

Bethel University

SCHOOL OF NURSING
2020-2021
Graduate Student Handbook

Table of Contents

School of Nursing Programs	2
Symbols of Nursing at Bethel University	3
Organizational Chart of the School of Nursing	4
Nursing Mission/Philosophy	5
Competencies	6
Purpose and Program Student Learning Outcomes	7
Course of Study	8
School Admission Policies, General Policies, and Information	9
I. Admission Policies	10
II. Entering Student Policies	10
III. Transfer of Credit	11
IV. Returning Students	11
V. Attendance Policies	11
VI. Grading Policies	12
VII. Health Situations Increasing Risk in the Practicum Setting	16
VIII. Practicum Agency Rules	17
IX. Personal Appearance	17
X. Academic Dishonesty	18
XI. Graduation	18
XII. Changes to Policy and/or Curriculum Requirements	18
XIII. Expectations for Behavior	18
Bethel University School of Nursing Social Media Policy	19
XIV. Student - Faculty Communication	20
XV. Awards and Honors	22
XVI. Bethel University policy on AIDS	23
XVII. Policy for Drug Screening	26
XVIII. Fitness for Practicum	27

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)

Standard 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. 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.

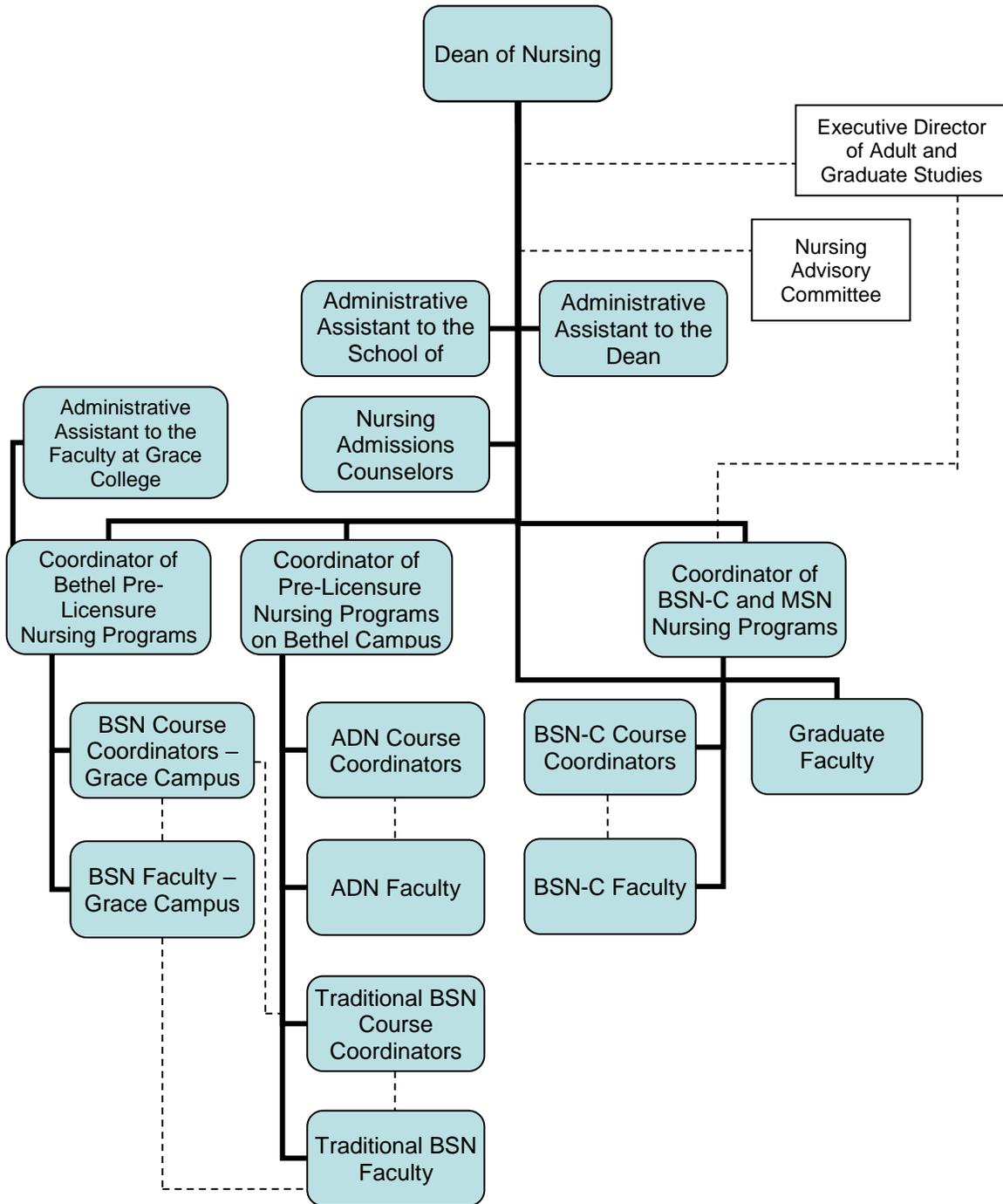
The Nursing Cap:

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)

Purpose of the MSN for Nurse Educators and Nurse Administrators

The MSN program builds on the knowledge and competencies of baccalaureate education and experience as a practicing nurse and prepares the graduate to be a nurse administrator or nurse educator.

The purpose of the Master of Science in Nursing for Nurse Educators/Administrators is to facilitate career preparation in a Christian liberal arts setting at the graduate level of nursing, enabling nurses to develop skills for nursing education or administration. The MSN graduate is expected to exhibit nursing judgment, along with facilitating effective decision making and communication, that promotes excellence in holistic patient/family-centered care in academic, administrative, and/or clinical settings. The MSN graduate creates evidence-based practice/research, integrates informatics to support quality improvement, and exemplifies nursing behaviors of leadership and professionalism. The MSN has a foundation for doctoral education in nursing. Therefore, the MSN graduate is prepared to:

Program Student Learning Outcomes:

1. Exhibit nursing judgment and effective decision making in the academic, administrative, and/or clinical settings that promote excellence in holistic patient/family-centered care.
2. Facilitate effective communication and collaboration in the academic, administrative, and/or clinical settings.
3. Appraise safety and continuous quality improvement that facilitate optimal functioning in the academic, administrative, and/or clinical setting.
4. Create evidence-based practice/research in the academic, administrative, and/or clinical settings.
5. Integrate nursing informatics to support quality improvement, enhance communication, and inform nursing judgment in the academic, administrative, and/or clinical settings.
6. Model nursing behaviors of leadership and professionalism that exemplify legal and ethical standards in the academic, administrative, and/or clinical settings.

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

COURSE OF STUDY

Core Courses (both Educator and Administrator Tracks)

	Course #	Course Name	Credit Hours
Fall	MNUR 511	Nursing Roles in Health Care Organizations	3
	MNUR 513	Advanced Theory for Nursing Practice	3
Spring	MNUR 512	Statistical Literacy	3
	MNUR 613	Information Systems in Nursing	3

Nurse Educator Track

	Course #	Course Name	Credit Hours
Summer	MNUR 515	Pathophys and Pharm for the Nurse Educator	4
	MNUR 516	Health Assessment for the Nurse Educator	3
Fall	MNUR 611	Educational Pedagogy	3
	MNUR 614	Evaluation in Nursing Education	3
Spring	MNUR 612	Curriculum Development in Nursing Education	3
	MNUR 621	Teaching Practicum	3
Summer	MNUR 625	Advanced Evidence-Based Nursing Practice	3

Nurse Administrator Track

	Course #	Course Name	Credit Hours
Summer	MNUR 615	Leadership in Health Care Organizations	3
	MBAD 516	Accounting and Managerial Decision Making	3
Fall	MNUR 616	Health Policy	3
	MNUR 617	Ethical and Legal Issues in Health Care Organizations	3
Spring	MNUR 622	Administrative Practicum	3
	MBAD 511	Human Resource Management	3
Summer	MNUR 625	Advanced Evidence-Based Nursing Practice	3

(Nurse Administrator Track students must have completed a college math elective and an accounting course prior to taking the MBAD courses.)

The MSN program can be completed in 2 years. The nursing courses must be completed in 6 years.

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 the MSN program 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. Admission to the nursing program is based on nursing admission criteria at the time of application to the program.

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

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

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

I. Admission Policies

Admission to MSN program is based on nursing admission criteria at the time of application to the program. Admission requirements:

1. Complete the Graduate MSN application.
2. GPA 3.0 from bachelor's nursing program that has been accredited by ACEN/CCNE/CNEA
3. One-year experience as a RN recommended
4. An active and unencumbered RN license in the state in which practice learning experiences/practicums will be completed
5. Three professional references:
 - 1 nursing faculty and 2 work-related supervisors or 3 work-related supervisors

II. Entering Student Policies

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

B. 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 practice agencies have additional health requirements with which the student must comply in order to complete the practice experience. All required paperwork for the program must be submitted prior to the first day of the first nursing class (MNUR 511). If all required paperwork is not submitted, the student will not be allowed to begin the program.

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

- C. A copy of active and unencumbered Registered Nurse license.
- D. Documentation of current health/medical insurance is required by the clinical agencies. Documentation of coverage must be turned in to the Nursing Office annually.

- E. Criminal checks and 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 information to the nursing office by the date specified. Failure to do so can lead to removal from the program.
- E. Students who are in practicum as assigned by the School of Nursing are covered under the School of Nursing Certificate of Liability policy. Students are not covered during travel to and from practicum or classroom sites.

III. Transfer of Credit (6 credits maximum)

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

IV. Returning Students

- A. Students who have withdrawn from a nursing course, who have not passed that course, or who have stepped out, must apply for readmission by submitting a Bethel University Readmission application. This must be signed by the Coordinator of the program, the financial aid office, and the Dean of Nursing.
- B. A request for admission is due by July 15 for the fall semester and November 15 for the spring semester.
- C. Students must schedule a meeting with the Coordinator of the program for an interview concerning readiness for readmission.
- D. Students reapplying must have a cumulative GPA of 3.0 or better. An exception may be made only if the course the student is taking is the course for which a grade lower than B- was received.
- E. Prior to any practicum, returning students must complete a Returning Student Health Form, submit a current CPR card, and complete a *School of Nursing Graduate Student Handbook* "Read and Sign" and a Standard Precautions "Read and Sign."
- F. Criminal checks and Drug Screen
If the student drops out or withdraws before the MNUR 621 or MNUR 622 practicums, the student will be required to have a current background check and drug screen at that time.

V. Attendance Policies

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

on the Bethel University website.

VI. Grading Policies

A. Grading Scale

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

B. Progression in the Program

1. A minimum cumulative grade point average of 3.0 (on a 4.0 scale) must be maintained throughout the program. In addition, a grade of at least a B- must be achieved in all required courses. A student receiving a grade of less than a B- in any required course must repeat that course. It should be noted that in computing the grade point average a B- is calculated at 2.67 grade points and will need to be counter balanced in order to continue in the program. Failure to achieve a cumulative GPA of 3.0 or higher the following semester will lead to dismissal from the program.
2. All core and specialty track courses must be successfully completed before the student can begin the teaching/administrative practicums. Students must meet prerequisite requirements as stated in the *Bethel University Catalog*.
3. A nursing course may be repeated only one time.
4. A student who attains a grade of less than B- on two courses may not continue in the program of nursing.
5. A 3.0 GPA is required for graduation.

C. Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a law which provides civil rights protection for people with disabilities. Bethel University, in compliance with equal access laws, requests that students with disabilities seeking to acquire accommodations make an appointment with the Center for Academic Success—Disability Services. It is located in the Miller-Moore Academic Center, 033. You may also phone 574-807-7460 or email rachel.kennedy@betheluniversity.edu for an appointment.

D. Commitment to Learning

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

1. Assignments are to be submitted by the assigned date/time. Students are encouraged to work ahead in order to avoid late assignments. Please communicate with your professor

promptly if you have extenuating circumstances that any contribute to a late assignment.

Assignments (excluding discussion questions) will be accepted late, subject to a 10% deduction off the earned grade per day late (24-hour period), for up to 3 days. No assignments will be accepted after 3 days late. Discussion posts and responses that are not posted by the due date will receive “0” points and are not accepted late past the due date.

2. The student must participate in classroom activities.
3. Bethel University School of Nursing reserves the right to use all student works generated in the course of academic work at Bethel University for non-profit educational or research purposes (including reproduction, distribution, the making of derivative works, public performance, and public display). This university right is subject to the student's privacy rights under federal law.
4. If special accommodations are needed in the classroom, a disability diagnosis and documentation must be present for reasonable accommodation to occur.

E. Practicum experience

1. Students in a practicum experience must complete requirements for practicum hours using a format called documented time. This keeps track of planned hours per the MNUR 621 and MNUR 622 requirements for practicum hours. Practicum experience sites must be pre-approved, according to the course requirements in the syllabi.
2. The practicum may take place in the institution where the student works, however, it cannot take place with the same faculty and in the practicum area where the student is or has worked. The student may not participate in practicum hours that would be paid for by the institution where the practicum is taking place.
3. Only those experiences arranged per the above procedure will be acceptable for practicum hour credit.

F. Additional Documentation

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

G. 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.

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.

H. 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, student practicum evaluations, “Read and Sign”, and other correspondence. Criminal background checks and drug screen results are kept in a separate locked cabinet. If a student requests to review their records, permission must be received from the DON.

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

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

I. Withdrawal from the Program

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

J. Re-entry to the Program

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

VII. Health Situations Increasing Risk in the Practicum Setting

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

As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in practicum

experiences, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Standard Precautions, according to the recommendations of the Centers for Disease Control. Students complete a “Read and Sign” form indicating their understanding of and intent to follow their guidelines, which becomes a part of the student’s file. This is the website for Transmission Based Precautions: http://www.cdc.gov/hicpac/2007IP/2007ip_part4.html#a5

VIII. Practicum Agency Rules

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

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

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

IX. Personal Appearance

A. Hygiene

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

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

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

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

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

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

B. Uniform

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

X. Academic Dishonesty

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

XI. Graduation Requirements

1. Only grades of B- or higher will be accepted toward the major
2. A total of 33 (Administrator track) or 34 (Educator track) credits are required.
3. The last 15 credits must be completed at Bethel University immediately prior to graduation, unless an alternative plan has been approved.
5. Cumulative GPA of at least 3.0 is required
6. All financial accounts must be fully paid to the university; academic credit, transcripts, and diploma are withheld if the account is not paid in full.
7. All work must be completed in 6 years.

Graduates are expected to attend commencement and pinning activities.

XII. 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.

XIII. 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 Adult and Graduate Studies Student Handbook*. Students may not bring children to class or leave them unattended either in buildings at Bethel or at offsite class locations. All students are to abstain from tobacco and alcoholic beverages. The nursing faculty expects nursing students to be aware of, and abide by, these standards.

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

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

Statement of Confidentiality:

- Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and right to privacy of the patient.
- Patients often confide highly personal information to nurses, trusting them not to divulge the information carelessly.
- Patient names or identifying information should never be used when writing nurse care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care.
- Any information you see or hear concerning a patient's diagnosis, condition, treatment, financial or personal status **MUST BE HELD IN ABSOLUTE CONFIDENCE**.
- Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.
- When the practicum experiences terminate, the need to respect the client's confidentiality does not.
- Under no circumstances is a student to photocopy any part of the patient's record.
- Theory examinations, practicum skills, and other testing situations are considered confidential. Details of these examinations should not be discussed or shared with other students.
- Under no circumstances is a graduate student to discuss student behaviors and performance with anyone other than the supervising faculty or preceptor. All of the above applies to students and patients.

Bethel 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.

Guidelines for Professional and Personal Social Media Activity:

1. Follow Bethel University's Code of Conduct, HIPAA guidelines, practicum facility confidentiality requirements, as well as the policies of the School of Nursing. Students may not post anything that would compromise another person's or organization's privacy, or may not post anything that would not conform to professional nursing standards along with state and federal laws.
2. Protect confidential information, including respecting copyrights, and anything to do with patient care or similar private content (which includes photographs). Patient confidentiality laws (e.g. HIPAA) forbids the release of any information pertaining to patients (even if names are not used). Do not disclose or use confidential information from any person or agency. Do not post information about your practicum rotations or clients in any online forum or webpage. A good rule of thumb is that if you would not want what you posted on a

- social media site to be on the front page of tomorrow's newspaper, credited to you, then do not post it at all.
3. Take care in how you are presented with online networks. By virtue of being self-identified with Bethel 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 the faculty and/or the Nursing Admission Progression committee, and will be based on the type and severity of the violation. These may include, but are not limited to, the following:
 - a. Reprimand.
 - b. Receiving a behavioral contract.
 - c. Receiving an Unsatisfactory in the weekly practicum evaluation.
 - d. Being removed from the practicum agency.
 - e. Failing the nursing course.
 - f. Being expelled from the nursing program.

(8/18/2011)

XIV. Student - Faculty Communication

Students are encouraged to take 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. 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 graduate nursing programs include:

A. Nursing Administrative Committee

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

(3) Meetings. This committee will meet on a bi-monthly basis and as needed.

B. Nursing Admission/Progression Committee

(1) Function. The purpose of this committee is to:

- (a) Review and take action on applications to the Nursing Program.
- (b) Review performance of students for achievement at each level and make decisions on progression of students within levels and from level to level.

(2) Membership. Members of this committee include the chair, and the Dean of Nursing, the Coordinator of the Bachelor of Science Completion and Graduate Nursing Programs, the Coordinator of Pre-Licensure Nursing Programs on Bethel Campus, the Coordinator of Bethel Pre-Licensure Nursing Programs at Grace College, and one or more faculty members. The Nursing Student Admissions Counselors shall be non-voting members of the committee.

(3) Meetings. This committee will meet as needed throughout the year.

C Nursing Curriculum Committee

(1) Function. The purpose of this committee is to:

- (a) Review and revise the curriculum to reflect current changes in nursing.
- (b) Encourage student and faculty involvement in curricular changes.

(2) Membership. Members of this committee include:

- (a) The Dean of Nursing.
- (b) All full-time and part-time nursing faculty.
- (c) One student from each level from each program from each site.

(3) Meetings. This committee will meet monthly at regularly scheduled times throughout the year.

D. Nursing Student Affairs Committee

(1) Function. The purpose of this committee is to:

- (a) Plan and direct academic ceremonies (e.g. Nursing Pinning).
- (b) Consider student problems, suggestions, and make appropriate recommendations to the nursing faculty.
- (c) Provide a formal line of communication between faculty and nursing students.

(2) Membership. Members of this committee include:

- (a) Two faculty members from Bethel and one from the off-campus site will be assigned as faculty advisors.
- (b) One student from each MSN track and class, each BSN-C class from each site and each practicum group at Bethel and off campus sites.
- (c) A student elected by the student group will serve as chairperson and one student will serve as secretary.
- (d) All nursing students are expected to participate in fund-raising activities of this committee.

(3) Meetings. This committee will meet at a time established by the committee on a regular basis throughout the year.

E. Nursing Student Scholarship Committee

(1) Function. The purpose of this committee is to:

- (a) Select and recommend to the nursing faculty, students to receive the Middleton Endowment Awards.
- (b) Select candidates and make recommendation to the nursing faculty on recipients of the Sally Torrence Scholarship, Spirit of Nursing Award, the 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.

XV. Awards and Honors

- A. Sigma Theta Tau: Members of the faculty and selected BSN and MSN students may be inducted into the National Nursing Honor Society (Sigma Theta Tau - Nu Omicron-at-Large Chapter) if recommended by other members and the faculty.
- B. Middleton Endowment: In memory of Dr. Ramona Middleton, an endowment has been provided by her mother, Mrs. Lillian Middleton. Each year, two students with high academic achievement who meet the criteria and who are going on to pursue another degree in nursing, a student selected as the outstanding nursing graduate, and other outstanding students who wish to attend a continuing education program will be selected by the Nursing Student Scholarship Committee.
- C. Altruism Award: The Nursing Student Affairs Committee offers an award each year to a graduate from each track of the MSN Program, the 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. Cushing Scholarships: Cushing scholarships are awarded yearly to undergraduate or graduate nursing students who demonstrate a financial need and maintain a minimum GPA of 3.0 (undergraduate) or 3.5 (graduate). Students may be part-time or full-time. Community service and/or spiritual leadership are considered with this award. ADN level I, BSN level I &II, BSN-C level I and returning MSN students are eligible for these scholarships.
- E. Dr. Karon Schwartz Nursing Scholarship: A scholarship is awarded yearly to a graduate nursing student who is accepted in the Master of Science in Nursing program at Bethel 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 1st with a current FAFSA from the current year. The scholarship will be awarded at the beginning of the academic school year.
- F. Elizabeth A. Brown Scholarship: This scholarship was endowed by a former Bethel 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.
- G. Daisy-In-Training Award: The Daisy-In-Training recognizes nursing students for exhibiting above-and-beyond care and compassion shown to patients and their families while they are learning.
- H. Students in all programs are recognized on the Pinning Ceremony Program when they have an overall GPA of 3.5 or higher.

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

XVI. Bethel 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 life-style is consistent with its Christian heritage and Biblical teachings.
- d. Bethel University has moral, ethical, and spiritual obligations to respond to issues of high-risk behavior rather than high-risk groups.
- e. 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 life-style 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) or (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.

1. No individual shall be denied an opportunity for admission into the nursing program or employment in connection with the nursing program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV, so long as (a) Bethel is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.
2. Students and faculty should be aware that as novice practitioners with limited skills in clinical settings, students might have a greater risk of sticks with sharps and thus exposure to HIV, AIDS, HBV, HCV, HDV, and HGV.
3. No nursing student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, HBV, HVC, HDV, and HGV.
4. Nursing students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS,

HBV, HCV, HDV, or HGV.

5. In order to reduce the possibility of exposure to Hepatitis B Virus (HBV), nursing students and faculty will follow the policies in effect for the School of Nursing at Bethel University:
 - a. Before starting the clinical sequence, nursing students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
 - b. Nursing faculty, who provide clinical supervision to students, will supply the Dean of Nursing with documentation of vaccination, immunity, or a waiver of personal liability. The University will provide the cost of this vaccination when necessary.
6. Nursing students and faculty may not refuse to care for patients with HIV, AIDS, HBV, HCV, HPV, and HGV.
7. Students and faculty who are exposed to HIV, AIDS, HBV, HCV, HDV or HGV as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the School of Nursing immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Students will sign a Bethel 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). The National Clinicians Post-Exposure Prophylaxis Hotline ([PEPline]) 1-888-448-4911 is advised. Exposure should be considered an urgent medical concern in order to ensure timely post-exposure management. The student will be excused from clinical for the day in order to seek treatment as indicated.
8. Students are required to be tested for HIV when patients are exposed to the student’s blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

Post-Exposure Prophylaxis Instructions

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, you are considered as being at risk for these viruses. While it is not anticipated that you will acquire any of them, you will need to be under surveillance for six months from the date of exposure. During that surveillance period there are certain precautions that Bethel 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 HBs antibodies are of adequate concentration, you will be considered protected against the Hepatitis B virus. If they are shown to be low, you should receive a Hepatitis B vaccine booster.
4. You should have blood tests done for HIV antibodies at: a) time of exposure, b) 4-6 weeks,

and c) 3 months following, or as recommended by your health care provider. You should follow your health care provider's recommendation for testing for Hepatitis B and C.

5. You should temporarily avoid engaging in intimate sexual relations until the surveillance process is complete. If you chose to have sexual relations, using a condom consistently and correctly may reduce the risk of HIV transmission. You should take precautions to prevent pregnancy from occurring while you are under the HIV surveillance.
6. You should temporarily remove your name from being an organ donor from the back of your driver's license and refrain from donating blood.
7. You should notify your health care provider and dentist that you are in an HIV surveillance program.
8. You must be diligent in practicing Transmission Based Precautions as they are outlined by the Centers for Disease Control.
9. You need to discuss this surveillance program with your spouse, and if we can help you in any way, we will be glad to do so, including meeting with your spouse if you so desire.

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

XVII. Policy for Drug Screening

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

DRUG SCREENING PROCEDURE:

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

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

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

POLICY:

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

1. Positive upon admission - If a student is determined to have a positive drug screen result when first admitted, they will immediately be withdrawn from the nursing program. Any student failing to complete drug screening within the designated

timeframe will have the same consequences as if they had tested positive. Any student who tests positive may reapply to the nursing program in 1 year, but reapplication does not guarantee admission to the School of Nursing. Students who test positive will also be subject to the policies and procedures outlined in the *Bethel University Student Handbook*.

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

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

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

I. Policy:

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

II. Purpose:

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

III. Procedures to follow:

1. The instructor/preceptor will document his/her observations regarding the student's behavior and substandard work performance.
2. The graduate nursing program coordinator (or designee) should be notified if available. All information pertaining to any student's suspected or actual abuse problem is confidential.
3. A "Fitness-for-Practicum" interview should be completed by the instructor.
 - a. During the interview, the instructor should complete the following forms:
 - (1) A Fitness-for-Practicum Evaluation Student Participation Agreement (also signed by student)
 - (2) A Fitness-for-Practicum Interview Instructor's Questionnaire
 - (3) A Fitness-for-Practicum Interview Observation Check List
 - (4) A Fitness-for-Practicum Interview Instructor's Summary Statement

4. If the instructor concludes that the student is able to perform his/her practicum responsibilities, the student should be asked to return to the practicum without further prohibition or sanction.
5. If the instructor concludes that the student is not able to perform his/her practicum responsibilities, the student should be suspended from practicum, informed of the 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 blood sample for alcohol/drug concentration is to be obtained, and the student is to be relieved of practicum responsibilities for that day. In less clear-cut situations, a physician may perform a more complete evaluation. If the findings are normal, the student is to return to practicum. If impairment is indicated, the appropriate urinary and/or blood toxicology profiles are to be obtained. The costs of the diagnostic laboratory test will be paid for by the Bethel University School of Nursing.
7. If the student is not able to perform his/her practicum responsibilities, refuses to participate in the evaluation process, or indicates impairment by urinary and/or blood toxicology profiles, the instructor should try to make arrangements to have the student taken home. Any refusal by the student to accept such assistance should be witnessed by another person (instructor, agency personnel) and should be documented by the instructor. Should the student insist upon driving himself/herself home, the instructor should contact the local police authorities, indicating the student's condition, his/her refusal to accept assistance in getting home, and the description and license no. of his/her automobile if available. The date and time of this call should be recorded along with the name of the police personnel who accepted the call. The reason for calling the local law enforcement authorities and providing assistance before the student leaves the agency is derived from the Texas case of *Otis Engineering Corp. vs. Clark*, 668 S.W. 2d 307 (Tex. 1983). In this case, an employee who was clearly under the influence while at the plant was ordered to leave by his immediate supervisor. While attempting to drive home, the drunken employee killed two individuals in a traffic accident. The Texas Supreme Court found that the decedents' families could bring wrongful death action against the employer holding:

“When, because of an employee's incapacity, an employer exercises control over the employee, the employer has a duty to take such action as a reasonably prudent employer under the same or similar circumstances would take to prevent the employee from causing an unreasonable risk of harm to others. Such a duty may be analogized to cases in which the defendant can exercise some measure of control over a dangerous person when there is a recognizable great danger of harm to third persons. Thus, you must do all that you can to prevent an obviously intoxicated employee from driving home alone.”
8. Throughout this process, the instructor should not attempt to diagnose possible causes of observed behaviors. It is the instructor's responsibility, however, to communicate with the student involved as to what behaviors have been observed and reasons for concern.
9. If the student refuses to participate in the evaluation process, the instructor will take the following actions:
 - a. The student should be informed that his/her actions constitute insubordination and may result in discipline up to and including dismissal.
 - b. The instructor will immediately suspend the student from the practicum experience and indicate to the student he/she will be contacted by the Graduate Nursing Program Coordinator regarding further investigation of this incident.

Resources/ Bibliography

- 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: Author.
- American Association of Colleges of Nursing (2011). *Essentials of master's education in nursing*. Washington, DC: Author.
- American Nurses Association (2015). *Code of ethics for nurses*. Silver Spring, MD: Author.
- American Organization for Nursing Leadership (2015). *Nurse Executive Competencies*. Chicago, IL, Author.
- 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* (8th 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: Author.
- National League for Nursing (2020). *The scope of practice for academic nurse educators & academic clinical nurse educators*. Washington, DC: Author
- 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/>

(Updated 8/2020)