



SCHOOL OF NURSING
2009 - 2010
Graduate Student Handbook

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BETHEL COLLEGE

SCHOOL OF NURSING PROGRAMS

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

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

The MSN may be completed in five semesters and one summer of academic course work; this includes a nursing thesis in a specialty area. The time involvement is one summer and five semesters of academic course work after completion of the prerequisites. A nurse educator and nurse administrator certificate is available for those who wish to pursue these areas of study as a post masters option.

Baccalaureate of Science in Nursing (BSN)

Track I: The Baccalaureate of Science in Nursing program is planned for students who are beginning the study of nursing. It consists of a four-year program, including general education and nursing courses with both didactic and clinical components.

Track II: 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 time involvement is approximately four semesters and one summer of academic coursework.

Associate Degree in Nursing (ADN)

The Associate Degree in Nursing program may be completed in two to three years for full time students. Due to the nature of this program, it is recommended that some required college courses be taken prior to nursing courses.

LPN to ADN

The LPN to ADN is available for LPNs (as space permits) who wish to continue education in nursing at the ADN level. This program can be completed in a summer and two semesters after all prerequisites are met

Accreditation

Bethel College is accredited by The Higher Learning Commission and is a member of the North Central Association. The Baccalaureate Degree program (Track I) and the Associate Degree program (ADN) are accredited by the Indiana State Board of Nursing, Health Professions Bureau. All undergraduate programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The MSN program is also accredited with the NLNAC. Information can be obtained from the NLNAC at 3343 Peachtree Road NE Suite 500, Atlanta, GA 30326 by calling 404-975-5000, Fax 404-975-5020 email address www.nlnac.org. Complaints can also be made to the NLNAC.

It is noted the nursing faculty use the terms patients and clients interchangeably in this and other published documents.

Symbols of Nursing at Bethel College

The Nursing Lamp:

Undergraduate students receive a nurse's lamp at the Nursing Dedication Ceremony after successful completion of the first clinical course. The lamp is a symbol of light and in this way represents the role that Bethel College nursing students and graduates will serve bringing light to persons in physical, emotional, and spiritual darkness through caring acts of service.

The Nursing Pin:

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

The Helm: This symbolizes the Bethel College belief that God is at the helm of the ship of life and can assist the graduate through uncharted waters.

The Lamp: This represents the vision of the Bethel College graduate nurse in bringing support and comfort to those in darkness.

The Shield: This represents the shield of knowledge that enables the Bethel College graduate nurse to provide safe care to clients.

The Pin Guard:

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

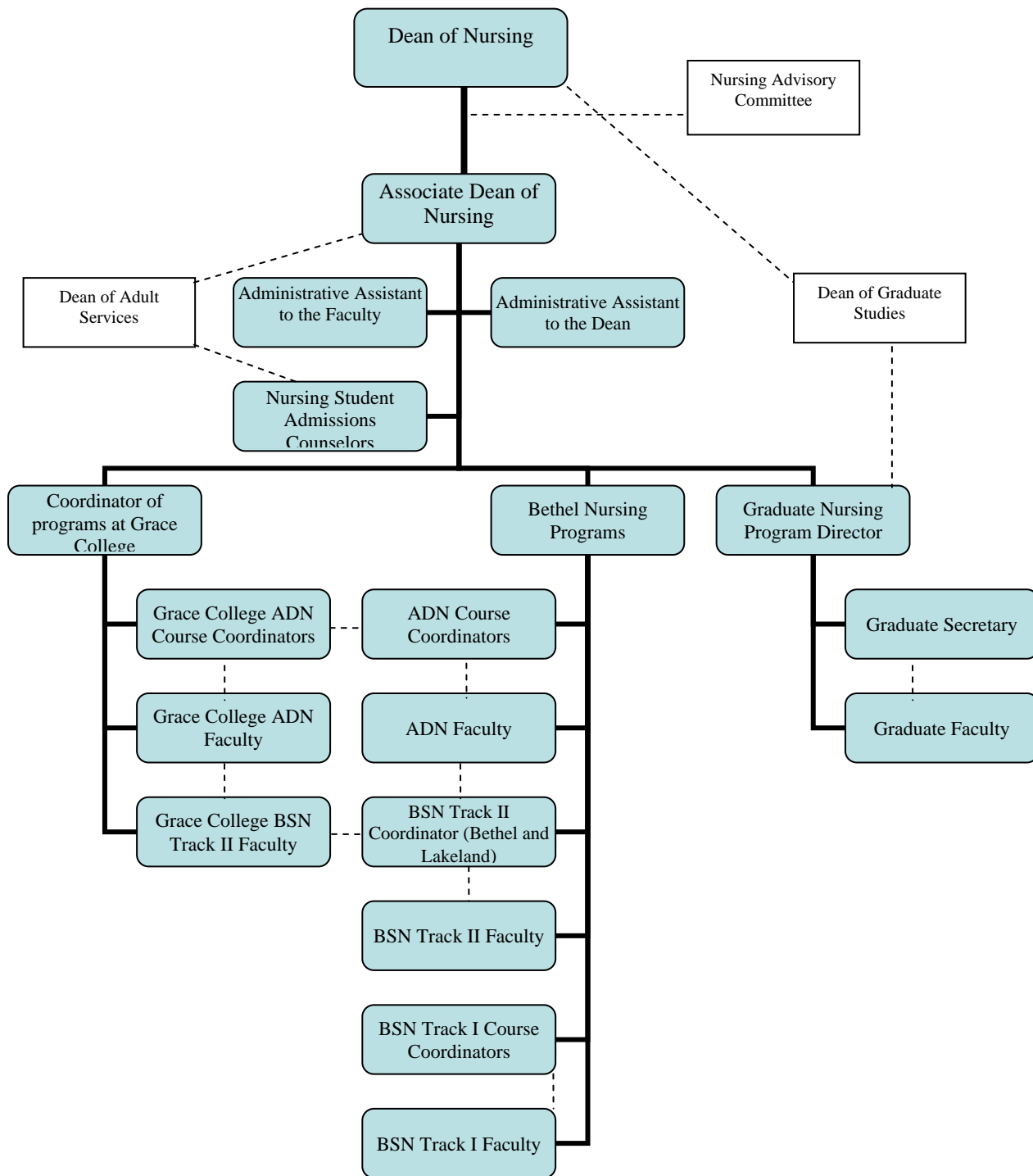
The Nursing Cap:

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

The Bible:

White nurse's New Testaments are presented at the Nursing Dedication ceremony. The presentation of the New Testament at this ceremony represents the role of the Bethel College student and graduate to witness the love of God and to help clients and their families reach out to God and feel His support.

Organizational Chart for the School of Nursing



BETHEL COLLEGE NURSING PHILOSOPHY

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

Person:

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

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

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

Environment:

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

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

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

Health:

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

Nursing:

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

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

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

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

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

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

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

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

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

Nursing Education:

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

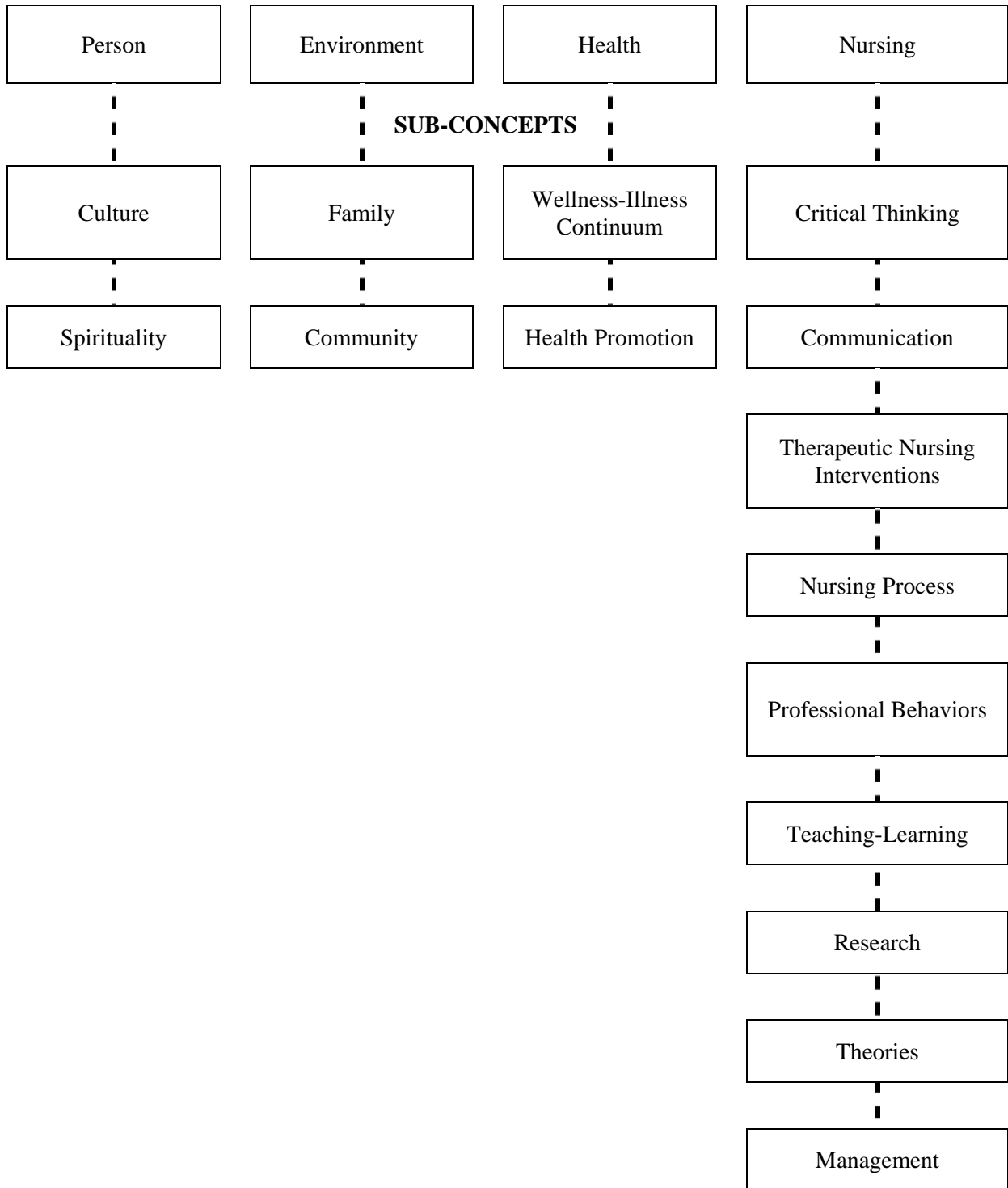
The student possesses an innate drive to know, interact with the learning environment, and assumes responsibility for learning. The depth of learning is influenced by such factors as the individual's value

system, past experience, acquired knowledge and active participation in planning and implementing learning opportunities. Nursing education is enhanced through continued use of the nursing process, critical thinking, scientific theories, developmental theories and nursing theories. Learning results in the acquisition of knowledge and behavioral changes. Learning takes place in a setting, which fosters growth of ideas and the appreciation of diverse individuals.

The faculty accepts responsibility for the preparation of individuals regardless of race, creed, sex, religion, or economic status. The faculty believes that education of nurses is best accomplished in a Christian liberal arts collegiate setting.

BETHEL COLLEGE
CONCEPTS AND SUB-CONCEPTS OF THE NURSING PHILOSOPHY

MAJOR CURRICULUM CONCEPTS



Purpose of the MSN for Nurse Educators and Nurse Administrators

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

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

Program Core Learning Outcomes for Educators and Administrators Tracks:

The MSN graduate expected student outcomes:

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

Additional objectives for Educators Track

11. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development when assisting students to meet educational objectives through innovative teaching.
12. Integrate teaching learning theories and educational objectives in nursing education and clinical settings.

Additional objective for Administrators Track

13. Critique, evaluate and utilize concepts and theories of nursing, health care delivery, financing and regulatory issues related to health care organizations.

Comparison of MSN and BSN Track I Objectives

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

7/10/06

Comparison of MSN for Nurse Educators and Nurse Administrator Program Objectives with
The Scope of Practice for Academic Nurse Educators (NLN) and *Scope and Standards of Practice for Nurse Administrators(ANA)*

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators</i> (2 nd .ed). American Nurses Association (2004)
1. Integrate critical thinking when making effective decisions and solving problems creatively with students, colleagues, administrators, and member of the inter-disciplinary team	<ul style="list-style-type: none"> • Models critical and reflective thinking • Uses extant literature to develop evidence -based assessment and evaluation practices • Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role. • Designs and implements scholarly activities in an established area of expertise. • Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues. • Creates opportunities for learners to develop their critical thinking and critical reasoning skills 	<ul style="list-style-type: none"> • Develops, maintains, and evaluates patient/client/resident and staff data collection systems and processes to support the practice of nursing and delivery of patient/client/resident care • Identifies and secures adequate resources for decision analysis in collaboration with appropriate departments. • Collaborates in the design and improvement of systems and the identification of resources that assure interventions are safe, effective, efficient, age-relevant, and culturally sensitive. • Collaborates in the design and improvement of systems and processes that assure interventions are implemented by the appropriate personnel. • Evaluates the plan and its progress in relation to the attainment of outcomes.
2. Communicate efficaciously and collaboratively with students, colleagues, and administrators through interpersonal skills and technological media.	<ul style="list-style-type: none"> • Practices skilled oral, written and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts • Uses informational technologies skillfully to support the teaching-learning process. • Collaborates with external constituencies throughout the process of curriculum revision. • Disseminates nursing and teaching knowledge to a variety of audiences through various means. • Demonstrates skill in proposal writing for initiatives that include, but are not limited to research, resource acquisition, program development, and policy development. • Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments 	<ul style="list-style-type: none"> • Initiates mechanisms to modify information systems and processes as needed to meet changing data requirement and needs. • Collaborates with appropriate departments to utilize assessment data to improve the operation of the health care environment and facility. • Facilitates interdisciplinary collaboration in data analysis and decision-making process. • Promotes an organizational climate that supports validation of problems/diagnoses. • Fosters interdisciplinary planning and collaboration that focuses on the individuals and populations served. • Collaborates in the design and improvement of systems to assure appropriate and efficient documentation of interventions and patient/client/resident responses. • Creates a climate of effective communication • Shares knowledge and skills with students, colleagues and others, and acts as a role model and mentor. • Collaborates with nursing staff and other disciplines at all levels in the development, implementation, and evaluation of programs and services. • Collaborates with administrative peers in determining the acquisition, allocation, and utilization of fiscal and human resources. • Develops and fosters relationships that support the continuous enhancement of care delivery and patient/client/resident and employee satisfaction. • Promotes implementation of processes that deliver data and information to empower staff in decision-making. • Supports information handling processes and technologies to facilitate evaluation of effectiveness and efficiency of decisions, plans, and activities in relation to desired outcomes.

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators (2nd.ed).</i> American Nurses Association (2004)
<p>3. Appraise therapeutic nursing interventions of students and or employees to facilitate their role development in the delivery of patient care for health promotion and disease prevention.</p>	<ul style="list-style-type: none"> • —Implements evidence-based assessment and evaluation strategies • that are appropriate to the learner and to learning goals. • Provides timely, constructive, and thoughtful feedback to learners. 	<ul style="list-style-type: none"> • Develops, maintains, and evaluates an environment that empowers and supports the professional nurse in analysis of assessment data and in decisions to determine relevant problems and diagnoses. • Assists in identification, development, and utilization of databases that include nursing measures and desired outcomes. • Identifies assessment elements specific to nursing patient/client/resident outcome indicators appropriate to a given organization. • Assures a system of documentation of problems/diagnoses that facilitates development of a patient-centered plan of care and determination of desired outcomes. • Formulates a diagnosis of the organization’s environment, culture, and priorities that direct and support care delivery. • Assists in identification, development, and utilization of databases that include nursing measures and desired outcomes • Facilitates the participation of staff in the systematic, interdisciplinary, and ongoing evaluation of programs, processes, and desired outcomes that promote organizational effectiveness. • Systematically evaluates the quality and effectiveness of nursing practice and nursing services administration • Identifies key indicators including measures of quality, safety, other outcomes of nursing practice, and customer needs and expectations. • Evaluates the care environment to ensure that it is safe and healthful for patients and staff. • Implements performance improvement measures for the key indicators that have been identified • Develops systems to continuously monitor and measure the quality, safety, and outcomes of nursing services.

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators</i> (2 nd .ed). American Nurses Association (2004)
4. Evaluate the nursing process in the delivery of patient care for health promotion and disease prevention and in nursing and nursing education settings.	<ul style="list-style-type: none"> • Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice. 	<ul style="list-style-type: none"> • Analyzes the workflow related to effectiveness and efficiency of assessment processes • Facilitates integration of uniform assessment processes developed in collaboration with other healthcare disciplines across the continuum of care and internal and external to the organization. • Assists and supports staff in developing and maintaining problem/diagnosis competency. • Identifies assessment elements specific to nursing/patient/client/resident/-outcome indicators appropriate to a given organization. • Assures a system of documentation of problems/diagnoses that facilitates development of a patient/client/resident-centered plan of care and determination of desired outcomes. • Formulates a diagnosis of the organization's environment, culture, and priorities that direct and support care delivery. • Assists and supports staff in developing and maintaining problem/diagnosis competency. • Leads in creating and evaluating systems, processes and programs that support organizational and nursing core values and objectives.
5. Integrate Christian principles when interacting with patients, students, colleagues, administrators, and members of the interdisciplinary team.	<ul style="list-style-type: none"> • Uses personal attributes (e.g., caring, confidence, patience, integrity, flexibility), that facilitate learning. • Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers. 	<ul style="list-style-type: none"> • Fosters a nondiscriminatory climate in which care is delivered in a manner sensitive to socio-cultural diversity. • Fosters participation and recognition of staff in internal and external, formal and informal organizational evaluation committees, teams, and task forces. • Establishes and promotes a framework for professional nursing practice built on a core ideology which includes vision, mission, philosophy, core values, evidence-based practice, and standards of practice. • Assures the work environment is one of mutual respect for the individual and the profession.

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators (2nd.ed).</i> American Nurses Association (2004)
6. Analyze professional, scholarship, and leadership skills and behaviors, that foster improvement and innovation within health care and nursing education environments.	<ul style="list-style-type: none"> • Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive <ul style="list-style-type: none"> • learning environments. • Implements curricular revisions using appropriate change theories and strategies. • Develops leadership skills to shape and implement change. • Implements strategies for organizational change • Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality and creativity. • Identifies how social, economic, political and institutional forces influence higher education in general and nursing education in particular. • Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community. • Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues. • *Assumes a leadership role in various levels of institutional governance. • *Creates and maintains community and clinical partnerships that support educational goals. • *Mentors and supports faculty colleagues 	<ul style="list-style-type: none"> • Collaborates with appropriate departments in the development of integrated systems to support nursing service delivery. • Facilitates the development and continuous improvement of mechanisms for plans to be recorded, reviewed, and updated across the continuum of care. • Promotes organizational processes that allow for creativity in the development of alternative plans for achieving desired, patient/client/resident-defined, cost-effective outcomes. • Assists and supports staff in developing and maintaining competency in planning and change process. • Advocates for integration of policies into action plans for achieving desired outcomes. • Collaborates with appropriate departments and disciplines for the entire system to operate more efficiently in achieving outcomes. • Advocates for staff involvement in all levels of organizational planning and decision-making. • Leads initiatives in innovative programs and new implementation alternatives. • Leads the development, implementation, and improvement of care delivery models and services that meet or exceed customer expectations. • Leads the organization of nursing services through a well-established nursing leadership structure, and a formal authority participant in organizational leadership. • Leads in promoting the appropriate use of innovative applications and new technologies throughout the continuum of care.
7. Correlate ethical, political, economic, legal, and regulatory issues which impact nursing, nursing education, and nursing administration.	<ul style="list-style-type: none"> • Uses knowledge of the legal and ethical issues relevant to higher education and nursing education as a basis for influencing designing and implementing policies and procedures related to students, faculty, and educational environment. • Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs, so as to prepare graduates for practice in a complex, dynamic multicultural health care environment. • *Evaluates organizational effectiveness in nursing education. • *Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community 	<ul style="list-style-type: none"> • Develops, maintains, and evaluates information systems and processes that promote desired, patient/client/resident-defined, professional, and organizational outcomes. • Develops criteria and establishes procedures to assure confidentiality of data. • Participates in the design and development of interdisciplinary processes to establish and maintain standards consistent with the identified outcomes. • Participates in the development, implementation, and use of a system to promote the rights and ethical treatment of the patient/client/resident and to ensure that abuse of the patient/client/resident’s rights is reported • Reviews and evaluates plans for appropriate utilization of staff at all levels of practice in accordance with the provisions of the state’s nurse practice act and professional standards of practice. • Evaluates and administers the resources of nursing services • Sets priorities for allocation of resources to conduct evaluative activities. • Ensures sufficient resources to provide for the critical assessment and evaluation of desired outcomes, including allocation of individual staff time for meaningful involvement.

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators (2nd.ed).</i> American Nurses Association (2004)
		<ul style="list-style-type: none"> • Is accountable for providing a professional environment • Creates a professional practice environment that fosters excellence in nursing services • Advocates for organizational adherence to the ANA Bill of Rights for Registered Nurses (ANA, 2001a). • Decisions and actions are based on ethical principles • Assures compliance with regulatory and professional standards, as well as integrity in business practices. • Assures a process to identify and address ethical issues within nursing and the organization. • Provides fiscal oversight of allocated resources to optimize the provision of quality, cost-effective care. • Guides the delegation of responsibilities appropriate to the credentialing, education, and experience of staff. • Maintains privacy, confidentiality, and security of patient, staff, and organization data. • Adheres to the <i>Code of Ethics for Nurses with Interpretive Statements</i> (ANA, 2001b).
<p>8. Appraise self-development or growth activities of self and others to enhance professional career and role expansion and be knowledgeable of health trends at the local, state, and national level.</p>	<ul style="list-style-type: none"> • Engages in self-reflection and continued learning to improve teaching practices that facilitates learning. • Models professional behaviors for learners including, but not limited to involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy • Integrates a long-term, innovative, and creative perspective into the nurse educator role. • Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally and internationally. • Determines own professional goals within the context of academic nursing and the mission of the parent institution and the nursing program. • Demonstrates commitment to life-long learning. • Recognizes that career enhancement needs and activities as experience is gained in the role. • Participates in professional development opportunities to increase one’s effectiveness in the role. • Balances the teaching, scholarship, and service demands inherent in the role of the educator and member of the academic institution • Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness • Engages in activities that promote one’s socialization to the role 	<ul style="list-style-type: none"> • Facilitates registered nurse participation in the monitoring and evaluation of nursing care in accordance with established professional, regulatory, and organizational standards of practice. • Ensures educational opportunities for staff based on evaluation findings – specific to the population served, professional practice, available technologies, or required skills – to enhance quality in health care delivery. • Participates in the evaluation of all appropriate healthcare providers through privileging, credentialing, or certification processes • Evaluates personal performance based on professional practice standards, relevant statutes, rules and regulations, and organizational criteria • Engages in self-assessment of role accountabilities on a regular basis, identifying areas of strength as well as areas for professional and practice development. • Seeks constructive feedback regarding one’s own practice. • Takes action to achieve plans for performance improvement • Participates in peer review as appropriate • Actively participates in the general and nursing management education and professional development of staff, students, and colleagues. • Maintains and demonstrates current knowledge in the administration of healthcare organizations to advance nursing practice and provision of quality healthcare services. • Seeks experiences to advance one’s skills and knowledge base in areas of responsibilities including the art and science of nursing, changes in healthcare systems, application of emerging technologies, and administrative practices. • Demonstrates a commitment of lifelong learning and ongoing professional development through such activities as education, certification, and participation in professional organizations. • Networks with state, regional, national, and global peers to share ideas and conduct mutual problem solving. • Promotes understanding and effective use of organization, management, and nursing theories and research.

Bethel College MSN for Nurse Educators Program Objectives	National League for Nursing – <i>Scope of Practice for Academic Nurse Educators</i> (2005)	<i>Scope and Standards of Practice for Nurse Administrators</i> (2 nd .ed). American Nurses Association (2004)
<p>9. Utilize the research process to optimize nursing care delivery in clinical and academic settings.</p>	<ul style="list-style-type: none"> • Draws on extant literature to design evidenced-based teaching and evaluation practices • Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role • Designs and implements scholarly activities in an established area of expertise. • Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development. • Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality and creativity • Bases curriculum design and implementation decisions on sound educational principles, theory, and research. 	<ul style="list-style-type: none"> • Utilizes current research findings and current practice guidelines and standards to modify and improve data collection elements. • Identifies and documents the necessary resources to support data collection, and secures appropriate resources. • Provides for efficient data collection as part of the institutional data collection systems. • Promotes, maintains, and evaluates a data collection system that has an accessible and retrievable format. • Evaluates assessment practices to assure timely, reliable, valid, and comprehensive data collection • Utilizes appropriate research methods and findings to evaluate and improve care processes, structures, and measurement of desired outcomes. • Promotes the development of policies, procedures, and guidelines based on research findings and institutional measurement of quality outcomes. • Utilizes data generated from outcomes research to development innovative changes in care delivery. • Supports research and its integration into nursing and delivery of healthcare services. • Creates the environment and advocates for resources supportive of nursing research and scholarly inquiry • Assures nursing research priorities align with nursing’s and the organization’s strategic plan and objectives. • Supports research that promotes evidence-based, clinically effective and efficient, nurse-sensitive patient/client/resident outcomes and other health care outcomes • Facilitates the dissemination of research findings and the integration of evidence-based guidelines and practices into health care. • Supports procedures for review of proposed research studies, including protection of the rights of human subjects • Identifies areas of clinical and administrative inquiry suitable for nurse researchers.
<p>10. Provide leadership as an advocate for health programs and services in the advancement of health care policy, finances, and delivery to meet the needs of at-risk, underserved and/or culturally diverse populations.</p>	<ul style="list-style-type: none"> • Advocates for nursing and nursing education in the political arena • Promotes innovative practices in educational environments • Serves as a role model of professional nursing • Recognizes multicultural, gender, and experiential influences on teaching and learning. • Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners • Models cultural sensitivity when advocating for change 	<ul style="list-style-type: none"> • Monitors and evaluates assessment processes that are sensitive to the unique and diverse needs of individuals and target populations. • Facilitates participation of registered nurses, other staff members, and patients/client/resident in interdisciplinary identification of desired outcomes. • Advocates for and supports a process of participative decision-making. • Advocates for and participates in the development of clinical, operational, and financial processes from which key outcomes indicators can be derived, reported, and used for improvement. • Designs and negotiates organizational acceptance of appropriate roles for the utilization of all staff.

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators (2nd.ed).</i> American Nurses Association (2004)
11. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development when assisting students to meet educational objectives through innovative teaching.	<ul style="list-style-type: none"> • Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies • Bases curriculum design and implementation decisions on sound educational principles, theory, and research. • Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program • Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends. • Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content and context • Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation • Demonstrates skill in the design and use of tools for assessing clinical practice • Uses extant literature to develop evidence-based assessment and evaluation practices • Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains • Uses assessment and evaluation data to enhance the teaching-learning process 	
12. Integrate teaching learning theories and educational objectives in nursing education and clinical settings.	<ul style="list-style-type: none"> • — Grounds teaching strategies in educational theory and evidence-based teaching practices • Provides resources to diverse learners that help meet their individual learning needs • Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students. • Demonstrates interest in and respect for learners • Engages in effective advisement and counseling strategies that help learners meet their professional goals • Creates learning environments that are focused on socialization to the role of the nurse and facilitates learners' self-reflection and personal goal setting • Fosters the cognitive, psychomotor, and affective development of learners. • Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes. 	

Bethel College MSN for Nurse Educators Program Objectives	<i>The Scope of Practice for Academic Nurse Educators</i> National League for Nursing (2005)	<i>Scope and Standards of Practice for Nurse Administrators (2nd.ed).</i> American Nurses Association (2004)
13. Critique, evaluate, and utilize concepts and theories of nursing, health care delivery, financing and regulatory issues related to healthcare organizations.		<ul style="list-style-type: none"> • Promotes the integration of clinical, human resources and financial data to support decision-making. • Facilitates the development and continuous improvement of organizational systems in which plans related to the delivery of nursing services can be developed, modified, documented and evaluated. • Facilitates the development and continuous improvement of organizational systems that promote plans and support the prioritization of activities related to patient – directed care and the delivery of nursing services. • Integrates clinical, human resource and financial data to appropriately plan nursing and patient care across a continuum. • Participates in the development, evaluation, and maintenance of organizational systems that integrate polices and procedures with regulations, practice standards, and clinical guidelines. • Develops, maintains, and evaluates organizational systems that support implementation of plans and delivery of care across the continuum • Facilitates staff participation in decision-making regarding the development and implantation of organizational systems, and the specification of resources necessary for implementation of the plan. • Identifies industry trends and competencies in nursing administration and nursing practice, using a systematic process. • Evaluates accomplishment of the strategic plan and the vision for professional nursing. • Fosters empowered decision-making, accountability, and autonomy in nursing practice for professional nurses. • Develops strategies to recruit and retain, mentor, assure quality education and training, and ensure meaningful work to maximize job satisfaction and professional development of nursing staff. • Facilitates and models collaboration within nursing services, the organization, and the community. • Assures compliance with regulatory and professional standards, as well as integrity in business practices. • Assures nursing workload is measured and resources are allocated based on patient needs. • Develops, values, and expands the intellectual capital of the organization • Assures and optimizes fiscal resource allocation to support current and potential nursing objectives and initiatives.

6/28/06

COURSE OF STUDY

Core Courses

Course #	Course Name	Credit Hours
Fall		
MNUR 511	Nursing Roles in Health Care Organizations	3
MNUR 513	Advanced Nursing Theory	3
Spring		
MNUR 512	Statistics for the Health Sciences	3
MNUR 514	Nursing Research	3
Summer		
MNUR 521	Specialty Practicum	3
TBA		
MNUR 699	Nursing Thesis in Specialty Area	3-9

Nurse Educators Track

Course #	Course Name	Credit Hours
Fall		
MNUR 611	Educational Pedagogy	3
MNUR 612	Curriculum Development in Nursing Education	3
Spring		
MNUR 613	Information Systems in Nursing	3
MNUR 614	Evaluation in Nursing Education	3
Fall		
MNUR 621	Teaching practicum	6

Nurse Administrators Track

Course #	Course Name	Credit Hours
Fall		
MNUR 615	Health Care Organization & Delivery	3
MNUR 616	Health Care Financing, Budgeting & Human Resources	3
Spring		
MNUR 613	Information Systems in Nursing	3
MNUR 617	Ethical, Legal & Regulatory Issues in the Health Care Organization	3
Fall		
MNUR 622	Practicum for Nurse Administrators	6

The MSN program involves 5 semesters of course work, one summer of specialty practicum, and a nursing thesis in a specialty area that can be done in the semester of choice following MNUR 514. The MSN degree program requires completion of 36 semester hours.

A 15 week format of one night a week when two classes per night is used for the first, second and third semesters. The fourth semester classes are taught in two seven-week blocks.

In MNUR 521 Specialty Practicum, clinical hours are calculated at the rate of one credit hour to three clinical hours or two credits for 74.4 hours. In MNUR 621 Teaching Practicum and MNUR 622 Administrative Practicum, Practicum hours are calculated as follows: for 14 hours for the semester divided into 4 equal sessions of 3.5 hours for each seminar. Credit for these hours is 9.3 hours for 1.5 credit hour = 14 hours divided by 4 = 3.5 hours each and 189 clinical hours.

In MNUR 521 and MNUR 621 & MNUR 622, one hour of credit is given for 9.3 hours of class. Upon completion of MNUR 514, the student will sign up for one credit hour for each semester the student works with a graduate faculty member on research progressing toward the thesis for MNUR 699. A minimum of 3 credits must be taken to fulfill the requirements for the thesis; however, the student may take as many as 9 credit hours to complete this work. The program must be completed in six years.

Post-Masters Nurse Educators Certificate

Course #	Course Name	Credit Hours
Fall		
MNUR 611	Educational Pedagogy	3
MNUR 612	Curriculum Development in Nursing Education	3
Spring		
MNUR 614	Evaluation in Nursing Education	3
Fall		
MNUR 621	Teaching practicum	6

Post-Masters Nurse Administrators Certificate

Course #	Course Name	Credit Hours
Fall		
MNUR 615	Health Care Organization & Delivery	3
MNUR 616	Health Care Financing, Budgeting & Human Resources	3
Spring		
MNUR 617	Ethical, Legal & Regulatory Issues in the Health Care Organization	3
Fall		
MNUR 622	Practicum for Nurse Administrators	6

To meet the needs of nurses who have graduated from and NLNAC or ACCN accredited school of nursing with a MSN and would like to pursue a postgraduate certificate for the Nurse Educator we offer four courses. These include 15 total hours of nurse educator classes: MNUR611 – Educational Pedagogy (3 cr), MNUR612 – Curriculum Development in Nursing Education (3 cr), MNUR614 – Evaluation in Nursing Education (3 cr) and MNUR621 – Teaching Practicum (6 cr).

For the Nurse Administrator we offer four courses. These include total 15 hours of nurse administrator classes: MNUR615 – Health Care Organization and Delivery (3 cr), MNUR616 – Health Care Financing, Budgeting & Human Resources (3 cr), MNUR617 – Legal, Ethical and Regulatory Issues in the Health Care Organization (3 cr) and MNUR622 – Practicum for Nurse Administrators (6 cr). Students enrolled in the certificate track are integrated into the classes with other students in the MSN program. See Table 12-5 Post Masters Certificate Tracks. The students who wish to take the certificate programs will be integrated into the classes with students in the major.

SCHOOL OF NURSING ADMISSION POLICIES, GENERAL POLICIES, AND INFORMATION

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

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

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

I. Admission Policies

A. Admission to MSN program

1. Complete the Graduate MSN application.
2. GPA 3.0 from bachelor’s program. that has been accredited by NLNAC or ACCN
3. Professional references by nurses or supervisors in the specialty area (3)
4. Three years experience in a specialty area.
5. Have a bachelor’s degree in nursing from an accredited program. Other bachelor’s degrees will be evaluated on an individual basis. Additional coursework may be required.
6. A current RN license.

B. Admission to post master certificate program

1. Complete the Graduate MSN application.
2. GPA 3.0 from master's program that has been accredited by NLNAC or ACCN
3. Professional references by nurses or supervisors in the specialty area (3)
4. Three years experience in a specialty area.
5. A current RN license.

II. Entering Student Policies

- A. Entering students must complete a *School of Nursing Graduate Student Handbook* “read and sign” form indicating the handbook has been reviewed.
- B. A Student Health Form, current CPR card, and Standard Precautions “read and sign” must be submitted on admission to the program annually and updated one month prior to any practicum. The Health form needs to be renewed annually.

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

Acceptable CPR courses are: American Heart Association's Basic Life Support for the Health Care Provider and American Red Cross' CPR for the Professional Rescuer. The course must include CPR for infants, children, adults, 2-man CPR, mouth-to-mask use, and AED instruction.

- C. A copy of current Registered Nurse license.

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III. Transfer of Credit (6 credits Maximum)

- A. Applicants who have completed graduate level courses from an NLNAC/CCNE accredited program may be awarded credit on a course-by-course basis. The grade received must be a B or better. The Graduate Nursing Admission / Progression Committee will review the official transcript from the college /school of nursing attended; they will make the determination of transfer of credits
- B. Only graduate credits from an NLNAC/ACCN accredited programs are transferable.
- C. Graduation requirements are that MSN students must complete 30 credit hours in the MSN program at Bethel College.

IV. Returning Students

- A. Students who have withdrawn from a clinical nursing course, who have not passed that course, or who have held out, must apply for readmission by submitting a School of Nursing Readmission form. This must be signed by the director of the program, the financial aid office and the Dean of the program.
- B. A request for admission is due by July 15 for the fall semester and November 15 for the spring semester.
- C. Students must schedule a meeting with the Graduate Nursing Program Director (Bethel) 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.”

V. Attendance Policies

In accordance with the college philosophy, regular class attendance is considered necessary if the student is to complete the course objectives in a satisfactory manner. Attendance is considered a legitimate basis for grading. Students are expected to attend all classes and complete all practicum requirements.

A. Absences and Punctuality

1. Theory

The only acceptable absence excuse for missing a class is one's own illness, serious illness in one's immediate family; or death of a family member. The instructor or school should be notified at least two hours prior to the scheduled class time. A student who misses a class in which they are to have a presentation must contact the faculty member regarding make up. Failure to notify the instructor or school prior to the class time will render the absence unexcused.

The attendance policy is the same as for the Adult Programs, which reads as follows:

Adult classes are concentrated and there are no "free" or "automatic" absences. Student's success in course work and in personal and small group relationships require regular class attendance. A student may be considered absent if he/she attends only a part of the class.

In the case of an unavoidable absence in a seven-week course, the following procedures are followed:

Penalty for one absence – Student must write a four- to six-page critical Analysis of the readings for that session in addition to the regularly required work or the professor may designate an alternative assignment.

Penalty for second absence – Same as for one absence plus warning that no further absences for any reason will be permitted. The professor has the option of requiring student withdrawal at this point.

Penalty for third absence – The student should be advised to withdraw from the course, if it is before the withdrawal deadline, otherwise the student will receive an F grade.

In the case of an unavoidable absence in a 14/15-week course, the following procedures are followed:

Penalty for three absences – Student must write a four- to six-page critical Analysis of the readings for that session in addition to the regularly required work or the professor may designate an alternative assignment.

Penalty for four absences – Same as for one absence plus warning that no further absences for any reason will be permitted. The professor has the option of requiring student withdrawal at this point.

Penalty for five absences – The student should be advised to withdraw from the course, if it is before the withdrawal deadline, otherwise the student will receive an F grade. (Bethel College Adult Student Handbook, p. 20)

The individual faculty has the option to alter the penalty for a missed class. Students **are expected** to come to class on time.

2. Practicum

Practicum experiences are scheduled with the faculty member and preceptor. If a student cannot keep a planned experience the faculty, preceptor, and agency must be notified at least 1 hour beforehand.

- a. A release statement from a physician is required following a major injury, medical illness, 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.)
- b. Students who become aware that they have a communicable illness should notify their faculty member and the Graduate Nursing Program Director immediately.

B. Cell phones

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

VI. Grading Policies

A. Grading Scale

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

94 - 100	A	76 - 80.9	C
92 - 93.9	A -	74 - 75.9	C -
90 - 91.9	B +	72 - 73.9	D +
85 - 89.9	B	67 - 71.9	D
83 - 84.9	B -	65 - 66.9	D -
81 - 82.9	C +	64.9 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.
2. Students are responsible to complete all core courses (MNUR 511, MNUR 512, MNUR 513, and MNUR 514) before advancing to the specialty practicum. All core, specialty practicum, and educational courses are required before the student

can complete the teaching/administrative practicum. The Research investigation may be completed any time following MNUR 514 and MNUR 521. Students must meet prerequisite requirements as stated in the *Bethel College Catalog*. It should be noted that in computing the grade point average a B- is calculated at 2.67 grade points and will need to be counter balanced in order to continue in the program. Failure to achieve a cumulative GPA of 3.0 or higher the following semester will lead to dismissal from the program.

3. A nursing course may be repeated only one time.
4. A student who attains a grade of less than B- on two courses may not continue in the program of nursing.
5. A 3.0 GPA is required for graduation.

C. Posting of Grades and/or Distribution of Tests

1. Examinations and answer sheets are the property of the School of Nursing. Test materials will be distributed for review only.
2. Test results may be posted and will be available at the next scheduled class or at the discretion of the faculty.
3. Once the student has reviewed the results, the student has 24 hours, when possible, to file a written request with the appropriate faculty member for consideration for credit of items missed. The request must be supported by written documentation from an acceptable source (e.g. textbook, etc.).

D. Commitment to Learning

The faculty at Bethel College 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. The student must submit all written work on time. Any late or missed assignment is subject to a grade reduction, as specified in the course syllabus or by the instructor.
2. The student must verbally participate in classroom activities
3. Note: Bethel College School of Nursing reserves the right to use all student works generated in the course of academic work at Bethel College for non-profit educational or research purposes (including reproduction, distribution, the making of derivative works, public performance, and public display). This university right is subject to the student's privacy rights under federal law.

E. Practicum experience

1. Students in a practicum experience must complete requirements for clinical hours using a format called documented time. The student does not have set clinical hours, but keeps track of planned hours in various clinical agencies that meet clinical objectives. Practicum experience sites must be pre-approved according to the course requirements in the syllabi.
2. Only those experiences arranged per the procedure will be acceptable for clinical hour credit.

F. 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. 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. Appeal Process

If a student wishes to challenge a grade or the final grade in the course, the student must submit a written statement regarding the concerns and discuss these with the involved faculty member within one week. If the student determines that the discussion is not satisfactory, a written appeal must be presented to the chairperson of the Graduate Nursing Admission/Progression committee within one week after the discussion with the faculty. The results of the meeting of the Graduate Nursing Admissions/Progression Committee will also be sent in writing by the chairperson of the Admission/Progressions committee to the student in one week after the meeting. The next step is for the student to see the graduate nursing program director. This should be done before the deadline for response that will be included in the student's letter from the Graduate Nursing Admission/Progression Committee. If a student wishes to appeal further, the College procedure for appeals is in the *Academic Appeals and Due Process* document found in the *Office of Graduate Studies*.

H. Withdrawals from the Program

When a student withdraws from the MSN program for any reason a "Withdrawal/Exit Interview" is to be scheduled with the Graduate Program Director and or the Dean of Nursing

I. 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 director of the program, the business office and the dean of the program. The students request to return will go before the Admissions Progressions Committee; a letter will be sent as to the status for re-entering the program.

VII. 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 Graduate Nursing Program Director. 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 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 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.

VIII. 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 are to be placed or received while in clinical. Students are not allowed to carry a beeper or cell phone when in clinical. If an emergency arises, pay phones are to be used. Should a family member need to reach the student, they should call the nursing office and the nursing office manager will notify the faculty who will contact the student.

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

IX. Personal Appearance

A. Hygiene

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

Adornments are not to be worn in the hair. Small functional and conservative hair fasteners may be worn in order to secure a student’s hair. Hair must be clean and secured off the uniform collar. 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.

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. The earrings should be small single posts. 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 clinical area. Gum chewing is not permitted in any clinical agency. All visible tattoos are to be covered.

B. Uniform

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

X. Academic Dishonesty

The nursing faculty support the college's policy on academic dishonesty as stated in the *Bethel College Adult 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 Graduate Nursing Program Director and the Dean of the Office of Graduate Studies and the Dean of Nursing. If a second offense should occur, the student will be asked to appear before the professor, the Graduate Nursing Program Director, the Dean of the Office of Graduate Studies, the Dean of Nursing and the Vice President for Student Development. The student should realize that at this point continuation in a course and even his/her academic career may be in jeopardy.

XI. Graduation Requirements

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

Graduates are expected to attend commencement activities. Students in the certificate track who satisfactorily complete the identified 15 hours of required courses will be awarded a certificate for Nurse Educators or Nurse Administrators.

XII. Changes to Policy and/or Curriculum Requirements

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

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

XIII. Expectations for Behavior

The faculty of the School of Nursing recognizes and affirms the general standards of conduct for students described in the *Bethel College Catalog* and the *Bethel College Adult Student Handbook*. Students may not bring children to class or leave them unattended in buildings at Bethel or at off site places. 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 for Nurses*. The nursing faculty affirms the high professional standards and believes that nursing students should perform in accordance with the provisions of the code.

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

Statement of Confidentiality:

- Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and right to privacy of the patient.
- Patients often confide highly personal information to nurses, trusting them not to divulge the information carelessly.
- Patient names should never be used when writing nurse care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.
- Any information you see or hear concerning a patient's diagnosis, condition, treatment, financial or personal status **MUST BE HELD IN ABSOLUTE CONFIDENCE.**
- Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.
- When the clinical 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, clinical 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.

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 and, when appropriate, may utilize the School of Nursing Suggestion Box outside the Nursing Office. 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. 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 College. Thus, students may be nominated, asked to volunteer, or be appointed to serve on various committees within the School of Nursing and the college. Students are encouraged to be actively involved in the School of Nursing and college-wide activities.

School of Nursing Committees related to graduate nursing programs include:

A. NURSING ADMINISTRATIVE COMMITTEE

- (1). Function. The purpose of this committee is to:
 - (a). Coordinate administrative actions at the Bethel and off campus sites.
 - (b). Plan methods of communication between the Bethel and Off campus sites to maintain curriculum and program consistency.
 - (c). Assist in developing solutions related to student, faculty, and program problems/issues.
 - (d). Develop strategic plans for the nursing programs regarding recruitment, scheduling, budget and other issues that may arise.
- (2). Membership. Members of this committee include the Dean of Nursing, the Graduate Nursing Program Director, the Coordinator of Bethel Nursing Programs at Grace College, and the BSN Track II Coordinator.
- (3). Meetings. This committee will meet on a 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 Dean of Nursing who serves as the chairperson, the Coordinator of Bethel Nursing Program at Grace College, and one or more faculty members. The Nursing Student Admissions Counselors shall be non-voting members of the committee.
- (3). Meetings. This committee will meet as needed throughout the year.

C NURSING CURRICULUM COMMITTEE

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

D. NURSING STUDENT AFFAIRS COMMITTEE

- (1). Function. The purpose of this committee is to:
 - (a). Plan and direct academic ceremonies (e.g. Nursing Dedication and Pinning).
 - (b). Consider student problems, suggestions, and make appropriate recommendations to the nursing faculty.
 - (c). Provide a formal line of communication between faculty and nursing students.
- (2). Membership. Members of this committee include:
 - (a). Two faculty members from Bethel and one from the off campus site will be assigned as faculty advisors.
 - (b). One student from each MSN track and class, each BSN Track II 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 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 RESEARCH/PUBLICATION COMMITTEE

- (1). Function. The purpose of this committee is to:
 - (a). Encourage student and faculty involvement in the nursing research and publication process.
 - (b). Promote and enhance the nursing research and publication process.
- (2). Membership. Members of this committee include:
 - (a). The Dean of Nursing who serves as chairperson.
 - (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 once each semester at a regularly scheduled time.

F. 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 Nursing Faculty-Alumni Scholarship and the Inglett Scholarship.
- (2). Membership. Members of this committee include three faculty members as appointed with one designated as chairperson.
- (3). Meetings. This committee will meet as needed throughout the year.

G. GRADUATE NURSING FACULTY COMMITTEE

- (1) Function, The purpose of this committee is to:
 - (a) Develop, review, and modify policies and procedures for the graduate program.
 - (b) Develop, review, and revise the graduate curriculum based on review of evaluation data.
- (2) Membership. Members of this committee include all the full-time and part-time faculty who teach in the graduate nursing program. The Graduate Nursing Program Director serves as chairperson. The faculty appoint a minimum of one student per track and per class to represent students on the committee.
- (3) This committee meets at regularly scheduled times throughout the year for a minimum of three times yearly.

H. GRADUATE NURSING ADMISSION/PROGRESSION COMMITTEE

- (1) Function. The purpose of this committee is to:
 - (a) Review and take action on applications to the Graduate Nursing Program.
 - (b) Review performance of students for achievement at the completion of each course and make decisions on progression of students to the next course.
- (2) Membership. The Graduate Nursing Program Director serves as chairperson. The Dean of Nursing will also serve on this committee. One or more graduate faculty members will be appointed to this committee.
- (3) This committee meets as needed throughout the year.

I. GRADUATE NURSING COORDINATING COMMITTEE

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

- (a) Coordinate administrative actions of the Graduate Nursing programs.
- (b) Plan method of communication between the Graduate Nursing Programs and the Dean of Graduate Studies.
- (c) Assist in developing solutions related to student, faculty, and program problems/issues.
- (d) Develop strategic plans for the graduate nursing programs regarding recruitment, scheduling, budget and other issues that may arise.

(2) Membership. The Graduate Nursing Program Director serves as chairperson. The Dean of Nursing will also serve on this committee. One or more graduate faculty members will be appointed to this committee.

(3) This committee meets on a monthly basis and as needed.

XV. National Student Nurses' Association

National Student Nurses' Association (NSNA) is a national organization for student nurses. Students are encouraged to join the Bethel chapter. A faculty member serves as advisor to the group, which elects officers yearly. The purpose of this organization is to:

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

XVI. Awards and Honors

- A. Sigma Theta Tau: Members of the faculty and selected BSN and MSN students may be inducted into the National Nursing Honor Society (Sigma Theta Tau - Nu Omicron-at-Large Chapter) if recommended by other members and the faculty.
- B. Middleton Endowment: In memory of Dr. Ramona Middleton, an endowment has been provided by her mother, Mrs. Lillian Middleton. Each year, two students with high academic achievement who meet the criteria and who are going on to pursue another degree in nursing, a student selected as the outstanding nursing graduate, and other outstanding students who wish to attend a continuing education program will be selected by the Nursing Student Scholarship Committee.
- C. Altruism Award: The Nursing Student Affairs Committee offers an award each year to a graduate from each track of the MSN Program, the BSN Track I Program, the BSN Track II Program (both Bethel and off campus sites) and to a graduate from the ADN program at both Bethel and the off campus sites. The individual is selected by their peers as a person who best reflects "altruism" (concern for the welfare of others) in their personal and professional life.
- D. 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.

XVII. Bethel College Policy on AIDS

Definitions

AIDS

Acquired immunodeficiency syndrome (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) virus. 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 that can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within 3-12 weeks after exposure but may take as long as 14 months. Such an infection apparently cannot be reversed, and may develop into AIDS.

Principles Underlying the Bethel College Policy

1. A primary objective of the Bethel College AIDS policy is education for the prevention of any acquisition or transmission of AIDS.
2. Bethel College, as a Christian community, shall respond to any known case of AIDS as it would to any other life-threatening, contagious disease. At no time will the college discriminate against any persons simply because they are infected by the AIDS virus.
2. Bethel College, as a Christian community, maintains that the prevention of the spread of AIDS is assured best by a life-style 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 teaching.
4. Bethel College has moral, ethical, and spiritual obligations to respond to issues of high-risk behavior rather than high-risk groups.
5. Bethel College personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with AIDS/HIV.

Policy

1. Responsibility for ongoing, educational programming on AIDS shall be assigned to the office of student development. Such educational programming shall be directed to all members of the Bethel College community, including administrators, faculty, staff, and students.
2. The college wellness center, as part of the student development office, will keep the college community updated on information on AIDS, including prevention and control strategies.

3. Bethel College shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
4. Bethel College allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse life-style practices, which might pose direct threat of transmitting the virus to others.
5. Bethel College will not undertake program screening to identify persons infected with the HIV virus unless required to do so by law. Students and college employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
6. The college wellness center will adhere to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and wherever members of the Bethel College community, including administrators, faculty, staff and students encounter bodily fluids.
7. College employees will protect the confidentiality of any person who tests HIV positive, as mandated by the Family Education Rights and Privacy Act of 1974.
8. Students and college employees involved in extra-curricular activities and/or activities, which place them at risk, shall take appropriate, precautionary measures to reduce risk to themselves or others.
9. Due to the inherent risks of laboratory and nursing-clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving risk of HIV transmission, the student or college employee has an ethical duty to immediately report the incident to a designated college official.
10. Additional information on AIDS/HIV can be obtained from the Center for Disease Control (www.cdc.gov) or (www.ucsf.edu/hivcritr).

Procedural Addendum to Bethel College's AIDS Policy

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

1. No individual shall be denied an opportunity for admission into the nursing program or employment in connection with the nursing program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, 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 may 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 personnel 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.
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, and HGV.
5. In order to reduce the possibility of exposure to Hepatitis B Virus (HBV), for nursing students and faculty will follow the policies in effect for the School of Nursing at Bethel College:
 - a. Before starting the clinical sequence, nursing students are required to present verification that immunization for the Hepatitis B series has been started, or to complete the process of declination. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
 - b. Nursing faculty, who provide clinical supervision to students, will supply the Dean of Nursing with documentation of vaccination, immunity, or a waiver of personal liability. The college will provide the cost of this vaccination when necessary.
6. 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. Information on post-exposure prophylaxis may also be obtained from the Centers for Disease Control (www.cdc.gov) or (www.ucsf.edu/hivcritr). 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.
7. 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 “Read and Sign”

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

1. It is your responsibility to contact your health care provider within 2-4 hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.
2. If you have not been vaccinated against Hepatitis B, you should start the series of vaccinations immediately.
3. If you were previously vaccinated for Hepatitis B and your blood test demonstrates that your HBs antibodies are of adequate concentration, you will be considered protected against the Hepatitis B virus. If they are shown to be low, you should receive a Hepatitis B vaccine booster.
4. You should have blood tests done for HIV antibodies at: a) time of exposure, b) 4-6 weeks, and c) 3 months following, or as recommended by your health care provider. You should follow your health care provider’s recommendation for testing for Hepatitis B and C.
5. You should use condom protection whenever engaging in sexual intercourse. 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.

I have received and understand the instructions given me for HIV, HBV, and HCV surveillance.

Signature _____
Witness _____

Date _____
Date _____

Last Updated 10/9/06

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

I. Policy:

The following guidelines should be utilized whenever an instructor has reasonable cause to believe a student is unfit for clinical 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 will document his/her observations regarding the student's behavior and substandard work performance.
2. The graduate nursing program director (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 instructor.
 - a. During the interview, the instructor should complete the following forms:
 - (1) A Fitness-for-Clinical Evaluation Student Participation Agreement (also signed by student)
 - (2) A Fitness-for-Clinical Interview Instructor's Questionnaire
 - (3) A Fitness-for-Clinical Interview Observation Check List
 - (4) A Fitness-for-Clinical Interview Instructor's Summary Statement
4. If the instructor 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 instructor concludes that the student is not able to perform his/her clinical responsibilities, the student should be suspended from clinical, informed of the college policies that have been violated, and requested to participate in further evaluation.
6. If the student shows obvious signs of alcohol/drug intoxication, a blood sample for alcohol/drug concentration is to be obtained, and the student is to be relieved of 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 College 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 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 drunk 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 clinical and indicate to the student he/she will be contacted by the Graduate Nursing Program Director regarding further investigation of this incident.

XIX. 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 Graduate Nursing Program Director in writing to explore options for reasonable accommodations or modifications in order to meet program requirements.

Function	Description/Standards	Representative Activities (not all inclusive)
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, 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, 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

5/24/01 approved

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Approved 5/07
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XX. Verification of Reading Handbook

PLEASE READ AND SIGN:

I have read and understand the contents of the *School of Nursing Graduate Student Handbook*. I have accessed the CDC . http://www.cdc.gov/ncidod/dhqp/gl_isolation_standard.html, I understand my responsibilities regarding Universal Precautions

I agree to abide by and be governed by the philosophy, rules and regulations, as set forth and described in the 2009-2010 *School of Nursing Graduate Student Handbook*.

Print Name of Student _____

Signature of Student

Date

Sign and submit bottom portion to hand in for your file

Verification of Reading Handbook

PLEASE READ AND SIGN:

I have read and understand the contents of the *School of Nursing Graduate Student Handbook*. I have accessed the CDC . http://www.cdc.gov/ncidod/dhqp/gl_isolation_standard.html, I understand my responsibilities regarding Universal Precautions

I agree to abide by and be governed by the philosophy, rules and regulations, as set forth and described in the 2009-2010 *School of Nursing Graduate Student Handbook*.

Print Name of Student _____

Signature of Student

Date