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

Baccalaureate of Science in Nursing (BSN)

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

Completion: The Baccalaureate of Science in Nursing completion program is planned to meet the needs of the registered nurse who desires to continue education in nursing at the baccalaureate level. The time involvement is approximately 4 semesters and 1 summer of academic coursework. The nursing courses must be completed in 5 years.

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

The ADN program may be completed in 2 to 3 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. Nursing Courses must be completed in 5 years.

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 option can be completed in a summer and 2 semesters after all prerequisites are met. This program must be completed in 4 years.

Accreditation

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

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.
Bethel College  
School of Nursing Mission Statement

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

Nursing Philosophy

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

Person:
The faculty believes that a person possesses physical, psychosocial, cultural, and spiritual dimensions that combine to create a complex holistic being. Each person is created in the image of God with dignity and worth. Internal and external factors contribute to the person’s development throughout the life span. Culture is a patterned behavioral response that develops over time as a result of imprinting the mind through social and religious structures as well as intellectual and artistic manifestations. Culture is the result of acquired mechanisms that may have innate influences but are primarily affected by internal and external environmental stimuli. Culture is shaped by values, beliefs, norms, and practices that are shared by members of the same cultural group. Culture guides our thinking, doing, and being and becomes patterned expressions of who we are. Patterned cultural expressions are passed from one generation to the next. The nurse strives to provide culturally competent care as part of the holistic approach to nursing. Cultural competence is the adaptation of care in a manner that is congruent with the person’s culture.

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

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

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

A community is a complex social group determined by geographic boundaries and/or common values and interests. Community members know and interact with one another. The community functions within a particular social structure; creating and exhibiting norms, values, and social institutions.
Health:
Health is a degree of physical, emotional, and spiritual wellness exhibited by an individual as each person adapts to internal and external environments. Health is an ever-changing process conceptualized by the wellness-illness continuum. An individual moves back and forth along the wellness-illness continuum throughout life. In a state of optimal functioning, an individual is able to adapt to internal as well as external stressors. Health promotion includes activities of health enhancement, health maintenance, disease prevention, and disease management implemented to achieve and maintain an optimal level of wellness of the individual, family, and community.

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

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

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

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

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

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

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

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

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

**Nursing Education:**

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

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

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

CONCEPTS AND SUB-CONCEPTS OF THE NURSING PHILOSOPHY

MAJOR CURRICULUM CONCEPTS

Person

Environment

Health

Nursing

SUB-CONCEPTS

Culture

Family

Wellness-Illness Continuum

Critical Thinking

Spirituality

Community

Health Promotion

Communication

Therapeutic Nursing Interventions

Nursing Process

Professional Behaviors

Teaching-Learning

Research

Theories

Management
Purpose of the MSN for Nurse Educators and Nurse Administrators

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

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

Program Core Student Learning Outcomes for Educator and Administrator Tracks:

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

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

Additional outcomes for Administrator Track:

## Comparison of MSN and BSN Traditional Outcomes

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

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<tr>
<td>1. Integrate critical thinking when making effective decisions and solving problems creatively with students, colleagues, administrators, and members of the interdisciplinary team.</td>
<td>Competency I: Facilitate Learning - Nurse educators are responsible for creating and environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. Competency VII: Engage in Scholarship – Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity;</td>
<td>2. <strong>Knowledge of the Health Care Environment;</strong> Clinical Practice Knowledge, Delivery Models/Work Design, Health Care Economics, Health Care Policy, Governance, Evidence-Based Practice/Outcome Measurement., Patient Safety, Utilization Management, Quality Improvement/Metrics, and Risk Management. 5. <strong>Business Skills;</strong> Financial Management, Human Resource Management, Strategic Management, Marketing, and Information Management and Technology.</td>
</tr>
<tr>
<td>2. Communicate efficaciously and collaboratively with students, colleagues, and administrators through interpersonal skills and technological media.</td>
<td>Competency I: Facilitate Learning - Nurse educators are responsible for creating and environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. Competency VII: Engage in Scholarship – Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity;</td>
<td>1. <strong>Communication and Relationship-Building;</strong> Effective communication, Relationship Management, Influencing Behaviors, Diversity, Shared Decision making, Community Involvement, Medical / Staff Relationships, and Academic Relationships. 3. <strong>Leadership;</strong> Foundational Thinking Skills, Personal Journey Disciplines, Systems Thinking, Succession Planning, and Change Management. 4. <strong>Professionalism;</strong> Personal and Professional Accountability, Career Planning, Ethics, Evidence-Based Clinical and Management practice, Advocacy, and Active Membership in Professional Organizations.</td>
</tr>
<tr>
<td>4. Evaluate the nursing process in the delivery of patient care for health promotion and disease prevention and in nursing and nursing education setting.</td>
<td>Competency I: Facilitate Learning - Nurse educators are responsible for creating and environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.</td>
<td>3. <strong>Leadership;</strong> Foundational Thinking Skills, Personal Journey Disciplines, Systems Thinking, Succession Planning, and Change Management. 4. <strong>Professionalism;</strong> Personal and Professional Accountability, Career Planning, Ethics, Evidence-Based Clinical and Management practice, Advocacy, and Active Membership in Professional Organizations.</td>
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<tr>
<td>5. Integrate Christian principles when interacting with patients, students, colleagues, administrators, and members of the interdisciplinary team.</td>
<td>Competency I: Facilitate Learning - Nurse educators are responsible for creating and environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. Competency VIII: Function within the Educational Environment – Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.</td>
<td>3. <strong>Leadership:</strong> Foundational Thinking Skills, Personal Journey Disciplines, Systems Thinking, Succession Planning, and Change Management. 4. <strong>Professionalism:</strong> Personal and Professional Accountability, Career Planning, Ethics, Evidence-Based Clinical and Management practice, Advocacy, and Active Membership in Professional Organizations.</td>
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<tr>
<td>6. Analyze professional, scholarship, and leadership skills and behaviors that foster improvement and innovation within health care and nursing education environments.</td>
<td>Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes – Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment Competency V: Function as a Change Agent and Leader – Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. Competency VIII: Function within the Educational Environment – Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role.</td>
<td>2. <strong>Knowledge of the Health Care Environment:</strong> Clinical Practice Knowledge, Delivery Models/Work Design, Health Care Economics, Health Care Policy, Governance, Evidence-Based Practice/Outcome Measurement, Patient Safety, Utilization Management, Quality Improvement/Metrics, and Risk Management.</td>
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<tr>
<td>Bethel College MSN for Nurse Educator/Administrators Program Outcomes</td>
<td>The Scope of Practice for Academic Nurse Educators</td>
<td>The AONE Nurse Executive Competencies (2005)</td>
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<td>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.</td>
<td>Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role – Nurse educators recognize their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.</td>
<td>4. <strong>Professionalism</strong>: Personal and Professional Accountability, Career Planning, Ethics, Evidence-Based Clinical and Management practice, Advocacy, and Active Membership in Professional Organizations.</td>
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<tr>
<td>10. Provide leadership as an advocate for health programs and services in the advancement of health care policy, finances, and delivery to meet the needs of at-risk, underserved, and/or culturally diverse populations.</td>
<td>Competency V: Function as a Change Agent and Leader – Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.</td>
<td>3. <strong>Leadership</strong>: Foundational Thinking Skills, Personal Journey Disciplines, Systems Thinking, Succession Planning, and Change Management.</td>
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<tr>
<td>11. Critique, evaluate, and utilize concepts and theories of nursing, educational pedagogy, and curriculum development when assisting students to meet educational outcomes through innovative teaching.</td>
<td>Competency III: Use Assessment and Evaluation Strategies – Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. Competency VI: Pursue Continuous Quality Improvement in the Nurse Educator Role – Nurse educators recognize their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.</td>
<td>2. <strong>Knowledge of the Health Care Environment</strong>: Clinical Practice Knowledge, Delivery Models/Work Design, Health Care Economics, Health Care Policy, Governance, Evidence-Based Practice/Outcome Measurement, Patient Safety, Utilization Management, Quality Improvement/Metrics, and Risk Management.</td>
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<td>4. <strong>Professionalism</strong>: Personal and Professional Accountability, Career Planning, Ethics, Evidence-Based Clinical and Management practice, Advocacy, and Active Membership in Professional Organizations.</td>
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<tr>
<td><strong>12. Integrate teaching learning theories and educational outcomes in nursing education and clinical settings.</strong></td>
<td>Competency I: Facilitate Learning - Nurse educators are responsible for creating and environment in classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. Competency II: Facilitate Learner Development and Socialization – Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.</td>
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7-16-2013
## COURSE OF STUDY

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>MNUR 511</td>
<td>Nursing Roles in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MNUR 513</td>
<td>Advanced Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
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<tr>
<td>MNUR 512</td>
<td>Statistics for the Health Sciences</td>
<td>3</td>
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<tr>
<td>MNUR 514</td>
<td>Nursing Research</td>
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<tr>
<td>Summer</td>
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<td>MNUR 613</td>
<td>Information Systems in Nursing</td>
<td>3</td>
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<td>TBA</td>
<td>MNUR 699</td>
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<td>Nurse Educator Track</td>
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<td>Course #</td>
<td>Course Name</td>
<td>Credit Hours</td>
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<tr>
<td>Fall</td>
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<tr>
<td>MNUR 611</td>
<td>Educational Pedagogy</td>
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<tr>
<td>MNUR 612</td>
<td>Curriculum Development in Nursing Education</td>
<td>3</td>
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<td>Spring</td>
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<td>MNUR 614</td>
<td>Evaluation in Nursing Education</td>
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<tr>
<td>MNUR 521</td>
<td>Specialty Practicum</td>
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<tr>
<td>Fall</td>
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<td>MNUR 621</td>
<td>Teaching Practicum</td>
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<td>Nurse Administrator Track</td>
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<td>Course #</td>
<td>Course Name</td>
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<td>Fall</td>
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<tr>
<td>MNUR 615</td>
<td>Health Care Organization &amp; Delivery</td>
<td>3</td>
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<tr>
<td>MNUR 616</td>
<td>Health Care Financing, Budgeting, &amp; Human Resources</td>
<td>3</td>
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<tr>
<td>Spring</td>
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<tr>
<td>MNUR 617</td>
<td>Ethical, Legal, &amp; Regulatory Issues in the Health Care Organization</td>
<td>3</td>
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<tr>
<td>MNUR 521</td>
<td>Specialty Practicum</td>
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<tr>
<td>Fall</td>
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<tr>
<td>MNUR 622</td>
<td>Practicum for Nurse Administrators</td>
<td>6</td>
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</tbody>
</table>
The MSN program involves 5 semesters of coursework, 1 summer course, and a nursing thesis in a specialty area that can be conducted in the semester of choice following MNUR 514. Upon completion of MNUR 514, the student signs up for 1 credit hour for each semester the student works with a graduate faculty member on research progressing toward the thesis for MNUR 699. A minimum of 3 credits must be taken to fulfill the requirements for the thesis; however, the student may take as many as 9 credit hours to complete this work. If a student requires more than 9 hours of MNUR 699 to complete the thesis, approval from the Graduate Admission Progression Committee is required.

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

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

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

**School of Nursing Admission Policies, 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 is committed to helping students learn. However, each student must make a commitment to be an active participant in the learning process.
I. Admission Policies

Admission to MSN program:

1. Complete the Graduate MSN application.

2. GPA 3.0 from bachelor’s program that has been accredited by ACEN or CCNE

3. Professional references by nurses or supervisors in the specialty area (3)

4. Three year’s experience in a practice area preferred

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. An active and unencumbered 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 1 month prior to any practicum. The Health form needs to be renewed annually.

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

Acceptable CPR courses are: 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 active and unencumbered Registered Nurse license.

D. Criminal checks and drug screen

The School of Nursing will conduct criminal checks and drug screens on all nursing students at the students’ expense. Students will be provided with applications to complete the process when necessary. It is the student’s responsibility to present the information to the nursing office by the date specified. Failure to do so will inhibit the student from taking apart in the practicums. See Policy for Drug Screening Section XVII Page 33 of this handbook.

E. Students who are in clinicals as assigned by the SON are covered under the SON Certificate of Liability policy. Students are not covered during travel to and from clinical or classroom sites.
III. Transfer of Credit (6 credits Maximum)

A. Applicants who have completed graduate level courses from an ACEN/CCNE accredited program may be awarded credit on a course-by-course basis. The grade received must be a B or better. The 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 ACEN/CCNE accredited program are transferable.

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

IV. Returning Students

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

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

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

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

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

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

V. Attendance Policies

In accordance with the college policies, regular class attendance is considered necessary if the student is to complete the course outcomes 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 2 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:

Classes are concentrated and there are no “free” or “automatic” absences. Student’s success in coursework and in personal and small group relationships requires 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 7-week course, the following procedures are followed:

For one absence – the professor will determine, based on course content, make-up work required of the student. This may include submitting written analyses of readings or alternative assignment(s). The professor’s academic discretion will prevail in such determinations.

For the second absence – same as above, with the additional warning to the student that any further absence will result in a failing grade, and the student is advised to withdraw, if possible.

For the third absence – The normal course of action will be a failing grade if the student cannot withdraw from the course. In extreme circumstances, at the professor’s discretion, the professor may issue a grade of incomplete if a sufficient amount of work has been accomplished by the student, the reason(s) for the absenteeism is justifiable, and the director of nontraditional studies approves of the arrangement for extension, special tutoring or other individualized instruction.

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

For the third absence – the professor will determine, based on course content, make-up work required of the student. This may include submitting written analyses of readings or alternative assignment(s). The professor’s academic discretion will prevail in such determinations.

For the fourth absence – same as above, with the additional warning to the student that any further absence will result in a failing grade, and the student is advised to withdraw, if possible.

For the fifth absence – The normal course of action will be a failing grade if the student cannot withdraw from the course. In extreme circumstances, at the professor’s discretion, the professor may issue a grade of incomplete if a sufficient amount of work has been accomplished by the student, the reason(s) for the absenteeism is justifiable, and the director of nontraditional studies approves of the arrangement for extension, special tutoring or other individualized instruction.)

http://www.bethelcollege.edu/assets/content/academics/adult/pdf/handbook.pdf

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 one hour beforehand.

a. A release statement from a health care provider is required following any hospitalization, an emergency room visit, a major injury, a medical illness that requires a visit to a health care provider, surgery, or extended absence to indicate suitability to return to clinical and class. This applies to illnesses and/or surgeries which occur during the holiday or summer breaks (see also Health Situations that
Increase Risk in the Clinical Setting). Pregnant students must also submit an Acceptance of Risk form immediately upon learning of pregnancy.

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

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

VI. Grading Policies

A. Grading Scale

1. The grading scale is consistent for each MNUR course and is as follows for students admitted prior to Fall 2012:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>92 - 93.9</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>90 - 91.9</td>
<td>3.25</td>
</tr>
<tr>
<td>B-</td>
<td>85 - 89.9</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

B. Progression in the Program

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

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

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

5. A 3.0 GPA is required for graduation.

C. Americans with Disabilities Act

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

D. Posting of Grades and/or Distribution of Tests

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

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

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

E. Commitment to Learning

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

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

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

F. Practicum experience

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

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

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

G. Additional Documentation

Should a specific situation occur in class or 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 24 hours of the specific incident when possible. The student should be encouraged to sign the anecdotal note indicating that the note has been read. All documentation is to be filed, in the student’s record.

H. 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 1 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 1 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 within 1 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. The student may find the Appeals Process under College Academic Policies and Procedures http://www.bethelcollege.edu/assets/content/academics/catalog/academic.pdf

I. Student Files

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

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

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

J. Withdrawals from the Program

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

K. Re-entry to the Program

Students who withdraw and wish to re-enter the program must fill out a re-enrollment form to be signed by the director of the program, the business office, and the Dean of Nursing. The student’s request to return will go before the Graduate Admissions Progressions Committee; a letter will be sent as to the status for re-entering the program. (see Returning Students, p. 22)

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. This is the website for Isolation Precautions: http://www.cdc.gov/hicpac/2007ip/2007isolationprecautions.html.

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. Hair color must be in natural tones. Beards and mustaches must be clean, short and neatly trimmed; otherwise male students should be clean shaven.

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

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

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

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

B. Uniform

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

X. Academic Dishonesty

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

XI. Graduation Requirements

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

Graduates are expected to attend commencement and pinning activities.

XII. Changes to Policy and/or Curriculum Requirements

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

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

XIII. Expectations for Behavior

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

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

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

Statement of Confidentiality:

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

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

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

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

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

- When the 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.

Bethel College School of Nursing Social Media Policy

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

Guidelines for Professional and Personal Social Media Activity:
1. Follow Bethel College’s Code of Conduct, HIPAA guidelines, clinical facility confidentiality requirements, as well as the policies of the School of Nursing. Students may not post anything that would compromise another person’s or organization’s privacy, or may not post anything that would not conform to professional nursing standards along with state and federal laws.

2. Protect confidential information, including respecting copyrights, and anything to do with patient care or similar private content (which includes photographs). Patient confidentiality laws (e.g. HIPAA) forbids the release of any information pertaining to patients (even if names are not used). Do not disclose or use confidential information from any person or agency. Do not post information about your clinical rotations or clients in any online forum or webpage. A good rule of thumb is that if you would not want what you posted on a social media site to be on the front page of tomorrow’s newspaper, credited to you, then do not post it at all.

3. Take care in how you are presented with online networks. By virtue of being self identified with Bethel College, students connect themselves to, and reflect upon, the entire Bethel College faculty, staff, and administration. As you prepare for your career, care needs to be taken that you are only associated with content that is consistent with your professional goals. Ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, clients and potential employers.

4. At the end of each course, students are provided an avenue to evaluate course materials and faculty. Therefore, social media outlets are considered inappropriate locations to provide this feedback.
5. Violating this policy may result in a variety of consequences, which will be determined by the faculty and/or the Nursing Admission Progression committee, and will be based on the type and severity of the violation. These may include, but are not limited to, the following:
   a. Reprimand.
   b. Receiving a behavioral contract.
   c. Receiving an Unsatisfactory in the weekly clinical evaluation.
   d. Being removed from the clinical agency.
   e. Failing the nursing course.
   f. Being expelled from the nursing program.

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 communicate concerns or suggestions to their faculty advisor and, when appropriate, may utilize the School of Nursing Suggestion Box outside the Nursing Office. Students are encouraged to review bulletin boards in the School of Nursing and to regularly check their mail folders in order to receive communication from faculty. 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. Students are expected to use their Bethel College e-mail for all communication once they enter the program.

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

School of Nursing committees related to graduate nursing programs include:

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

B. Nursing Admission-Progression Committee
   (1) Function. The purpose of this committee is to:
      (a) Review and take action on applications to the Nursing Program.
      (b) Review performance of students for achievement at each level and make decisions on progression of students within levels and from level to level.
   (2) Membership. Members of this committee include the chair, and the Dean/Associate Dean of Nursing, the Coordinator of Pre-Licensure Nursing Program on Bethel Campus, 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 as needed 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 and 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 a year.

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 Davidhizar Scholarship
      and the Inglett Scholarship, Cushing Scholarship.
(2) Membership. Members of this committee include four faculty members as appointed with
     one designated as chairperson.
(3) Meetings. This committee will meet as needed throughout the year.
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 full-time and part-time faculty who teach in the graduate nursing program. The Graduate Nursing Program Director serves as chairperson. The faculty appoints a minimum of one student per track and per class to represent students on the committee.  
(3) This committee meets as needed throughout the year.  

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 an as needed basis.  

XV. Awards and Honors  
A. Sigma Theta Tau: Members of the faculty and selected BSN and MSN students may be inducted into the National Nursing Honor Society (Sigma Theta Tau - Nu Omicron-at-Large Chapter) if recommended by other members and the faculty.  

B. Middleton Endowment: In memory of Dr. Ramona Middleton, an endowment has been provided by her mother, Mrs. Lillian Middleton. Each year, two students with high academic achievement who meet the criteria and who are going on to pursue another degree in nursing, a student selected as the outstanding nursing graduate, and other outstanding students who wish to attend a continuing education program will be selected by the Nursing Student Scholarship Committee.  

C. Altruism Award: The Nursing Student Affairs Committee offers an award each year to a graduate from each track of the MSN Program, the BSN Traditional Program, the BSN Completion Program (both Bethel and off-campus sites) and to a graduate from the ADN program at both Bethel and the off-campus sites. The individual is selected by their peers as a person who best reflects “altruism” (concern for the welfare of others) in their personal and professional life.  

D. Cushing Scholarships: Cushing scholarships are awarded yearly to undergraduate or graduate
nursing students who demonstrate a financial need and maintain a minimum GPA of 3.0 (undergraduate) or 3.5 (graduate). Students may be part-time or full-time. Community service and/or spiritual leadership are considered with this award. ADN level I, BSN level I &II, BSN-C level I and returning MSN students are eligible for these scholarships.

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

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

XVI. Bethel College Policy on AIDS

Definitions

AIDS

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.
3. Bethel College, as a Christian community, maintains that the prevention of the spread of AIDS is assured best by a lifestyle which is free from the use of illegal drugs, and which reserves sexual relations for monogamous, heterosexual marriages. Such a lifestyle 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 lifestyle 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 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).
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 confidentially 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), 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 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 6 months from the date of exposure. During that surveillance period there are certain precautions that Bethel College, the Center for Disease Control, and the World Health Organization recommend that you practice to protect those around you.

1. It is your responsibility to contact your health care provider within 2-4 hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.
2. If you have not been vaccinated against Hepatitis B, you should start the series of vaccinations immediately.
3. If you were previously vaccinated for Hepatitis B and your blood test demonstrates that your HBs antibodies are of adequate concentration, you will be considered protected against the Hepatitis B virus. If they are shown to be low, you should receive a Hepatitis B vaccine booster.
4. You should have blood tests done for HIV antibodies at: a) time of exposure, b) 4-6 weeks, and c) 3 months following, or as recommended by your health care provider. You should follow your health care provider’s recommendation for testing for Hepatitis B and C.
5. You should temporarily avoid engaging in intimate sexual relations until the surveillance process is complete. If you chose to have sexual relations, using a condom consistently and correctly may reduce the risk of HIV transmission. You should take precautions to prevent pregnancy from occurring while you are under the HIV surveillance.
6. You should temporarily remove your name from being an organ donor from the back of your driver’s license and refrain from donating blood.
7. You should notify your health care provider and dentist that you are in an HIV surveillance program.
8. You must be diligent in practicing 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 _______________________________ Date ________________
Witness ________________________________ Date ________________

Last Updated 6-3-2010
k:\pd\misc\forms and signs\standardprecautions\post-exposure
XVII. Policy for Drug Screening

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

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

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

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

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

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

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

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

I. Policy:

The following guidelines should be utilized whenever an instructor has reasonable cause to believe a student is not fit 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/preceptor 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 drunken employee killed two individuals in a traffic accident. The Texas Supreme Court found that the decedents’ families could bring wrongful death action against the employer holding:

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

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

9. If the student refuses to participate in the evaluation process, the instructor will take the following actions:
   
a. The student should be informed that his/her actions constitute insubordination and may result in discipline up to and including dismissal.

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


Updated 7/2013
Verification of Reading Bethel College School of Nursing Graduate Student Handbook

Instructions: Go to

- Read the information presented on standard precautions. (You may want to retain this web site for your own personal reference for later use.)
- Sign both statements below.
- Keep one for your records.
- Submit the bottom portion to the Nursing Office along with your “Read and Sign” statement for the School of Nursing Student 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.

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 2013-2014 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 Bethel College School of Nursing MSN Student 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.

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 2013-2014 School of Nursing Graduate Student Handbook.

Print Name of Student _______________________________

________________________________________
Signature of Student ____________________________ Date