of direct patient care in the agency, or an alternative assignment (e.g. case study, observation experience). The makeup will be comparable to what experience was missed. The nature of the makeup assignment will be determined by the clinical faculty, course coordinator, and respective program coordinator (Bethel or Grace campus). The cost for clinical makeup time involving patient care is \$30/hour and is the responsibility of the student. Payments are made to Bethel University at the Business Office.
- e. All makeup time must be completed to receive a grade for the course and clinical section.
- f. Students who are ill must notify the clinical faculty at least one hour prior to the clinical experience. Students must notify the clinical agency if that is the expectation in the course.
- g. A release statement from a health care provider is required following any hospitalization, an emergency room visit, or major injury, a medical illness that requires a visit to a health care provider, surgery, or extended absence to indicate suitability to return to clinical and class.

This applies to illnesses and/or surgeries which occur during the holiday or summer breaks (see also Health Situations that Increase Risk in the Clinical Setting). Pregnant students must also submit an Acceptance of Risk form immediately upon learning of pregnancy.

- h. Students who become aware that they have any type of health problems that could affect their ability to safely care for patients or their own safety (examples, but not limited to, communicable illness, unstable diabetes, seizures, immune-compromised), should notify the clinical faculty, the Coordinator of the Pre-Licensure Nursing Programs on Bethel Campus (CPNP) or the Coordinator of the Bethel Pre-Licensure Nursing Programs at Grace College (CGC) and the Dean of Nursing immediately.
- i. A student who misses more than 2 scheduled clinical experiences may be asked to withdraw from the course. Anticipated absences of more than two scheduled experiences will be referred to the Admission/Progression Committee for consideration of the student's academic situation.
- j. Clinical absences because of weather-related university closing will not need to be made up.
- k. Clinical absences due to faculty illness or emergency will be made up.
- l. Students summoned for jury duty should contact the DON for a letter requesting to be excused from jury duty. A copy of the jury summons must be submitted. Missed clinical time will not be counted as an absence but will need to be made up.
- m. Clinical faculty should track and notify course coordinators of any absence.
- n. Students who are deemed unprepared or unsafe in the clinical setting by the clinical faculty will be dismissed from the clinical, and this will count as an absence.
- o. Students who become ill during clinical time will be sent home, and this will count as an absence.
- p. Students who have not turned in the required documentation, such as completed health form, CPR card, tuberculosis screening, criminal background checks, immunizations or drug screen on the due date will not be permitted to go to clinical experiences, and this will count as a clinical absence.
- q. Lateness of more than 30 minutes will constitute a clinical absence and the student will be sent home. Tardiness is defined as not being prepared to begin clinical at the appointed time and place designated by the faculty. A pattern of tardiness will result in a student contract.

5/18

## B. Student Work Policy

Because safe clinical performance requires adequate mental and physical preparation, students are not permitted to work during the 10 hours immediately preceding their clinical experience. If this policy is not adhered to, the following consequences will be enforced:

1. If it is discovered the student has worked within the 10 hours preceding the clinical experience, the student will be asked to leave the clinical unit.
2. That missed clinical day will need to be made up as an unexcused absence.
3. If information regarding a student working within 10 hours prior to the clinical experience becomes available after the fact, a clinical day will need to be repeated for each day of the infraction of the rule. This will need to be made up at the student's expense.
4. The number of hours of employment per week should be balanced with the student's educational commitment. Full-time employees should consider carrying a partial academic load (6-9 credit hours).

## C. Attendance at Special Functions

### 1. Nursing Student Forum

These forums are designed to promote communication between faculty and students. Several student-faculty forums may be scheduled each year. Students in the Associate Degree and Baccalaureate Degree programs are required to attend forums. The DON/CPNP or the CGC must be informed of absence prior to the scheduled forum and will determine how a missed forum will be made up. The student is responsible for contacting the DON/CPNP/CGC to find out the arrangements to make up the forum and to follow through with the requirement.

### 2. Pinning

Pinning is a special ceremony in which graduates receive the Bethel University nursing pin, a lamp and a New Testament. Attendance is required for all graduates being recognized. If a student is unable to attend, permission must be sought and granted by the Dean of Nursing. Lower level students who are not being pinned are required to comply with assignments given by the Nursing Student Affairs Committee. Professional dress is required of all graduates as if the student were attending a job interview. Inappropriate dress may render you unable to participate in the ceremony. Men: suits and ties, or at least a shirt and tie and dress slacks with dark socks, no sandals or athletic shoes. Women: No spaghetti straps or strapless dresses. Dress pantsuits, dress pants and dress shirts, or dresses and skirts at knee-length are acceptable. No low-cut or sleeveless tops, see-through gauzy tops, or visible cleavage. High heels and backless shoes can be difficult to walk in and heels higher than 2 inches or backless shoes are discouraged. Hair should be done conservatively, and jewelry should be kept at a minimum.

### 3. Attendance at Professional Activities

To encourage professionalism, students are encouraged to attend professional activities. These include school activities as well as local, state, and national meetings related to health care.

To assist students who want to attend professional activities, the following will apply for determining excused absences:

#### a. Non-clinical Days

Prior arrangements must be made with all faculty if class(es) will be missed due to travel arrangements or meeting days.

#### b. Clinical Days

A student may seek permission from the course and program coordinator to use one clinical day each semester to attend a nursing convention or conference. The student must show the flyer to the faculty prior to registering for the program and make all arrangements necessary to miss the clinical day. The student will be asked to write a paper on how the clinical Student Learning Outcomes will be met at the program. After attending the convention or conference, the student must write a paper stating what was learned at the convention or conference and turn in to the faculty.

Students who wish to miss clinical to attend the University Service Day, the World Christian Action Conference, or the Deeper Life Conference are required to notify their clinical faculty in advance. The student must identify clinical Student Learning Outcomes that will be met by attending the activity. Students who are not meeting the clinical Student Learning Outcomes may be denied permission to miss clinical time. After attending, the student must write a paper for the faculty detailing what was learned through the activity relevant to the clinical Student Learning Outcomes.

## II. ACADEMIC POLICIES

### A. Grading Scale

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

95 - 100	A	78 - 79.9	C
92 - 94.9	A -	75 - 77.9	C -
89 - 91.9	B +	72 - 74.9	D +
86 - 88.9	B	69 - 71.9	D
83 - 85.9	B -	66 - 68.9	D -
80 - 82.9	C +	65.9 or below	F

2. Grades are not rounded up to the next whole number.
3. Each student must score at least 78% to pass the course.
4. Each student must score at least 78% on tests alone to pass each rotation and/or course. Extra points will not be given on tests. If a student receives <78% test average in a nursing course, the highest grade possible to receive at the end of the course is a C-.

### B. Progression in the Program

1. A minimum cumulative grade point average of 2.7 (on a 4.0 scale) must be maintained throughout the ADN and traditional BSN programs. (If a student has less than 9 credits at Bethel or Grace in their first semester of nursing classes and receives less than a 2.7 cumulative GPA in their first semester, they will be allowed to continue to the next semester as long as they passed their nursing class with a C or greater. The cumulative GPA must be  $\geq 2.7$  by the end of the spring semester to progress in the nursing program.) In addition, a grade of at least a C must be achieved in **all** required courses. A student receiving a grade of less than a C in **any** required course must repeat that course. The student will not be allowed to progress to the next level until a grade of C or better is achieved in the required course.
2. Students are responsible to complete **all** courses in a level before advancing to the next level.
3. A nursing course may be repeated only one time. A failure in Fundamentals of Nursing (either NUR 111 or NUR 231) or Pharmacology (NUR 224) counts as a nursing course failure even if the student switches programs from BSN to ADN or ADN to BSN.
4. A student who fails two required courses in the nursing major (NUR # courses), whether in clinical or theory, may not continue in the program of nursing. This policy does not apply to nursing electives.
5. A student who withdraws from a nursing (NUR #) course and has an unsatisfactory performance in theory or clinical will be considered to have failed a nursing course.
6. A science course may only be repeated once; however, a student can repeat more than one science course. If a student had a science course more than five years ago, this does not count as repeating a course. The student who receives a C or below in two science courses (including transfer courses) must take Strategies for Nursing Success (NUR 090). Science courses include BIOL 214/215, CHEM 150, and BIOL 220.
7. A Pharmacology course will only be accepted for transfer credit if the course is taken while the pre-licensure student is currently enrolled in a nursing program and has completed the equivalent of NUR 115 (ADN) or NUR 240 (BSN). A current nursing student taking a Pharmacology course at another institution needs to have the course pre-approved by the Dean of Nursing. If the grade received in the course is below a C, Pharmacology counts as a nursing failure in the program for which the student is enrolled.

8. Progression within a course, from course to course and level to level is governed by the regulations found in this section (see Section XVIII).
9. Faculty may ask the Nursing Admission/Progression Committee to review a student's record on the basis of classroom and/or clinical performance, professionalism, attendance or tardiness. The committee may choose to put the student on contract, make conditional requirements, and/or dismiss the student. A letter will be given to the student with the action of the committee by the Chairperson of the Nursing Admission/Progression Committee. Appeal by the student is made to the Dean of Nursing.
10. A student who receives a C+ or below in NUR 111/231 is required to take NUR 090 or a comparable course for continuation in the program. Students who have NUR course GPA below 2.67 (B-) after their first year in the nursing program will be required to take NUR 090.

#### C. Testing

1. Examinations and answer sheets are the property of the School of Nursing. Test materials will be distributed for review only.
2. Students will be notified of test results within 72 hours of test administration or at the discretion of the faculty.
3. If a student chooses to appeal a grade, the Bethel University Appeal Process must be followed (see H). Any requests to appeal specific test questions must be supported by written documentation from the required textbook or ATI resources.
4. Final examinations must be taken during scheduled times. Accommodations will not be made for vacations, discounted flights or other non-emergency reasons. This is a University policy.
5. Only test answers on the answer sheet/Scantron will be accepted for grading. No grade accommodations will be made if there is a discrepancy between answers written on the actual exam and what was placed on the answer sheet/Scantron.
6. Students who have documented Requests for Accommodation in coursework that requires testing adaptations are encouraged to take all exams and quizzes in the Center for Academic Success. If a student chooses to waive the testing accommodations for any testing, an appeal of a test or course grade cannot be based on the lack of using the waived accommodations.
7. During testing, all personal items must be stored in the front or back of the classroom at the faculty's direction during all tests and quizzes. All electronic devices, Fitbits, smart watches, phones, hoodies and water bottles are not allowed while testing.

#### **Exam Review**

Students have the opportunity to review their exams either in a classroom setting or individually with the professor. Review of exams helps to clarify misconceptions about content and refine critical thinking. Exam review of the final exam in a course is at the discretion of the faculty and is not required. The following points guide this process:

1. Exam review occurs after all students have taken the exam.
2. Reviews should last no longer than one hour, or as the faculty designate.
3. Exam reviews are conducted in a professional manner. Students are to show respect and not argue with the faculty, or they will be excused from the review.

4. Faculty are not obligated to set multiple times for review, but should set a time that allows for students in the course to attend. Students who choose not to attend should not expect to have an individual review time arranged at their convenience.
5. Students who score below 80% should have an individual review with the faculty.
6. Students will be supervised during the exam review process. Students may not copy or photograph any part of the exam questions or contact others during the review process. All electronic devices must be stowed in purses or book bags during the review.
7. Students should use the Exam Challenge Form to record a challenge to a question. Challenges to questions should be written and submitted to the faculty within one business day of the review. The request for a different or additional answer should be supported by written documentation from an acceptable source (specific nursing course textbook or ATI resources). The primary source of reference is the required textbook. Students should be apprised of discrepancies between text and lecture prior to exams.
8. Students should receive a written reply to the challenge from the faculty as to whether or not additional credit is granted within 1 business day after receipt of the written documentation. Any adjustment in scores is granted to all students in the course.
9. Faculty are not obligated to accept a student's challenge rationale, but should provide a rationale for the accepted answer.
10. Students should use the Test Analysis Form to analyze their overall performance on the exam for ways in which they might improve their test performance.
11. Challenges to exam questions are only accepted at the time of the exam review for that exam; students are not able to challenge questions on previous exams at the end of the course.
12. Students who are not satisfied with the faculty's response to a challenge may pursue the appeals process in the SON Student Nursing Handbook.

D. Commitment to Learning

The faculty at Bethel University are 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 and simulation activities including pre- and post-conferences in the clinical area.
3. The student must meet all scheduled commitments when assigned.
4. The student must complete pre-assessment activities as required in each course.
5. In order to maximize learning **cell phones must be turned off and stowed in book bags during class and chapel.** Any student using a cell phone for any reason (without permission) will be asked to leave class and an unexcused absence will be recorded. Students using cell phones during exams or graded activities and class may be cited for cheating (at the faculty's discretion). **Cell phones are restricted in clinicals to non-patient care areas, and only on meal break. Cell phones must be turned off in the clinical setting. For the 1<sup>st</sup> offense, the student receives an Unsatisfactory for professional behavior and will be sent home with an unexcused absence.** In the case of an unexpected emergency, students may seek permission from the faculty to leave their cell phones on during class, but the phone must remain in the book bag. No

personal electronic equipment, such as cell phones, laptop computer, or electronic tablets are to be used in the clinical setting.

6. Computer access at agencies will be limited to obtaining information directly related to the care of the assigned patient(s). Health care agencies routinely audit those who have accessed patient files; if unnecessary access is determined, this may lead to student dismissal from the clinical agency and the nursing program.
7. Bethel University School of Nursing reserves the right to use all student work generated in the course of academic work at Bethel University for non-profit, educational or research purposes (including reproduction, distribution, making of derivative works public performance and public display). This is subject to the student's privacy rights under federal law.
8. The Americans with Disabilities Act (ADA) is a law that provides civil rights protection for people with disabilities. Bethel University in compliance with equal access laws, requests students with disabilities seeking accommodations to make an appointment with the Center for Academic Success – Disability Services office at (574) 807-7460 for an appointment.

#### E. Academic Course Work

1. Each clinical course must be passed independently on the basis of satisfactory test scores and satisfactory achievement of the clinical Student Learning Outcomes.
2. To receive a passing grade for a course where grades are based on exams and other assignments, the student must achieve a test score average grade and a cumulative course score of 78% in order to pass the course.
3. A student who fails a required clinical nursing course required in the major the first half of a semester will not be allowed to progress to the next clinical course.
4. If the student receives an unsatisfactory grade in clinical, the student will receive a grade no higher than a C- for the course.
5. If special accommodations are needed in the classroom or for testing, proper documentation must be provided to the Center for Academic Success. A disability diagnosis and documentation must be present for reasonable accommodation to occur. Students who have English as a Second Language are not given extra time for testing unless there is also an acceptable disability diagnosis with documentation of required accommodation.
6. Breaks, including bathroom, are not allowed during testing unless special accommodations have been made prior to the test. Only religious head coverings may be worn during testing. No hoodies, headphones, smart watches, or ear buds may be used during testing. Earplugs can be worn with permission from the faculty.
7. When a student does not successfully pass NUR 221 in the ADN program or NUR 420 in the BSN program, the student will also receive an incomplete grade in Clinical Problem Solving, either NUR 229 or NUR 426 respectively. If the student retakes NUR 221 or NUR 420, he/she is required to take NUR 229 or NUR 426 concurrently and will receive a letter grade when the program requirements are met.
8. Auditing nursing classes – Please refer to the *Bethel University Catalog* for the university policy. Students who audit a class cannot actively participate in those courses; including taking tests, sitting in on test reviews, or participating in clinicals or labs. Nursing students may only audit a nursing class that they have already passed.

F. Clinical Course Work – Traditional BSN / ADN Programs

1. Clinical experience provides the student opportunity to apply theory to clinical situations. Each student should remember that evaluations are designed to keep the student appraised of his/her progress. For each course, specific, measurable Student Learning Outcomes that cover the scope and extent of each clinical course have been developed by the faculty.
2. The purpose of clinical evaluation is to provide an assessment to identify each student's strengths and/or weaknesses. The evaluation documents satisfactory or unsatisfactory achievement of clinical Student Learning Outcomes.
3. The clinical evaluation process is ongoing. Faculty will assess weekly and document each student's progress towards meeting the clinical student learning outcomes. The student is also expected to do weekly self-evaluation and documentation progress via e-journaling in Bethel University e-mail. Clinical evaluation comments are to be submitted to the faculty by e-journal by the date and time specified. The student is required to make a copy of their entry and response and turn these in to the clinical faculty at the time of the final clinical evaluation.
4. Students must pass the clinical portion by satisfactorily completing each student-learning outcome. Any student who achieves less than satisfactory in the clinical component has the option to withdraw from the class and receive a "W" if the university deadline to withdraw is not past. (See B. 5.) This will count as a nursing course failure.
5. As with the theory portion, clinical must be passed in each clinical course in order to progress to the next rotation, course, and/or level.
6. Clinical performance is evaluated on a satisfactory/unsatisfactory basis. Depending on the length of the clinical rotation, courses may have a mid-term evaluation and/or end of rotation evaluation.
  - a. Satisfactory – has met Student Learning Outcomes and performs in a safe manner for student's background and educational level.
  - b. Unsatisfactory – has not met Student Learning Outcomes and/or needs a great deal of improvement in this area. This is a failing grade.
  - c. Needs Practice – an NP may be given on the weekly evaluation indicating "needs practice" and that the performance is not quite satisfactory.
  - d. Not Applicable – an NA may be used if the experience is not available.
7. A student who fails clinical but is receiving a "C" or better in theory will receive a final course grade of "C-."
8. An S, U, or NP is given for each student-learning outcome in the weekly evaluation. If necessary, the faculty may also supplement the evaluation tool with an Anecdotal Note (see section G. Additional Documentation).
9. A student who is not achieving satisfactory work will be counseled accordingly. When a student is placed on a behavioral contract, faculty also notify the chairperson of the Nursing Admission/Progression Committee. Students may be referred by the faculty, Nursing Admissions/Progression Committee, or Dean of Nursing to the Wellness Center. Verbal and written expectations for improvement will be given to the student per a student contract. In the event the student is unable to satisfactorily complete all clinical Student Learning Outcomes, the Dean of Nursing, the CPNP or the CGC will be apprised of the situation. If warranted, the Nursing Admission/Progression Committee will meet and take final action. The results of the meeting will be sent by the chairperson of the Nursing Admission/Progression Committee within one week of the meeting. The student wishing to appeal may do so as outlined in section H. Appeal Process.
10. At the end of each clinical rotation, the clinical faculty will meet with students to

summarize and discuss their progress, strengths, and/or areas needing improvement. This is documented on the Final Clinical Evaluation form.

11. The student is expected to hand in their self-evaluation and weekly e-journals at the time of the final evaluation conference and upon request of the clinical faculty.
12. Both the student and clinical faculty will sign the final summary page of the faculty & student evaluation form indicating that the evaluation tool was read and discussed.
13. There may be occasions when dismissal of a student by the Nursing Admission/Progression Committee becomes necessary prior to the end of a course. Examples include excessive medication errors (whether PO, IM or IV), gross negligence/misconduct involving clients, unauthorized access to patient records, breaches in confidentiality, and/or professional misconduct. Reasons for prompt dismissal are not limited to these examples.
14. Members of immediate family, which includes but is not limited to parent/child, husband/wife, and siblings, are not allowed to be in the same clinical group.

#### G. Additional Documentation

Should a specific situation occur in class or clinical 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 twenty-four hours of the specific incident when possible. All documentation is to be filed in the student's record at the end of the semester. The student is encouraged to sign the anecdotal note indicating that the note has been read.

If a student's clinical performance is unsafe, the student will be sent home from the clinical area with instructions to come prepared for the next clinical session. Faculty will clearly detail on an Anecdotal Note form what is deemed "unsafe clinical practice" and discuss the behavior with the course coordinator. Concise written guidelines for improvement will be given to the student. In the event the student's clinical performance remains clinically unsafe, a student contract will be completed and the student may be referred to the Nursing Admission/Progression Committee to decide on a course of action. If a student is sent home for what is deemed unsafe clinical practice, this will be considered an unexcused clinical absence and subject to the rules and regulations as set forth in the *School of Nursing Student Handbook*. A "U" will be given for the day on the clinical evaluation tool in relation to the unsafe behavior. If the behavior is excessive medication errors, gross negligent misconduct, or professional misconduct, the student will be referred immediately to the Nursing Admission/Progression Committee and not allowed to return to clinical until the behavior is reviewed.

#### H. Bethel University 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.

*Note to Nursing Students:* Depending on the situation, it is possible students will not be allowed to continue in clinicals during a course appeal, due to liability issues.

##### 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 some areas,

the dean has established a representative individual or committee to hear student appeals prior to the appeals coming to the dean. These exceptions are listed below:

*School of Nursing: Admission and Progression Committee*

*Office of Adult and Graduate Studies: Executive Director of Adult and Graduate Studies*

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 for Academic Services (VPAS). Either party may appeal the decision to the VPAS.

## 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 regular semester/session. If it is not resolved to the student's satisfaction, a written appeal of the grade may be filed with the dean of the course in question. Such an appeal must be made within five (5) business days of the attempted resolution with the faculty member. Note: In some areas, the dean has established a representative individual or committee to hear student appeals prior to the appeals coming to the dean. These exceptions are listed below:

*School of Nursing: Admission and Progression Committee*

*Office of Adult and Graduate Studies: Executive Director of Adult and Graduate Studies*

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 VPAS for processing. Either party may appeal the decision to the VPAS.

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 VPAS) within ten (10) business days of the decision. The VPAS will deliberate the matter through the appropriate academic office(s) of the University.

#### 4. Appeal to the Vice President of Academic Services

Any party involved in a decision rendered under the provisions above may appeal that decision to the Office of the Vice President for Academic Services. This appeal must be presented in writing within ten (10) business days after the date of the written statement from the previous step.

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

- a. render a written decision immediately and send it to both parties;
- b. appoint a designee to investigate the issue and make a recommendation back to the
- c. VPAS; or
- d. appoint an ad hoc committee to hear the appeal. This meeting must occur within ten
- e. (10) business days of the receipt of the appeal.

If an ad-hoc committee is appointed by the VPAS, the following guidelines will be observed:

- (1) The VPAS will serve as the chair of the ad hoc committee.
- (2) The ad hoc committee membership may not include any of the affected parties.
- (3) Those present at the hearing include the ad hoc committee members, the student, the individual whose initial decision was appealed, and the administrator whose review decision is being appealed. A student appellant may bring one other person of his/her choosing as an advisor, but the advisor may not have a formal role in the proceedings. Any other parties, including witnesses, may be present only by the committee's express permission, sought and given in writing in advance of the hearing.
- (4) A written record of the proceedings will be kept.
- (5) The administrator whose decision is being appealed will present his/her rationale for the decision being challenged.
- (6) The involved parties both have the right to introduce other persons as witnesses, and each has the right to direct questions to the witnesses presented by the other party. Members of the ad hoc committee may question either party and/or their witnesses.
- (7) After hearing all oral arguments, the ad hoc committee will review the case in private. All written documents relative to the matter and all oral evidence will be considered.
- (8) The ad hoc committee will render a decision to sustain, modify or set aside the decision being appealed. The decision of the committee is stated in writing within two (2) working days after the conclusion of the appeal hearings. The written statement is presented to all parties involved.

#### 5. Appeal to the President

If either party is not satisfied with the decision of the Vice President for Academic Services or the appointed ad hoc committee, he/she may appeal to the President of the University. Such an appeal must be presented in writing within ten (10) business days after the committee action being appealed. The President reviews all documents and processes relative to the case and upholds the committee decision or returns the matter

to the committee for a hearing in full and fair accord with the University's policies. The President will generally render a decision in writing to all parties involved within ten (10) business days after receipt of the appeal.

I. Student Files

The School of Nursing follows the policy of Bethel University regarding review of student files (found in the *Bethel University Student Handbook, Academic Policies* section). Files of active nursing students contain applications to Bethel University and the School of Nursing, as well as copies of transcripts and transfer of credit forms, student health data, CPR certification, standardized test results, student clinical evaluations, "Read & Signs" 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.

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 University and the School of Nursing, copies of transcripts and transfer of credit forms, student health data, criminal background checks, CPR certification, "Read & Signs" and other correspondence. Clinical 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. Records are maintained in compliance with the Indiana State Board of Nursing Rule #848ACI-22-22c. Bethel University maintains records in compliance with the Family Education Rights and Privacy Act (FERPA).

J. Chapel Policy

Nursing students are expected to attend chapel as their schedule permits. Students who are required to attend chapel three times a week are allowed nine absences per semester. Students who are required to attend chapel two times a week are allowed six absences per semester and those required to attend chapel one time a week are allowed three absences per semester.

Although encouraged to attend, students who are part-time non-residential, full-time non-residential who do not have a class scheduled immediately before or after chapel, non-residential students in nontraditional or adult program, or non-residential students registered as traditional-mature do not have a chapel attendance requirement.

If a student is in clinicals during chapel, this is considered an excused absence. Please see your faculty or the Office of Student Development for further clarification.

K. ATI/Kaplan NCLEX-RN Implementation Policy

ATI stands for Assessment Technologies Institute. ATI offers a Comprehensive Assessment and Review Program designed to increase student pass rates on the nursing licensure exam and lower program attrition. Used as a comprehensive program throughout the nursing curriculum, ATI can help students prepare more efficiently, as well as increase confidence and familiarity with content. These materials are to supplement, not substitute, for course material.

Bethel University uses ATI in specified courses throughout the nursing curriculum. The goal of ATI testing is to help students master course content. A portion of the fees assessed to nursing students each semester covers the cost of ATI. Each student receives access to ATI books and online practice and proctored testing over the major content in nursing. Other aspects of the program include assessments of critical thinking and an end-of-program comprehensive exit exam.

**ATI Comprehensive Assessment and Review Program  
ADN & BSN**

PROGRAM LEVEL	PROGRAM	SEMESTER	COURSE	TEST /REQUIRED SCORE
I	ADN	Prior to Starting		TEAS – Adjusted individual total and math scores at national program mean Critical Thinking – Entrance exam
I	BSN	Prior to Starting		TEAS – Adjusted individual total and math scores at national program mean Critical Thinking – Entrance exam
I	ADN	Fall	NUR 111	Fundamentals – Proficiency Level I
I	BSN	Fall	NUR 231	Fundamentals – Proficiency Level I
I	ADN	Spring	NUR 115	NUR 115 Custom-built exam – Proficiency level 50%
I	ADN	Spring	NUR 117	Maternal-Newborn Nursing – Proficiency Level II
I	BSN	Spring	NUR 240	NUR 240 Custom-built exam – Proficiency level 50%
I	BSN	Spring	NUR 213	Mental Health Nursing – Proficiency Level II
I	BSN/ADN	Spring/Summer	NUR 224	Pharmacology – Proficiency Level I
I	ADN	Summer	NUR 113	Mental Health Nursing – Proficiency Level II
II	ADN	Fall	NUR 217	NUR 217 Custom-built exam – Proficiency level 50%
II	ADN	Fall	NUR 215	Nursing Care of Children – Proficiency Level II
II	BSN	Fall	NUR 310	NUR 310 Custom-built exam – Proficiency level 50%
II	BSN	Fall	NUR 317	Maternal Newborn Nursing – Proficiency Level II
II	ADN	Spring	NUR 221	Adult Med. Surg Nursing – Proficiency Level II Leadership – Proficiency Level II
II	BSN	Spring	NUR 350	Adult Med. Surg Nursing – Proficiency Level II
II	BSN	Spring	NUR 315	Nursing Care of Children – Proficiency Level II
III	BSN	Fall	NUR 416	NUR 416 Custom-built exam – Proficiency level 50%
III	BSN	Fall	NUR 418	Community Health – Proficiency Level II
III	BSN	Spring	NUR 420	Leadership – Proficiency Level II
II/III	ADN/BSN	Spring	NUR 229/426	Nutrition – Proficiency Level II Critical Thinking – Exit exam RN Comprehensive Predictor Test – Score equivalent to 94% probability of passing NCLEX.

Updated 8/2019

## **ATI TESTING WITHIN A COURSE**

Students will be allotted 5% of the course grade for ATI testing completion in those courses that are included in the Comprehensive Assessment and Review Program. This 5% of the course grade applies to all proctored ATI tests within the course. This component of the course grade is **not** to be included in the classroom testing average of the 78% that is required for every student to pass the course. It is to be considered as any other graded class assignment and is a course requirement. The proctored test(s) must be taken to pass the course.

In designated courses that do NOT have an ATI developed proctored test, custom-made tests are required for completion of the course. Please refer to ATI Comprehensive Assessment and Review Program chart for further detail.

It is expected that before taking the proctored test students will take the ATI practice tests. At least one practice test must be completed prior to taking the first proctored ATI or customized test. Practice tests may be completed at home or in the university computer lab. If a second proctored test attempt is necessary, the second practice test must be completed prior to the second proctored test attempt.

Students earn points for attaining the requisite proficiency on the proctored testing attempt(s). Proctored tests are taken in university computer labs at specified times and faculty must provide the student with information about the time and place of the proctored test. The student may earn additional points by completing the required focused review time. Remediation is required if proficiency is not achieved on the first attempt.

If the required proficiency level is met with the first attempt at testing, the student may choose to remediate those areas missed to receive the full 5% of the grade.

If the student does not attain the requisite proficiency on the first attempt, no points will be earned initially. A focused review and the second ATI proctored assessment test is required. If the student passes the second test at the requisite proficiency level, additional points will be earned. The total number of points given for remediation and the second attempt of an assessment will not equal the number of points that could be earned by achieving proficiency on the first attempt.

If the student does not achieve the requisite proficiency on the second attempt of an assessment, no points will be given for that attempt. Students should be aware that not achieving proficiency after the second test may lower a course grade.

All tests associated with points contributing to a student's grade must be taken in a proctored setting. There must be a 48-hour interval before retesting.

All work, including retesting, must be completed by the end of the course, within the university time frame for recording the grade of the course. Failure to complete ATI remediation is **not** grounds for an Incomplete Grade in the course.

*(Updated 8/1/2020)*

**The grid below will be adapted for each course and will be present in the syllabus.**

**Sample grid: 5% of course points = 10 points.**

Required Proficiency	Points for achievement on proctored Test	Points for remediation *	Points for meeting required proficiency level on second test	Total Points Awarded
Level I, II or as specified for customized tests (see ATI Comprehensive Assessment and Review Program Table)	9 (met proficiency)	1	0	10
Level I, II or as specified for customized tests	0 (didn't meet proficiency)	4	4	8
Level I, II or as specified for customized tests	0 (didn't meet proficiency)	4	0 (if proficiency not met)	4

Remediation means to go back over what was not learned or understood in testing to clarify and reinforce knowledge. In all courses where there are proctored ATI exams, remediation consists of:

- If Level III is obtained: 30 minutes spent in the online focused review timed within ATI
- If Level II is obtained: 60 minutes spent in the online focused review timed within ATI
- If Level I is obtained: 90 minutes spent in the online focused review timed within ATI
- If < Level I is obtained: 120 minutes spent in the online focused review timed within ATI
- On customized tests > 50%: 30 minutes spent in the online focused review timed within ATI
- On customized tests ≤ 50%: 60 minutes spent in the online focused review timed within ATI

**END OF PROGRAM TESTING**

At the end of the nursing program, as specified in the ATI Testing Plan, students will take the RN Comprehensive Predictor Test as a course requirement of NUR 229/426. This serves as the required nursing program exit test. Students are required to achieve a score on this test that equates to a 94% probability to pass NCLEX-RN. Students who do not achieve this score will complete a remediation plan with the NUR 229/426 faculty, and will retest on another form of the RN Comprehensive Predictor. If the specified score is not achieved on the second test, the student is required to take the Kaplan NCLEX-RN review course, AND must successfully achieve certain exit requirements for that course before program completion will be granted. Exit requirements are determined by the nursing faculty.

Students who achieve the required score on the Comprehensive Predictor are strongly encouraged to complete the Kaplan NCLEX-RN review course.

Students who do **not** achieve the required score on the Comprehensive Predictor should be aware of the following:

- If the second attempt is not successful, the student will receive an Incomplete in NUR 229/426.
- This incomplete will allow the student to walk at graduation, but the diploma will be blank.
- A BSN student who is incomplete will receive honor cords but honors will not be noted on the graduation program.
- This incomplete must be removed by attending the Kaplan NCLEX-RN review course and completing the Kaplan NCLEX-RN review course **exit requirements** prior to the designated date.

- If this is not completed, the highest grade a student can earn will be a C- in NUR 229/426, and the student must return the subsequent spring to retake the NUR 229/426 course.
- The NCLEX-RN exam cannot be taken until all program requirements are complete and the incomplete grade removed.
- When a student does not successfully pass NUR 221 in the ADN program or NUR 420 in the BSN program he/she will also receive an incomplete grade in Clinical Problem Solving, either NUR 229 or NUR 426 respectively. If the student retakes NUR 221 or NUR 420, he/she is required to take NUR 229 or NUR 426 concurrently and will receive a letter grade when the program requirements are met.

*(Revised 8/2017)*

### **III. HEALTH SITUATIONS INCREASING RISK IN THE CLINICAL 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 Dean of Nursing, the Coordinator of Pre-Licensure Nursing Programs on Bethel Campus, or the Coordinator of Bethel Pre-Licensure Nursing Programs at Grace College. 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 release statement from a health care provider will be required for certain medical situations (see Absences and Punctuality-Clinical I.A.2.d) which indicates the student is safe to function in the clinical 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 clinical experiences, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Transmission-Based 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](http://www.cdc.gov/hicpac/2007ip/2007ip_part4.html#a5)

### **IV. CAMPUS LABORATORY**

Students are required to meet all scheduled campus laboratory appointments. Each student is expected to utilize the campus laboratory to become proficient in all skills before his/her clinical experience. Students are required to demonstrate proficiency in particular skills to the appropriate faculty member. Inability to demonstrate proficiency in an assigned skill during return demonstrations may result in the student being excluded from the associated clinical experience and/or failing to meet the course Student Learning Outcomes.

Each student is expected to utilize the equipment during posted campus laboratory hours. Due to the nature of some nursing courses, the student may be required to spend time outside of regularly scheduled class/clinical time to practice nursing skills. Laboratory assistants who are upper level nursing students are provided during specified hours to assist students in acquiring practice supplies, verifying attendance at a practice session, or serving as a peer evaluator. Students will be notified early in the semester when practice laboratory sessions will be held. A clinical experience missed due to inadequate preparation will be considered an unexcused absence from clinical.

Faculty may request that the student return to the clinical laboratory for practice to gain proficiency.

### **V. CLINICAL AGENCY RULES**

Students are educational guests in the clinical 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 clinical facility.

No personal calls/texts are to be placed or received while in clinical. No cell phones or electronic devices are allowed at clinical sites. Students are not allowed any other personal electronic equipment during clinicals; this includes, but is not limited to, laptop computers, tablets, or electronic tablets. The only exceptions are selected community health sites, as determined by the faculty. No food or drink is allowed in clinical agencies except in designated areas.

Emergency calls should be directed to the clinical faculty (or the School of Nursing) and the message will be relayed to the student. Any violation of this policy will result in an unsatisfactory evaluation of professionalism in the Clinical Learning Outcomes. Repeated violations will result in referral to the Nursing Admission/Progression Committee.

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

## **VI. 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 conservative black hair fasteners or head bands may be worn in order to secure a student's hair. Hair must be clean and secured neatly (no hair tendrils hanging out) and 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 clinical 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. Gum chewing is not permitted in any clinical agency. All visible tattoos are to be covered. Students must follow the dress code of the clinical facility, which may be more prohibitive than this policy.

Sweaters are not to be worn in the clinical area. Legs need to be covered with stockings or tights so that no skin is showing; skin tight pants or leggings are not acceptable. If the student agency policy is more restrictive than the School of Nursing, then the student needs to follow the requirements for that agency.

### **B. Uniform**

Each ADN or traditional BSN student must have at least two complete school uniforms and a white lab coat, and each must have the Bethel University emblem on the right sleeve. Alternate attire may be required for various clinical facilities. Uniform policies are in effect when in uniform whether in clinical area or on campus. The following are required:

### Associate Degree or Traditional BSN Programs

1. Female: Each student must have the specified Bethel uniform including two khaki pants, two black tops with required solid black rounded crew neck T-shirts that are worn underneath. If dresses are preferred, please see the DON or the Program Coordinators for guidance. Black turtleneck long sleeved tops may also be worn. Black, all leather uniform shoes with closed toe and closed low heel (maximum 1 ½") are to be worn with black hose or socks that are above the ankle.
2. Male: Each student must have the specified Bethel University uniform including two khaki pants and black uniform tops. Pants must clear the heel of shoe. Black, all leather uniform shoes, and black socks that are above the ankle are to be worn.
3. In some settings, professional dress is appropriate. However, no tennis shoes, clogs, crocs, sandals, spiked heels or denim are to be worn. A white lab coat is required, with emblem on right sleeve. A black lab coat is optional for the inpatient clinical setting. Specific clinical attire requirements may be specified in the nursing course syllabi.
4. Every student will have the following articles in order to attend clinical, unless otherwise specified:
  - a. Watch with second hand
  - b. Bandage scissors and Hemostat as indicated
  - c. Name pin (official Bethel nursing)
  - d. Black ballpoint pen
  - e. Stethoscope
  - f. Blood pressure cuff (if indicated)
  - g. Goggles (recommended)
  - h. Penlight
5. Uniforms must be clean, pressed, and fit well. Dresses must reach to the mid-knee. Nursing shoes must be clean and polished. In clinical facilities where uniforms are not worn, students are to follow the dress code for that agency. The students should consult the clinical faculty for clarification. Students going to pre-assessment should wear a lab coat and name tag with professional clothing (no denim clothing, tennis shoes, clogs, sweat suits, or shirts with sayings or logos are permitted). Failure to dress appropriately may result in the student being asked to leave the clinical agency.
6. The lab coat must be worn over street clothes when obtaining clinical assignments in the agencies.
7. Bethel University nametags and uniform components that would identify a student with Bethel University must not be worn during employment in a health care agency. It is unethical to misrepresent educational or professional status.

## **VII. MATH PROFICIENCY**

Each semester, testing will provide students in the Associate Degree and traditional Baccalaureate Degree programs the opportunity to achieve the required minimal proficiency on math calculations. If a student fails to achieve the required proficiency, there will be two (2) more opportunities to do so. Should the student fail to achieve proficiency on the third and final attempt, the student will be allowed to complete the nursing course currently in progress; however, regardless of whether the student is receiving a grade of C or better, that student will receive the grade of C-. The student will not be able to continue into the next course and/or level, and will be required to repeat the course where the math proficiency was not achieved.

There will be review sessions offered prior to each testing date. The first review session is mandatory. Note: Students in Nursing Fundamentals who take NUR 122 - Math for Meds are exempt from the first mandatory review. Failure to attend a review session and/or the test without notifying the faculty

of a valid reason for absence will result in forfeiture of that exam try. If the student fails the first math test, the next review session is mandatory in order to take the second exam. The third review session is also mandatory if the student needs to take the test a third time. Calculators may be used after Fundamentals of Nursing. Cell phones may not be used in place of calculators. Required proficiencies are as follows:

Traditional BSN		
Level	Course	Score
I	NUR 231	85%
	NUR 213	85%
	NUR 240	85%
II	NUR 310	94%
	NUR 315	94%
	NUR 317	94%
	NUR 350	94%
III	NUR 416	94%
	NUR 418	94%
	NUR 420	94%
ADN		
I	NUR 111	85%
	NUR 115	85%
	NUR 117	85%
II	NUR 215	94%
	NUR 217	94%
	NUR 221	94%

### VIII. ACADEMIC DISHONESTY

The nursing faculty supports the University's policy on academic dishonesty as stated in the *Bethel University Student Handbook*. In the School of Nursing, the specification of "F" for the particular paper, assignment, or exam 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 Dean of Nursing and the Vice President of Academic Services or designee. A copy of the report will be kept in the student's file. If a second offense should occur, the student will be asked to appear before the professor, the Vice President of Academic Services, 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.

### IX. GRADUATION

Students who satisfactorily complete a minimum of 120 semester hours of required course work for a bachelor's degree and 66 hours for the associate degree will be awarded the Bachelor's of Science Degree in Nursing (BSN) or the Associate Degree in Nursing (ADN), respectively. BSN students must complete the last 30 credit hours at Bethel University while ADN students must complete the last 18 credit hours at Bethel University (see Bethel University Catalog).

In addition to the course requirements needed to graduate, all graduating pre-licensure students must complete a comprehensive nursing predictor test, given near the end of spring semester. This exam helps the student to identify areas of strengths and weaknesses in preparing for the NCLEX-RN exam. Students must achieve a required score on this exam. Students who do not achieve the required score will receive an incomplete in NUR 229 (ADN) or NUR 426 (BSN). The student is then required to successfully complete a review plan before the incomplete is removed.

## X. CHANGES TO POLICY AND/OR CURRICULUM REQUIREMENTS

The university, 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.

## XI. EXPECTATIONS FOR BEHAVIOR

The faculty of the School of Nursing recognize and affirm the general standards of conduct for students described in the *Bethel University Catalog* and the *Bethel University Student Handbook*. Students may not bring children to class or leave them unattended in buildings at Bethel or at the off-site campuses. All students are to abstain from tobacco and alcoholic beverages. The nursing faculty expect 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 affirm the professional standards and believe 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 university.

### A. Statement of Confidentiality:

1. Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and right to privacy of the patient.
2. Patients often confide highly personal information to nurses, trusting them not to divulge the information carelessly.
3. Patient names or identifying information should never be used when writing nursing 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.
4. Any information you see or hear concerning a patient's diagnosis, condition, treatment, financial or personal status **MUST BE HELD IN ABSOLUTE CONFIDENCE**.
5. 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.
6. When the clinical experiences terminate, the need to respect the client's confidentiality does not.
7. Under no circumstances is a student to print or copy any part of the patient's record. Students may only access the medical files of those patients to whom direct care is being provided.
8. Theory examinations, clinical skills, and other testing situations are considered confidential. Details of these examinations should not be discussed or shared with other students.

B. Bethel University School of Nursing Social Media Policy

Online social media allow Bethel University 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.

C. Guidelines for Professional and Personal Social Media Activity:

1. Follow Bethel University's Code of Conduct, HIPAA guidelines, clinical 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 clinical 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 University, students connect themselves to, and reflect upon, the entire Bethel University 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 Faculty and/or the Nursing Admission/Progression Committee and 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 clinical evaluation.
  - d. Being removed from the clinical agency.
  - e. Failing the nursing course.
  - f. Being expelled from the nursing program.

(8/18/2011)

## XII. STUDENT-FACULTY COMMUNICATION

Students are encouraged to take clinical 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 also communicate concerns or suggestions to their faculty advisor. Nursing Student-Faculty Forums are scheduled to promote communication. 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. Bethel e-mail is the official electronic communication in the School of Nursing and should be checked regularly. Clinical 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.

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

School of Nursing Committees related to undergraduate students 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, the Coordinator of Bachelor of Science Completion and Graduate Nursing Programs, the Coordinator of Bethel Pre-Licensure Nursing Programs at Grace College, and the Coordinator or Pre-Licensure Nursing 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 Bachelor of Science Completion and Graduate Nursing Programs, the Coordinator of Bethel Pre-Licensure Nursing Program at Grace College, the Coordinator of Pre-Licensure Nursing Programs on Bethel Campus, and one or more faculty members. The Nursing Recruitment Coordinator and Nursing Recruiter shall be non-voting members of the committee.
  - 3. Meetings. This committee will meet regularly 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 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 Completion class from each site and each clinical 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 fundraising 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 School of Nursing endowed scholarships.
    - b. Select candidates and make recommendation to the nursing faculty on recipients of the Sally Torrence Scholarship, Spirit of Nursing Award, the Ruth E. Davidhizar Nursing Scholarship, the Cushing Scholarship, the Inglett Scholarship, the Elizabeth A. Brown Scholarship, the Karon Schwartz Graduate Nursing Scholarship and any other endowed scholarships.
  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.

### **XIII. NATIONAL STUDENT NURSES' ASSOCIATION**

National Student Nurse Association (NSNA) is a national organization for student nurses that fosters professional development. Students are encouraged to join the national organization even though the Bethel chapter is inactive at this time. The purpose of this organization is to:

- Encourage student participation in a professional organization.
- Provide opportunity to gain skills in leadership in a professional organization.
- Enhance perspectives of students concerning broader nursing issues and/or organizations.

Information about NSNA may be obtained by visiting the website at <http://www.nсна.org>.

#### **XIV. 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 Chapter-at-Large) 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, students shall be selected in the following categories: two students with high academic achievement who meet the criteria and who are going on to pursue another degree in nursing, and two students selected as the outstanding ADN and BSN nursing graduate (one from each program).

C. Altruism Award

The Nursing Student Affairs Committee offers an award each year to a graduate from each track of the MSN Program, the traditional BSN Program (both campuses), the BSN Completion Program (all cohorts), and the ADN program. Their peers select the individual as a person who best reflects “altruism” (concern for the welfare of others) in their personal and professional life.

D. The Ruth E. Davidhizar Nursing Scholarship

A scholarship is awarded yearly to an undergraduate student who has a GPA of 3.0 or above, demonstrates a positive attitude and cooperative spirit, and incorporates a willing attitude to achieve excellence in nursing. Preference will be given to students with a demonstrated interest in mental health and/or transcultural nursing. Recipients will be a first or second level BSN or a level one ADN nursing student.

E. Inglett Scholarship

A yearly scholarship is awarded to full-time students on the Bethel campus. Students must have a GPA of 3.0 or higher. Awards will be made to one traditional BSN and one ADN student who are entering their last year. The student must be one who contributes to the excellence of nursing and who has the recommendation of the Nursing Student Scholarship Committee and the nursing faculty.

F. Sally Torrence Memorial Scholarship

This scholarship is provided in honor and memorial to a local home health care nurse who had dedicated her life to service and mission efforts. The scholarship recipient will be recommended by the Nursing Student Scholarship Committee and approved by the nursing faculty and the Office of Student Financial Services. Recipients will be a first or second level BSN or a level one ADN nursing student, taking a minimum of 12 hours each semester. Preference will be given to students with demonstrated financial need and who have been involved with service to the community and/or involvement in missions. A qualifying student is eligible to receive the award in successive years.

G. 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.

H. 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 University. 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 1<sup>st</sup> with a current FAFSA from the current year. The scholarship will be awarded at the beginning of the academic school year.

I. Elizabeth A. Brown Scholarship

This scholarship was endowed by a former Bethel University 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.

J. 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.

K. Students in all programs are recognized on the Pinning 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.

To be eligible for honors recognition at commencement, the graduate must have completed at least 45 hours at Bethel University.

## **XV. BETHEL UNIVERSITY 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 University Policy**

- A. A primary objective of the Bethel University AIDS policy is education for the prevention of any acquisition or transmission of AIDS.
- B. Bethel University, 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 University discriminate against any persons simply because they are infected by the AIDS virus.

- C. Bethel University, 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 lifestyle is consistent with its Christian heritage and Biblical teachings.
- D. Bethel University 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 University community, including administrators, faculty, staff, and students.
- B. The University Wellness Center, as part of the student development office, will keep the University community updated on information on AIDS, including prevention and control strategies.
- C. Bethel University shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
- D. Bethel University allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse lifestyle practices which might pose direct threat of transmitting the virus to others.
- E. Bethel University will not undertake program screening to identify persons infected with the HIV virus unless required to do so by law. Students and University employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
- F. The University 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 University community, including administrators, faculty, staff, and students encounter bodily fluids.
- G. University 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 University 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 University employee has an ethical duty to immediately report the incident to a designated University official.
- J. Additional information on AIDS/HIV can be obtained from the Center for Disease Control. ([www.cdc.gov](http://www.cdc.gov)) or ([chi.ucsf.edu](http://chi.ucsf.edu)).

### **Procedural Addendum to Bethel University's AIDS Policy**

In addition to the University 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.

- A. 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.
- B. 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.
- C. 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, HCV, HDV, and HGV.
- D. Nursing students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS, HBV, HCV, HDV, or HGV.
- E. 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 University:
  - 1. 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.
  - 2. 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.
- F. Nursing students and faculty may not refuse to care for patients with HIV, AIDS, HBV, HCV, HDV, and HGV.
- G. 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 University 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](http://www.cdc.gov)). Calling 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.
- H. 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 University, 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 Hepatitis B surface 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 Universal 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.

## **XVI. FITNESS FOR CLINICAL GUIDELINES**

### **A. Policy:**

The following guidelines should be utilized whenever a faculty member has reasonable cause to believe a student is unfit for clinical as the result of being impaired in some manner.

### **B. Purpose:**

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

### **C. Procedures to Follow:**

1. The faculty will document his/her observations regarding the student's behavior and substandard work performance.
2. The Dean of the School of Nursing (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-Clinical" interview should be completed by the faculty. During the interview, the faculty should complete the following forms:

- A Fitness-for-Clinical Evaluation Student Participation Agreement (also signed by student)
  - A Fitness-for-Clinical Interview Faculty's Questionnaire
  - A Fitness-for-Clinical Interview Observation Check List
  - A Fitness-for-Clinical Interview Faculty's Summary Statement
4. If the faculty concludes that the student is able to perform his/her clinical responsibilities, the student should be asked to return to the clinical without further prohibition or sanction.
  5. If the faculty concludes that the student is not able to perform his/her clinical responsibilities, the student should be suspended from clinical, informed of the University policies that have been violated, and requested to participate in further evaluation.
  6. If the student shows obvious signs of alcohol/drug intoxication, a urinary test for alcohol/drug concentration is to be obtained, and the student is to be relieved of clinical 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 clinical. 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 University School of Nursing.
  7. If the student is not able to perform his/her clinical responsibilities, refuses to participate in the evaluation process, or indicates impairment by urinary and/or blood toxicology profiles, the faculty should try to arrange to have the student taken home. Any refusal by the student to accept such assistance should be witnessed by another person (faculty, agency personnel) and should be documented by the faculty. Should the student insist upon driving himself/herself home, the faculty 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 faculty should not attempt to diagnose possible causes of observed behaviors. It is the faculty'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 faculty 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 faculty will immediately suspend the student from clinical and indicate to the student he/she will be contacted by the Dean of Nursing regarding further investigation of this incident.

## **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 University School of Nursing. Cost for this initial drug screen is covered in student fees. Some clinical 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 upon readmission.

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:

4. 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 University Student Handbook*.
5. 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 University Student Handbook*.
6. 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 University Student Handbook*.

## **XVIII. BETHEL UNIVERSITY STUDENT SIMULATION POLICY**

### **Mission**

The mission of the Simulation lab in the Bethel University School of Nursing, is to aid in meeting program student learning outcomes and create a safe and encouraging learning environment where students can develop and practice the core competencies of the nursing program. Competencies include Patient/Family-Centered Care, Evidence-Based Practice, Informatics,

Teamwork/Collaboration, Quality Improvement, Safety, and Leadership. Simulation allows for growth of the nursing student's clinical decision-making skills, and cultivates an excitement for learning the art and science of nursing.

Simulation supports the overall mission of the school of nursing which 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."

It is critical that proper dignity be given to the human patient simulators by all simulation participants. All faculty and students are expected to adhere to the policies and procedures listed in this manual in conjunction with the Bethel University School of Nursing Student Handbooks.

### **General Lab Information**

#### Location:

The Bethel University Simulation Lab is located in the Bethel University School of Nursing. Access is available through the main entrance of the Bethel University School of Nursing, as well as through the Middleton Hall of Science. Bethel University School of Nursing is located at 1001 Bethel Circle, Mishawaka, IN 46545.

#### Hours / Scheduling:

The Simulation Lab is available on an as-needed basis and is scheduled by course faculty through the Simulation Champion. It will be locked at all times, and only trained faculty are permitted to use the simulation lab. The simulation lab is reserved one full day per month, for required monthly maintenance.

### **Simulation Center Terminology**

#### Terminology:

Bethel University School of Nursing Simulation Lab will utilize the INACSL glossary for common terminology, available on the INACSL website at [http://www.nursingsimulation.org/article/S1876-1399\(16\)30133-5/fulltext](http://www.nursingsimulation.org/article/S1876-1399(16)30133-5/fulltext), or DOI: <http://dx.doi.org/10.1016/j.ecns.2016.09.012>.

Other commonly used terminology:

SCE: Simulated Clinical Experience, a simulation scenario

State: A section within an SCE

Apollo: The name of the adult human patient simulator

PediaSIM: The name of the pediatric human patient simulator

HPS: Human patient simulator

### **Governance for Simulation Lab**

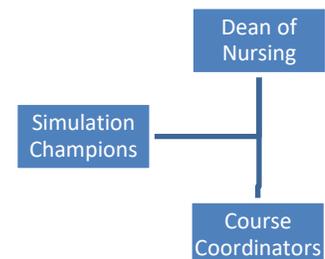
#### Dean of Nursing:

Dr. Deborah Gillum, PhD, MSN, RN, CNE

#### Simulation Champions:

Bethel: Hannah Stutzman, MSN, RN, Assistant Professor of Nursing

Grace: Chable Johnson, MSN, RN, Assistant Professor of Nursing



### **Course Coordinators / Instructors**

#### Instructor Training and Core Users:

Faculty who utilize the simulation lab must receive training through CAE, the Simulation Champions, or another core user. Core users are faculty who have received training through CAE, have had practice in the simulation lab facilitating simulations, have a working knowledge of INACSL standards, and have been identified by the Dean of Nursing as a core user.

Only faculty who have received training are permitted to use the simulation lab.

Simulation faculty will follow each of the standards of best practice published by the International Nursing Association for Clinical Simulation and Learning (INACSL) when organizing and facilitating simulation.

It is expected that faculty members have practiced the simulation facilitated prior to facilitation of the simulation with students.

Adequate preparation including supplies is necessary.

### **Simulation Participants**

#### Simulation Preparation:

Simulation participants must complete all assigned pre-simulation preparation requirements.

Participants must show up for simulation on time. Participants must contact the course instructor prior to the start of the simulation, if unable to meet requirements or are not able to attend the simulation.

#### Code of Conduct:

Issues with classmates should be addressed with the instructor. Disruptive participants will be removed from the simulation.

### **General Simulation Lab Guidelines**

#### Dress Code:

Students will wear scrubs, lab coats, and nametags for simulated experiences. Students will not be permitted into the lab without appropriate attire, including name tags.

#### Electronics:

Use of cell phones, iPads, laptops, or other electronics during simulation is strictly prohibited.

#### Food and Drink:

No food or drink is permitted in the high-fidelity human patient simulation room or in the control room.

#### Writing Utensils:

No pens, markers, or highlighters are permitted. Pencils may be used if needed.

#### Equipment Use:

- Human patient simulators are to be treated with respect, as though they were human patients. Human patient simulators will be referred to as human patient simulators, not as “dummies,” “mannequins,” or other terminology, particularly during simulated clinical experiences.
- Faculty who have been adequately trained and are competent in simulation use will be permitted to use the human patient simulators. Faculty who have not been trained may not use human patient simulators.
- Do not attempt to move the human patient simulators off the beds unless instructed to do so.
- Faculty and students will maintain proper hand hygiene while using the lab, including washing of hands prior to touching human patient simulators, and use of gloves when appropriate for patient care, according to standard precaution guidelines.
- Equipment must be disposed of appropriately, including proper disposal of sharps into the sharps container.

#### Non-Latex Free Environment:

While the majority of items used in the human patient simulation area are latex-free, the School of Nursing accepts donations from multiple donors and is unable to guarantee a latex-free environment. *Students with a known latex allergy must notify the School of Nursing prior to participating in simulation.*

## **Components of a Simulation**

### Confidentiality and Integrity:

Simulation scenarios are confidential and are not to be shared outside of the experience. Students will sign an agreement not to share the simulation scenarios with any person outside of the simulation experience, in order to protect the integrity of the learning scenarios.

### Pre-briefing:

It is expected that students will receive a pre-briefing to the scenario in class at least 1 week prior to the simulation. On the day of the simulation, students must receive a pre-briefing or introduction to the scenario, their specific role, expectations, and student learning outcomes.

### Prep-work:

Per faculty discretion, students are to be given work to prepare the student for the simulation scenarios. The preparation should not “give away” the exact scenario, but rather be used as a review or a study guide type material. Prep-work completed by a student specifically for the simulation is counted as clinical time in conjunction with the actual time spent participating in the simulation.

### Sign-In Sheet:

Students are to sign in to each simulation attended. Faculty name, date, name of the simulation, course number, total amount of time simulation experience ran, and which simulator is used, is to be included. The sign in sheets are kept in a binder in the control room.

### Vetting of Simulation Scenarios:

Scenarios utilized must be from CAE, or vetted from other reliable sources. Instructors may create simulation scenarios, with input and vetting from the Simulation Committee. The Simulation Committee must approve new simulations based whether or not the simulation properly aligns with the content map and the course outcomes. Simulated clinical experiences must address course content from the course content map. Vetting of scenarios also allows for prevention of duplication of the simulation in multiple courses.

### Orientation:

All faculty and students intending to use the lab will receive orientation to the lab and the equipment prior to use. Orientation to the lab is to be provided by the Simulation Champion, or by a core user identified by the Dean of Nursing.

### Debriefing:

There are a variety of debriefing tools available such as “Debriefing for Good Measure,” “PEARLS,” and “Plus-Delta.” The Bethel nursing faculty have voted on the mandatory use of one debriefing tool called “Plus-Delta.”

### Evaluation:

All participants who have completed a simulation are required to complete an evaluation administered by the simulation faculty. The tool utilized is the Simulation Effectiveness Tool – Modified (SET-M). Participant evaluations are collected and reviewed by course faculty, and given to the Simulation Champion for storage. Data tracking will be completed.

If the faculty or simulation champion determine that unsafe behavior is identified during a simulation, the student may be placed on a behavioral contract, just as when the student is attending clinicals in a clinical agency. The contract may include, but is not limited to, required remediation in the practice lab, and evidence of satisfactory skills to successfully meet clinical student learning outcomes, per the discretion of the course coordinator. A copy of the Simulation Event Report will remain in the student's file.

## **Audiovisual Usage**

### Audiovisual Usage:

By Signing the Confidentiality and Non-Disclosure form, and by participating in Simulation, unless otherwise made known to the Nursing Faculty and Sim Coordinator in advance, participants:

- Authorize the professional staff, photographers, administrative assistants, and designees, to

- take still photographs, motion pictures, and produce educational television programs, including DVDs, as well as other types of audio/visual recordings.
- Permit such photographs, motion pictures, audio/visual recordings to be published and reproduced in professional journals and medical books, to be posted on social media; to be used for any other purpose which the staff members may deem fit in the interest of medical education or research; and to be used at professional meetings of any kind.
  - Further authorize the modification or retouching of such photographs, and the publications of information relating to the case(s), either separately or in connection with the publication of the photographs taken.

### **Observation for Non-Participants**

#### Observation for Non-Participants:

A simulation may be staged for observational purposes, for prospective students or other interested observers. Non-participants may observe staged simulations when permission has been previously received from the participants and observation has been approved through the faculty running the simulation, as well as the Dean of Nursing. Observation of simulations run within a course are strictly prohibited.

### **Use and Re-Usage**

In simulation and skills sessions, there are many items that can be reused. Examples of items that should be kept and reused are IV bags, IV tubing, urinary catheter kits, and naso-gastric intubation tubing. Additional items may also be reusable. Items that should NOT be reused and should be discarded include any type of sharps such as needles, which must be disposed of into the sharps container found on the wall in the patient simulator rooms. Supplies that are expired for patient use can be used for training purposes. Some supplies used for training purposes may have expired dates. Expired supplies from local hospitals or other community partners can assist with sustainability considerations.

### **Severe Weather Policy**

#### Severe Weather Policy:

In the event that Bethel University cancels classes due to severe weather, the Simulation Lab will be closed.

Revised 8/1/20

## XIX. EXTRA STUDY PLAN COMPONENTS

Students may be triggered into an extra study plan based on course grades, time out of the nursing program or standardized test scores. The extra study plan is designed to help the students be successful in the nursing program and to eventually pass NCLEX-RN on the first attempt. If a student is triggered into an extra study plan, successful completion of the plan is required to continue in the nursing program.

TRIGGER	ACTION
TEAS (Test of Essential Academic Skills) adjusted individual total score below national program mean Math composite percentage below national program mean	NUR 090 Strategies for Nursing Success required*  NUR 122 Math for Meds required
C+ or below in 2 science courses (including transfer courses), C+ or below in NUR 111/231	NUR 090 Strategies for Nursing Success required for continuation*
NUR course GPA below 2.67 after first year in nursing program	NUR 090 Strategies for Nursing Success required for continuation*
Any student who stops out of the nursing program for any reason	Formal review plan with tests with Extra Study Plan Coordinator and completion of skills validation procedure are required. In addition, NUR 090 will be required if a nursing course was failed; if necessary, this may be concurrent with reenrollment. All of these are required for readmission.
Score on the RN Comprehensive Predictor Test that is below 94% probability of passing NCLEX (BSNs – Spring of Level III; ADNs – Spring of Level II)	Remediation with NUR 229/426 faculty is required if specific score is not achieved on the first attempt. If required score is not achieved on the second attempt, student must successfully complete exit requirements for Kaplan NCLEX-RN course.

\*When NUR 090 is required, students must **pass** this course in order to continue in nursing. Students who are not required to take NUR 090 may take this course to improve study skills. NUR 090 is strongly recommended for adult students who have been out of the academic setting, have low-end admission scores (ACT/SAT), or have self-identified weak study skills.

NUR 090 may be recommended or required by the Admission/Progression Committee as a condition for progression or readmission of a student.

Revised 8/2019

**XX. ATI COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM  
ADN and BSN**

PROGRAM LEVEL	PROGRAM	SEMESTER	COURSE	TEST /REQUIRED SCORE
I	ADN	Prior to Starting		TEAS – Adjusted individual total and math scores at national program mean Critical Thinking – Entrance exam
I	BSN	Prior to Starting		TEAS – Adjusted individual total and math scores at national program mean Critical Thinking – Entrance exam
I	ADN	Fall	NUR 111	Fundamentals – Proficiency Level I
I	BSN	Fall	NUR 231	Fundamentals – Proficiency Level I
I	ADN	Spring	NUR 115	NUR 115 Custom-built exam – Proficiency level 50%
I	ADN	Spring	NUR 117	Maternal-Newborn Nursing – Proficiency Level II
I	BSN	Spring	NUR 240	NUR 240 Custom-built exam – Proficiency level 50%
I	BSN	Spring	NUR 213	Mental Health Nursing – Proficiency Level II
I	BSN/ADN	Spring/Summer	NUR 224	Pharmacology – Proficiency Level I
I	ADN	Summer	NUR 113	Mental Health Nursing – Proficiency Level II
II	ADN	Fall	NUR 217	NUR 217 Custom-built exam – Proficiency level 50%
II	ADN	Fall	NUR 215	Nursing Care of Children – Proficiency Level II
II	BSN	Fall	NUR 310	NUR 310 Custom-built exam – Proficiency level 50%
II	BSN	Fall	NUR 317	Maternal Newborn Nursing – Proficiency Level II
II	AND	Spring	NUR 221	Adult Med. Surg Nursing – Proficiency Level II Leadership – Proficiency Level II
II	BSN	Spring	NUR 350	Adult Med. Surg Nursing – Proficiency Level II
II	BSN	Spring	NUR 315	Nursing Care of Children – Proficiency Level II
III	BSN	Fall	NUR 416	NUR 416 Custom-built exam – Proficiency level 50%
III	BSN	Fall	NUR 418	Community Health – Proficiency Level II
III	BSN	Spring	NUR 420	Leadership – Proficiency Level II
II/III	ADN/BSN	Spring	NUR 229/426	Nutrition – Proficiency Level II Critical Thinking – Exit exam RN Comprehensive Predictor Test – Score equivalent to 94% probability of passing NCLEX.

(Updated 8/2019)

## Resources

- Adams, M. (2009). *Achieving Excellence in Nursing*. NY: National League for Nursing.
- American Association of Colleges of Nursing (2008). *Essentials of Baccalaureate Education for Professional Nursing Practice*. Washington, DC.
- American Association of Colleges of Nursing (2011). *Essentials of Master's Education in Nursing*. Washington, DC.
- American Nurses Association (2015). *Code of Ethics for Nurses*. Silver Spring, MD.
- Assessment Technology Institute (2020). [www.atitesting.com](http://www.atitesting.com)
- Bethel University Catalog*. (2020-2021). Mishawaka, IN: Bethel University.
- Chickering, A.W., & Gamson, Z.F. (1999). Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning*, 1999(80), 75-81.
- Knowles, M.S., Holton III, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8<sup>th</sup> ed.). New York, NY: Routledge.
- Kolb, A.Y., & Kolb, D.A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.
- National League for Nursing (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY.
- QSEN Institute. (2011). *Pre-licensure KSAs*. Retrieved from <http://qsen.org/competencies/pre-licensure-ksas/>
- QSEN Institute. (2012). *Graduate KSAs*. Retrieved from <http://qsen.org/competencies/graduate-ksas/>