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SCHOOL OF NURSING PROGRAMS

The purpose of the 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, a Baccalaureate of Science in Nursing (BSN), an Associate Degree in Nursing (ADN), and a Master of Science in Nursing (MSN). Two tracks are available in the BSN program. In addition to the standard ADN, a Licensed Practical Nurse (LPN) to ADN is available. The purpose of the Master of Science in Nursing (MSN) for nurse educators and administrators is career preparation at the graduate level of nursing practice, enabling experienced nurses to develop skills for teaching and administrative positions.

Baccalaureate of Science in Nursing (BSN)

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

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

Associate Degree in Nursing (ADN)

  Standard Associate Degree in Nursing

The ADN may be completed in two to three years for full time students. Due to the intense nature of this program, it is highly recommended that some required college courses be taken prior to nursing courses. The nursing courses must be completed in 5 years.

  LPN to ADN

The LPN to ADN is available (as space permits) for LPNs who wish to continue education in nursing at the ADN level. This program can be completed in a summer and two semesters after all prerequisites are met. The program must be completed in 4 years.

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

The MSN may be completed in five semesters and one summer of academic course work; this includes a nursing thesis in a specialty area. A nurse educator and nurse administrator certificate is available.

Accreditation

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

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

The Pin Guard:

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

The Nursing Cap:

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

The Bible:

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

Person:
The faculty believe 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. (It is noted the nursing faculty use the terms patients and clients interchangeably in this and other published documents.)

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

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

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

Health:

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

Nursing:

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

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

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

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

Professional behaviors, within the scope of nursing practice, are characterized by adherence to professional nursing standards and regulatory issues, accountability for one’s own actions and behaviors, and using legal and ethical principles in nursing practice. Professionalism includes a commitment to the profession of nursing and a concern for others demonstrated by caring. Professionalism also involves participation in life long self-development activities as well as individual, group, community and societal endeavors to improve health care.
Teaching and learning are dynamic concepts basic to the educational process and promotion of health. Teaching uses planned methods or tools to direct learning. Learning occurs in three domains: affective (attitudes, values, feelings), cognitive (knowledge), and psychomotor (skills). Learning can be the outcome of effective teaching or the developmental process. Multiple teaching strategies enhance individual learning.

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

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

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

Nursing Education:

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

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

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

MAJOR CURRICULUM CONCEPTS

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
Baccalaureate Degree
Purpose and Student Learning Outcomes for the BSN Programs

Purpose:
The purpose of the Baccalaureate of Science in Nursing (BSN) programs is to prepare graduates in a Christian liberal arts setting with a broad foundation in the sciences and humanities who are able to provide therapeutic nursing interventions to individuals, families, groups, and communities in diverse health care settings. The BSN graduate is prepared to synthesize theory and research-based knowledge in the provision of care to function in the roles of provider of care, designer/manager/coordinator of care, and member within the profession of nursing. Integral components of baccalaureate nursing education are the development of critical thinking processes including creative problem solving when making clinical decisions, integration of leadership concepts and skills in the delivery of care to individuals and groups, evaluation of research for use in nursing practice, and implementation of health promotion in planning health care for individuals, families, groups, and communities. The BSN graduate is expected to demonstrate respect for life, a loving concern for individuals, and an appreciation of the need for ongoing education in nursing. The BSN graduate has a foundation for graduate education in nursing. Therefore, the BSN graduate is prepared to:

Student Learning Outcomes:
1. Apply critical thinking when making effective decisions and engaging in creative problem solving with individuals, families, groups and communities
2. Communicate effectively with individuals, families, groups, and communities while using a variety of methods.
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.
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.
5. Incorporate Christian principles while providing compassionate holistic nursing care to individuals, families, groups, and communities.
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.
8. Incorporate principles of teaching and learning to promote health and direct learning of individuals, families, groups, and communities.
9. Evaluate research findings for use in nursing practice.
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.
11. Foster interdisciplinary relationships while designing, managing, and coordinating nursing care in primary, secondary, and tertiary care settings.
## Track I – Level Student Learning Outcomes

<table>
<thead>
<tr>
<th>BSN Level I</th>
<th>BSN Level II</th>
<th>BSN Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of Level I, the student is prepared to:</td>
<td>At the end of Level II, the student is prepared to:</td>
<td>At the end of Level III, the graduate is prepared to:</td>
</tr>
<tr>
<td>1. Develop critical thinking to make effective decisions while providing care for individuals.</td>
<td>1. Demonstrate critical thinking when making effective decisions while providing care for individuals and families.</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>2. Communicate effectively with individuals.</td>
<td>2. Communicate effectively with individuals and families.</td>
<td>2. Communicate effectively with individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>3. Provide safe therapeutic nursing interventions for culturally diverse individuals to achieve optimal functioning on the wellness-illness-continuum.</td>
<td>3. Modify safe therapeutic nursing interventions for culturally diverse individuals and families within a community context to achieve optimal functioning on the wellness-illness continuum.</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>4. Use the nursing process as a basis for nursing care and health promotion to individuals.</td>
<td>4. Integrate the nursing process as a basis for nursing care and health promotion for individuals and families throughout the life span.</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>5. Explore the dimension of spirituality in relation to self and others.</td>
<td>5. Demonstrate an awareness of and respect for the spiritual dimensions of self and others in providing compassionate holistic nursing care.</td>
<td>5. Incorporate Christian principles while providing compassionate holistic nursing care to individuals, families, groups, and communities.</td>
</tr>
<tr>
<td>6. Exhibit professional behaviors appropriate for a nursing student.</td>
<td>6. Incorporate professional behaviors of leadership, accountability, and professionalism according to the legal and ethical standards of the nursing profession.</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.</td>
</tr>
<tr>
<td>7. Recognize the need for belonging to organizations that advance and promote nursing and health care.</td>
<td>7. Explore activities of organizations that advance, promote, and improve nursing and health care.</td>
<td>7. Participate in self-development activities as well as individual, group, community, and societal endeavors to improve health care.</td>
</tr>
<tr>
<td>8. Use principles of teaching and learning when developing a plan of care for individuals.</td>
<td>8. Apply principles of teaching and learning to promote health of individuals and their families.</td>
<td>8. Incorporate principles of teaching and learning to promote health and direct learning of individuals, families, groups, and communities.</td>
</tr>
</tbody>
</table>
Baccalaureate Degree  
Track I – Level Student Learning Outcomes Continued

<table>
<thead>
<tr>
<th>BSN Level I</th>
<th>BSN Level II</th>
<th>BSN Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Identify the importance of using nursing research in the care of individuals.</td>
<td>9. Use research findings when providing care for individuals and families.</td>
<td>9. Evaluate research findings for use in nursing practice.</td>
</tr>
<tr>
<td>10. Incorporate knowledge from concepts of nursing, the humanities, and sciences when planning nursing care for individuals.</td>
<td>10. Integrate knowledge from concepts and theories of nursing, the humanities, and the sciences when making nursing practice decisions and providing nursing care for individuals and families throughout the life span.</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>11. Cooperate with members of the health care team in the management of nursing care for individuals.</td>
<td>11. Interact with members of the health care team in the management of nursing care of individuals and families throughout the life span.</td>
<td>11. Foster interdisciplinary relationships while designing, managing and coordinating nursing care in primary, secondary, and tertiary care settings.</td>
</tr>
</tbody>
</table>
### Baccalaureate Degree

**Track I - CURRICULUM PLAN**

#### Freshman Year

<table>
<thead>
<tr>
<th>Course Number</th>
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<th>Fall Semester</th>
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<th>Spring Semester</th>
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<tr>
<td>ENG 101</td>
<td>Written Communication II</td>
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<td>BIOL 215</td>
<td>Anatomy &amp; Phys. II</td>
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<td>4</td>
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<tr>
<td>THEO 110</td>
<td>Exploring Christian Faith</td>
<td></td>
<td>3</td>
<td>CHEM 150</td>
<td>Intro. to Gen., Organic, &amp; Biochem.</td>
<td></td>
<td>4</td>
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<tr>
<td>NUR 124</td>
<td>Nursing Perspectives</td>
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<td>PHIL 150</td>
<td>Logic &amp; Critical Thinking</td>
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<td>BIOL 214</td>
<td>Anatomy &amp; Physiology I</td>
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<td>PSYC 288</td>
<td>Life Span Development</td>
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<td>PSYC 182</td>
<td>General Psychology</td>
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<td>COMM 171</td>
<td>Speech Communication</td>
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<td>CAPP</td>
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#### Sophomore Year - Level I

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<tbody>
<tr>
<td>NUR 231</td>
<td>Nursing Fundamentals</td>
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<td>6</td>
<td>NUR 232</td>
<td>Nursing of Individuals</td>
<td></td>
<td>8</td>
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<tr>
<td>BIOL 312</td>
<td>Microbiology</td>
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<td>NUR 220</td>
<td>Health Assessment</td>
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<td>NS 211</td>
<td>Nutrition</td>
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<td>NUR 224</td>
<td>Pharmacology</td>
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<td>SOC 151</td>
<td>Principles of Sociology</td>
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<td>NUR 227</td>
<td>Intro to Community-based Care</td>
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#### Junior Year - Level II

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<th>Semester</th>
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<tr>
<td>NUR 315</td>
<td>Nursing of Children and Their Families</td>
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<td>NUR 317</td>
<td>Nursing of Maternal/Infant Families</td>
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<td>NUR 313</td>
<td>Nursing of Mental Health Issues in Families</td>
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<td>NUR 316</td>
<td>Nursing of the Critically III and Their Families</td>
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<td>NUR 322</td>
<td>Nursing Theory</td>
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<td>NUR 323</td>
<td>Nursing Issues</td>
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<td>BIBL 215</td>
<td>Old Testament Literature or New Testament Literature</td>
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<td>MATH 111</td>
<td>Basic Probability and Statistics</td>
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<tr>
<td>Elective</td>
<td>Nursing or General</td>
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<td>NUR 425</td>
<td>Nursing Care and Health</td>
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<td>17</td>
<td></td>
<td>Promotion of Older Adult</td>
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#### Senior Year - Level III

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<th>Course Number</th>
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<th>Semester</th>
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<tbody>
<tr>
<td>NUR 411</td>
<td>Nursing in the Community</td>
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<td>NUR 413</td>
<td>Nursing Management</td>
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<td>NUR 422a</td>
<td>Nursing Research I</td>
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<td>3</td>
<td>NUR 423a</td>
<td>Nursing Research II</td>
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<td></td>
<td>Nursing/General Elective</td>
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<td>3</td>
<td></td>
<td>Art/Drama/Lit/Music Elective</td>
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<td>PHIL 452</td>
<td>Senior Experience</td>
<td></td>
<td>1</td>
<td>NUR 426</td>
<td>Clinical Problem Solving</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14</td>
<td></td>
<td>Econ/History/Soc. Science Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

126 Hours Minimum Required for BSN:  

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>34</td>
</tr>
<tr>
<td>Required Cognates</td>
<td>21</td>
</tr>
<tr>
<td>Nursing (lower)</td>
<td>22</td>
</tr>
<tr>
<td>Nursing (upper)</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>126</td>
</tr>
</tbody>
</table>

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

Approved 4/2008  
Updated 8/2009
Baccalaureate Degree
Track II - General Education and Required Cognates

The following courses in General Education and Required Cognates must be presented in transfer equivalents or completed at Bethel College.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 110</td>
<td>Exploring Christian Faith</td>
<td>3</td>
</tr>
<tr>
<td>BIBL 215 or 216</td>
<td>Old Testament Literature or New Testament Literature</td>
<td>3</td>
</tr>
<tr>
<td>COMM 171</td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>Written Communication II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 182</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 151</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Basic Probability &amp; Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Economics/History/Social Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>General Electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 215</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 288</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 312</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NS 211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NUR 224</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Computer Elective or NUR 221B/421B</td>
<td>3</td>
</tr>
</tbody>
</table>

126 Hours Minimum Required for BSN:
- General Education: 39
- Required Cognates: 20
- Nursing (lower): Up to 33*
- Nursing (upper): 34

*Actively Practicing Nurses - Nurses who are actively practicing and present validation of full- or part-time employment with employer verification of current practice and competency may receive up to 33 credit hours of lower level nursing credit.

Track II students are not required to take Chemistry by virtue of licensure as a nurse, but must have at least two semesters of science with lab.

Approved 4/ 2008
Updated 8/ 2009
Baccalaureate Degree
Track II-Major Nursing Major Courses

All nursing courses are taught in the 7-week adult format, with two theory courses in each semester. Seven weeks of four 60-minute hours (28 hours) equals 3 credit hours (or 9.33 class hours for 1 credit). Projects related to this program will be arranged individually in conjunction with the faculty. The faculty believe independently arranged projects allows for optimal student outcomes for the adult learner.

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Number</td>
</tr>
<tr>
<td>NUR 381</td>
<td>NUR 382</td>
</tr>
<tr>
<td>Trans. to Prof. Nsg*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 380</td>
<td>NUR 422b</td>
</tr>
<tr>
<td>Health Assessment #</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Summer Semester

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 383</td>
<td>Nursing Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number</td>
<td>Course Number</td>
</tr>
<tr>
<td>NUR 471</td>
<td>NUR 473</td>
</tr>
<tr>
<td>Nsg Management*</td>
<td>6</td>
</tr>
<tr>
<td>NUR 423b</td>
<td>NUR 483</td>
</tr>
<tr>
<td>Nsg Research II#</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
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<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Legend:  
* = First 7 Weeks  
# = Second 7 Weeks

Transition to Professional Nursing must be completed before any other courses can be taken. Completion of Probability & Statistics is a prerequisite for Nursing Research I. Nursing Issues may be taken after the fourth semester, but all remaining nursing courses must be taken in sequence. Students may continue in the nursing course sequence as long as course prerequisites are met. The required General Education Cognate courses may be taken before, during or after the nursing sequence. The nursing elective may be taken at any time. The nursing courses must be completed in five years.
Associate Degree Program
Purpose and Student Learning Outcomes for the ADN Program

Purpose:
The purpose of the Associate Degree in Nursing (ADN) program at Bethel College is to prepare graduates in Christian liberal arts setting to provide therapeutic nursing care to individuals and families within a community context. The ADN graduate is prepared to function in the roles of provider of care, manager of care, and member within the profession of nursing. Care is provided in various structured health care settings. The ADN graduate is expected to demonstrate respect for life, a loving concern for individuals, and an appreciation of the need for ongoing education. Therefore, the ADN graduate is prepared to:

Student Learning Outcomes:
1. Demonstrate critical thinking when making effective decisions while providing care for individuals, families, and groups.
2. Communicate effectively with individuals, families, and groups.
3. Modify safe therapeutic nursing interventions for culturally diverse individuals and families within a community context to achieve optimal functioning on the wellness-illness continuum.
4. Integrate the nursing process as a basis for nursing care and health promotion for individuals and families throughout the life span in structured health care settings.
5. Demonstrate an awareness of and respect for the spiritual dimensions of self and others in providing compassionate holistic nursing care.
6. Demonstrate professional behaviors of leadership, accountability, and professionalism according to the legal and ethical standards of the nursing profession.
7. Participate in self-development activities and organizations that advance, promote, and improve nursing and health care.
8. Apply principles of teaching and learning to promote health of individuals and their families.
9. Integrate knowledge from concepts of nursing, nursing research, the humanities, and the social, biological and physical sciences when making nursing practice decisions and providing nursing care for individuals and families throughout the life span.
10. Collaborate with members of the health care team in the management of nursing care for individuals, families, and groups.
## Associate Degree Program

### Level Student Learning Outcomes

<table>
<thead>
<tr>
<th>ADN Level I</th>
<th>ADN Level II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At the end of Level I, the student is prepared to:</strong></td>
<td><strong>At the end of the program, the ADN graduate is prepared to:</strong></td>
</tr>
<tr>
<td>1. Develop critical thinking skills to make effective decisions when</td>
<td>1. Demonstrate critical thinking when making effective decisions while</td>
</tr>
<tr>
<td>providing care for individuals.</td>
<td>providing care for individuals, families, and groups.</td>
</tr>
<tr>
<td>2. Communicate effectively with individuals.</td>
<td>2. Communicate effectively with individuals, families, and groups.</td>
</tr>
<tr>
<td>individuals on the wellness-illness continuum.</td>
<td>individuals and families within a community context to achieve optimal</td>
</tr>
<tr>
<td></td>
<td>functioning on the wellness-illness continuum.</td>
</tr>
<tr>
<td>4. Use the nursing process as a basis for nursing care and health</td>
<td>4. Integrate the nursing process as a basis for nursing care and health</td>
</tr>
<tr>
<td>promotion to individuals.</td>
<td>promotion for individuals and families throughout the life span in</td>
</tr>
<tr>
<td></td>
<td>structured health care settings.</td>
</tr>
<tr>
<td>5. Explore the dimensions of spirituality in relation to self and others.</td>
<td>5. Demonstrate an awareness of and respect for the spiritual dimensions of</td>
</tr>
<tr>
<td></td>
<td>self and others in providing compassionate holistic nursing care.</td>
</tr>
<tr>
<td>6. Exhibit professional behaviors appropriate for a nursing student.</td>
<td>6. Demonstrate professional behaviors of leadership, accountability, and</td>
</tr>
<tr>
<td></td>
<td>professionalism according to the legal and ethical standards of the</td>
</tr>
<tr>
<td></td>
<td>nursing profession.</td>
</tr>
<tr>
<td>7. Recognize the need for belonging to organizations that advance and</td>
<td>7. Participate in self-development activities and organizations that</td>
</tr>
<tr>
<td>promote nursing and health care.</td>
<td>advance, promote, and improve nursing and health care.</td>
</tr>
<tr>
<td>8. Use principles of teaching and learning when developing a plan of care</td>
<td>8. Apply principles of teaching and learning to promote health of</td>
</tr>
<tr>
<td>for individuals.</td>
<td>individuals and their families.</td>
</tr>
<tr>
<td>9. Use knowledge from concepts of nursing, the humanities, and the sciences</td>
<td>9. Integrate knowledge from concepts of nursing, nursing research, the</td>
</tr>
<tr>
<td>when planning nursing care for individuals.</td>
<td>humanities, and the social, biological and physical sciences when making</td>
</tr>
<tr>
<td></td>
<td>nursing practice decisions and providing nursing care for individuals and</td>
</tr>
<tr>
<td></td>
<td>families throughout the life span.</td>
</tr>
<tr>
<td>10. Cooperate with members of the health care team in the management of</td>
<td>10. Collaborate with members of the health care team in the management of</td>
</tr>
<tr>
<td>nursing care for individuals.</td>
<td>nursing care for individuals, families, and groups.</td>
</tr>
</tbody>
</table>
### Associate Degree in Nursing

#### Curriculum Plan-Standard ADN

#### Freshman Year - Level I

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 111</td>
<td>Nursing Fundamentals</td>
<td>6</td>
<td>BIOL 215</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
<td>PSYC 288</td>
<td>Life Span Development</td>
<td>3</td>
</tr>
<tr>
<td>CHEM150</td>
<td>Intro. to Gen., Organic &amp; Biochemistry</td>
<td>4</td>
<td>NUR 112</td>
<td>Nursing I</td>
<td>7</td>
</tr>
<tr>
<td>PSYC 182</td>
<td>General Psychology</td>
<td>3</td>
<td>ENGL 101</td>
<td>Written Communication II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Summer Session

<table>
<thead>
<tr>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 110 or BIBL215, or 216</td>
<td>3</td>
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#### Sophomore Year - Level II

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 312</td>
<td>Microbiology</td>
<td>4</td>
<td>NUR 212</td>
<td>Nursing III</td>
<td>8</td>
</tr>
<tr>
<td>NS 211</td>
<td>Nutrition</td>
<td>3</td>
<td>NUR 228</td>
<td>Nursing Roles &amp; Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>SOC 151</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>NUR 224</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 211</td>
<td>Nursing II</td>
<td>7</td>
<td>COM 171</td>
<td>Speech</td>
<td>3</td>
</tr>
<tr>
<td>NUR 241</td>
<td>Nursing of the Older Adult</td>
<td>1</td>
<td>NUR 229</td>
<td>Clinical Problem Solving</td>
<td>1</td>
</tr>
</tbody>
</table>

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

---

72 Hours Minimum Required for ADN:
- General Education          19
- Required Cognates          18
- Nursing                    35
- **Total**                  72

The Bethel College School of Nursing web site identifies plans for completing the ADN program in three years.
Approved 4/2008
Updated 8/2009
Associate Degree in Nursing
Curriculum Plan-LPN to ADN

Prerequisites to Summer Transition Course:
Anatomy and Physiology I & II - 8 credits
English Composition - 3 credits
General Psychology - 3 credits
Required Testing: NLN Acceleration Challenge Exam I (a percentile of 50 or higher required) - 8 credits*
Introduction to General, Organic, and Biochemistry - 4 credits
Life Span Development - 3 credits
Course work from accredited schools will be evaluated on a course-by-course basis.

Summer Session

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 114</td>
<td><strong>Transition to ADN Nursing</strong></td>
<td>6</td>
</tr>
</tbody>
</table>

Fall Semester

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 211</td>
<td>Nursing II</td>
<td>7</td>
</tr>
<tr>
<td>BiOL312</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>NS 211</td>
<td>Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>SOC 151</td>
<td>Principles of Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Spring Semester

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 212</td>
<td>Nursing III</td>
<td>8</td>
</tr>
<tr>
<td>NUR 228</td>
<td>Nursing Roles &amp; Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>NUR 224</td>
<td>Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>COM 171</td>
<td>Speech Communication</td>
<td>3</td>
</tr>
<tr>
<td>NUR 299</td>
<td>Clinical Problem Solving</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

Required for Graduation - Bible/Religion course (BIBL 215 or BIBL 216 or THEO 110 are accepted) - 3 Credits

*The NLN Acceleration Challenge Exam I (replaces NUR 111 & 241) must be completed before acceptance into the program.

**Transition to ADN Nursing replaces NUR 112 in the standard ADN curriculum.

Total Hours required for graduation = 72 credit hours

Hours may exceed 72 hours based on equivalence of transfer credits.

Non-nursing and nursing courses must be taken according to sequence stated in the Bethel College Catalog.

Approved 3/ 2007
Updated 8/ 2009
Comparison of BSN Student Learning Outcomes with ANA, & AACN Professional Standards

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply critical thinking when making effective decisions and engaging in creative problem solving with individuals, families, groups and communities.</td>
<td>Standard 1. Assessment - The registered nurse collects comprehensive data pertinent to the patient’s health or the situation. Standard 2. Diagnosis - The registered nurse analyzes the assessment data to determine the diagnoses or issues. Standard 3. Outcomes Identification - The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation. Standard 4. Planning - The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes. Standard 5. Implementation - The registered nurse implements the identified plan. Standard 6. Evaluation - The registered nurse evaluates progress toward attainment of outcomes.</td>
<td>The baccalaureate program prepares the graduate to: Essential I Liberal Education • 7. Integrate the knowledge and methods of a variety of disciplines to inform decision-making. Essential II. Quality Care and Patient Safety • 4. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and oversight and accountability of care delivery in a variety of settings.</td>
</tr>
<tr>
<td>2. Communicate effectively with individuals, families, groups, and communities, while using a variety of methods.</td>
<td>Standards 1-6 same as above.</td>
<td>The baccalaureate program prepares the graduate to: Essential I. Liberal Education • 4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively. Essential IV Information Management • 1. Demonstrate skill in using patient care technologies, information systems, and communication devices that support safe nursing practice. Essential IX Baccalaureate Generalist Nursing Practice • 4. Communicate effectively with all members of the healthcare team, including the patient and the patient’s support network.</td>
</tr>
<tr>
<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>
<td>Standards 1-6 same as above.</td>
<td>The baccalaureate program prepares the graduate to: Essential II. Quality Care and Patient Safety • 8. Promote achievement of safe and quality outcomes of care for diverse populations. Essential V. Information management and application of patient care technology. • 9. Apply patient-care technologies as appropriate to address the needs of diverse patient populations. Essential VI. Inter-professional communication and collaboration • 6. Advocate for high quality and safe patient care as a member of the inter-professional team.</td>
</tr>
</tbody>
</table>
| Bethel College  
| BSN  
|---|---|---|
| **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.** | Standards 1-6 same as above. | The baccalaureate program prepares the graduate to:  
**Essential VII Clinical Prevention and Population Health**  
- 3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities and populations.  
- 8. Assess the health, healthcare, and emergency preparedness needs of a defined population. |
| **5. Incorporate Christian principles while providing compassionate holistic nursing care to individuals, families, groups, and communities.** | Standards 1-6 same as above. | The baccalaureate program prepares the graduate to:  
**Essential VII Clinical Prevention and Population Health**  
- 7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention.  
**Essential VIII Professionalism and Professional Values**  
- 2. Assume accountability for personal and professional behaviors.  
**Essential IX Baccalaureate Generalist Nursing Practice**  
- 5. Deliver compassionate, patient centered care that respects patient and family preferences.  
- 18. Develop an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact health care. |
| **6. Demonstrate professional behaviors of leadership, accountability, and professionalism according to the legal and ethical standards of the nursing profession when providing care to individuals, families, groups, and communities.** | Standard 12. Ethics  
The registered nurse integrates ethical provisions in all areas of practice.  
Standard 15. Leadership  
The registered nurse provides leadership in the professional practice. | The baccalaureate program prepares the graduate to:  
**Essential V Healthcare Policy, Finance, and Regulatory Environments**  
- 6. Explore the impact of the socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice  
- 9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.  
**Essential VIII Professionalism and Professional Values**  
- 1. Demonstrate the professional standards of moral, ethical, and legal conduct.  
- 10. Protect patient privacy and confidentiality or patient records and other privileged information. |
| **7. Participate in self-development activities as well as individual, group, community, and societal endeavors to improve health care.** | Standard 9. Professional Practice Evaluation  
The registered nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. | The baccalaureate program prepares the graduate to:  
**Essential VIII Professionalism and Professional Values**  
- 13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.  
- 14. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care. |
|-------------------------------------------|-------------------------------------------|--------------------------------------------------|
| 8. Incorporate principles of teaching and learning to promote health and direct learning of individuals, families, groups, and communities. | Standard 7. Quality of Practice  
The registered nurse systematically enhances the quality and effectiveness of nursing practice. | The baccalaureate program prepares the graduate to:  
Essential IX Baccalaureate Generalists Nursing Practice  
• 7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care. |
The registered nurse integrates research findings into practice. | The baccalaureate program prepares the graduate to:  
Essential III. Scholarship for Evidence Based Practice  
• 1. Explain the interrelationships among theory, practice, and research.  
• 4. Evaluate the credibility of sources of information, including but not limited to databases and Internet sources.  
• 7. Collaborate in the collection, documentation, and dissemination of evidence. |
| 10. Synthesize knowledge from concepts and theories if nursing, the humanities, and sciences when making nursing practice decisions and providing nursing care to individuals, families, groups, and communities. | Standard 8. Education  
The registered nurse attains knowledge and competency that reflects current nursing practice. | The baccalaureate program prepares the graduate to:  
Essential I. Liberal Education  
• 1. Integrate theories and concepts from liberal education into nursing practice.  
• 2. Synthesize theories and concepts from liberal education to build an understanding of the human experience. |
The registered nurse interacts with and contributes to the professional development of peers and colleagues.  
Standard 11. Collaboration  
The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.  
Standard 14. Resource Utilization  
The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services. | The baccalaureate program prepares the graduate to:  
Essential VI. Inter-professional communication and collaboration  
• 3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.  
• 4. Contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes.  
• 5. Demonstrate appropriate teambuilding and collaborative strategies when working with inter-professional teams. |
|---------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------|
| 1. Demonstrate critical thinking when making effective decisions while providing care for individuals, families, and groups. | 6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making (also reflected in 2, 3, 4, 5, 6, 7, 8, 9, & 10).* | Standard 1. Assessment  
The registered nurse collects comprehensive data pertinent to the patient’s health or the situation.  
Standard 2. Diagnosis  
The registered nurse analyzes the assessment data to determine the diagnoses or issues.  
Standard 3. Outcomes Identification  
The registered nurse identifies expected outcomes for a plan individualized to the patient or the situation.  
Standard 4. Planning  
The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.  
Standard 5. Implementation  
The registered nurse implements the identified plan.  
Standard 6. Evaluation  
The registered nurse evaluates progress toward attainment of outcomes. |
| 2. Communicate effectively with individuals, families, and groups. | 1. Utilize therapeutic communion skills when interacting with clients and significant support person(s) (also reflected in 1, 3, 4, 5, 6, 7, 8, 9, & 10). | Same as 1-6 above. |
| 3. Modify safe therapeutic nursing interventions for culturally diverse individuals and families within a community context to achieve optimal functioning on the wellness-illness continuum. | 4. Modify client care as indicated by the evaluation of outcomes (also reflected in 1, 2, 4, 5, 6, 8, 9, & 10). | Same as 1-6 above. |
| 4. Integrate the nursing process as a basis for nursing care and health promotion for individuals and families throughout the life span in structured health care settings. | 2. Analyze and utilize assessment and reassessment date to plan care.  
3. Evaluate the effectiveness of are provided in meeting client outcomes (also reflected in 1, 2, 3, 6, 8, 9, & 10). | Same as 1-6 above. |
| 5. Demonstrate an awareness of and respect for the spiritual dimensions of self and others in providing compassionate holistic nursing care. | 2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client’s health.  
3. Demonstrate caring behavior towards the client, significant support person(s), peers, and other members of the health care team (also reflected in 1, 2, 3, 4, 6, 8, 9, & 10). | Same as 1-6 above. |

* This list refers to Student Learning Outcomes
|--------------------------------------------|----------------------------------------------------------------------------------|----------------------------------------|
| 6. Demonstrate professional behaviors of leadership, accountability, and professionalism according to the legal and ethical standards of the nursing profession. | 1. Practice within the ethical, legal, regulatory frameworks of nursing and standards of professional nursing practice. 3. Demonstrate accountability for nursing care given by self and/or delegated to others. 7. Practice within the parameters of individual knowledge and experience (also reflected in 1, 2, 3, 4, 5, 8, 9, & 10). | Standard 12. Ethics  
The registered nurse integrates ethical provisions in all areas of practice.  
Standard 15. Leadership  
The registered nurse provides leadership in the professional practice setting and the profession. |
The registered nurse evaluates one’s own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations. |
| 8. Apply principles of teaching and learning to promote health of individuals and their families. | 1 Develop an individualized teaching plan based on assessed needs (also reflected in 1, 2, 3, 4, 6, 9, & 10). | Standard 7. Quality of Practice  
The registered nurse systematically enhances the quality and effectiveness of nursing practice. |
| 9. Integrate knowledge from concepts of nursing, nursing research, the humanities, and the social, biological, and physical sciences when making nursing practice decisions and providing nursing care for individuals and families throughout the life span. | 1. Make clinical judgments and management decisions to ensure accurate and safe care. 6. Use evidence-based information, collected electronically or through other means, to support clinical decision-making (also reflected in 1, 2, 3, 4, 5, 6, 8, & 10). | Standard 8. Education  
The registered nurse attains knowledge and competency that reflects current nursing practice.  
Standard 13. Research  
The registered nurse integrates research findings into practice. |
| 10. Collaborate with members of the health care team in the management of nursing care for individuals, families, and groups. | 3. Collaborate with the client, significant support person(s), and other members of the healthcare team to evaluate progress toward achievement of outcomes (also reflected in 1, 2, 3, 4, 5, 6, 8, & 9). Managing care is the efficient, effective use of human, physical, financial, and technological resources to meet client needs and support organizational outcomes. Effective management is accomplished through the process of planning, organizing, directing, and controlling. The nurse, in collaboration with the health care team, uses this process to assist the client to move toward positive outcomes in a cost efficient manner, to transition within and across health care settings, and to access resources (also reflected in 1, 2, 3, 4, 5, 6, 8, & 9). | Standard 10. Collegiality  
The registered nurse interacts with and contributes to the professional development of peers and colleagues.  
Standard 11. Collaboration  
The registered nurse collaborates with patient, family, and others in the conduct of nursing practice.  
Standard 14. Resource Utilization  
The registered nurse considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing services. |
SCHOOL OF NURSING ADMISSION POLICIES AND INFORMATION

“Within the context of its religious principles, heritage and mission, Bethel College admits students of any race, national or ethnic origin, age or gender to its programs and activities. It does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other college-administered programs. The College makes every reasonable attempt to accommodate students with limiting physical impairments; however, each 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 faculty at Bethel College are committed to helping students learn. However, each student must make a commitment to be an active participant in the learning process.

Those desiring admission to any of the undergraduate nursing programs must apply to both Bethel College and the School of Nursing. Students desiring admission to the college, as well as the program in nursing, should apply early in the year. This will allow adequate time for processing the application if admission is desired for fall semester. Admission to the nursing program is based on nursing admission criteria at the time of application to the program. BSN students (Track I) should apply to the School of Nursing during their freshman year.

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

I. Admission Policies

A. Student must be admitted to the college before applying to the nursing program.

B. The process of applying to the School of Nursing is as follows:

1. Complete the School of Nursing application.

2. With the application, submit An essay on “Why I Want to Be a Nurse” is required for the ADN and BSN Track I programs while “Why I Want to Obtain a BSN Degree” is required for BSN Track II. LPNs applying for the LPN to ADN are required to write an essay on “Why I Want to be an RN.” Pre-licensure students should include in their essay how they feel they meet the qualifications addressed in the following statement: Nursing is a profession that demands specific qualities of physical and emotional health, intellectual ability, and ability to benefit from constructive criticism, communication skills, non-judgmental attitude, leadership, moral character, responsibility, and dependability.

3. Receive information on eligibility for Indiana Registered Nurse Licensure. (Associate Degree and Baccalaureate Track I Programs).

C. The applicant must meet the following criteria:

1. Graduate from high school (or meet the GED requirement with a composite score of 500 [for students completing prior to 2002 a composite score of 50 is required]).

2. Demonstrate a ranking in the upper two-thirds of applicant’s high school graduating class or previous college course work with an overall GPA of 2.5 (on a 4.0 scale) or its equivalent. A GED composite score of 500 (or 50 prior to 2002) may substitute for this requirement. Satisfactory completion of one year of college courses relevant to nursing may nullify unsatisfactory high school or GED requirements. A high school or GED transcript and all college transcripts must be provided.

3. ADN and BSN Track I applicants must complete the ACT or SAT and the Nelson Denny Reading Test. College Placement Tests (CPT) are required for pre-licensure non-traditional students. ACT or SAT scores for non-traditional students will be accepted as admission requirements if scores are within 5 years of application to the nursing program.

   SAT  R 530 Verbal
         R 510 Math

   ACT  21 English
         19 Math

   CPT  104 Sentence Skills
        57 Algebra
        75 Arithmetic
        83 Reading Comprehension

   Nelson Denny  32

4. LPN to ADN applicants must provide proof of current LPN licensure and employment verification. Track II BSN applicants must be graduates of a state accredited school of nursing (associate degree or diploma program) and have an active RN license. New graduates will be given conditional acceptance and must present an RN license by the end of the first semester of nursing courses in order to continue in the program. Actively practicing nurses must present an employer’s verification of full- or part-time current practice and competency in the practice of clinical nursing skills. Nurses who have not been actively practicing must pass a standardized test to validate current nursing knowledge.

5. LPN to ADN applicants must achieve a score of 50 percentile in the NLN Acceleration Challenge Exam I and must meet the requirements for prerequisite course work.
II. TRANSFER OF CREDIT

A. Applicants who have completed college level courses may be awarded credit on a course-by-course basis. The grade received must be a C or better. The official transcript from the college(s)/school of nursing attended must be sent to the Registrar’s Office. The Registrar makes the determination of credits accepted.

B. The standard college fees for transfer and posting of the credit(s) will be used (see Bethel College Catalog).

C. Students pay a testing fee for NLN Achievement Tests to Bethel College.

Transfer of Credit into BSN Track II

A. Credit for lower level nursing courses from an ADN or diploma program may be achieved in the following ways:

1. **New Graduates of ADN or Diploma Programs** – Graduates may receive up to 33 credit hours for lower level nursing courses upon RN licensure and satisfactory completion of 1st semester nursing courses.

2. **Actively Practicing Nurses** – Nurses who are actively practicing and present validation of full- or part-time employment with employer verification of current practice and competency may receive up to 33 credit hours of lower level nursing credit.

Validation of Credit into ADN and BSN Programs

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

- NUR 111/231 NLN Basic Nursing Care I and II
- NUR 114 ACE LPN test
- NUR 112 Teacher-Made Tests; Med-Surg & Psychiatric Nursing
- NS 211 NLN Normal Nutrition
- BIOL 214/215 NLN Anatomy and Physiology
- NUR 232 Teacher-Made Tests
- NUR 224 NLN Pharmacology in Clinical Nursing
- NUR 220/380 NLN Physical Assessment
- BIOL 312 NLN Microbiology

A percentile score of 50 or higher is necessary on NLN examinations. A test may be repeated no more than one time. The physical assessment test may not be repeated. Satisfactory scores on these examinations are only accepted within three years from the date of examination. In addition to a satisfactory score on the examination, if the course has a clinical component, a skills validation process is required (ADN and BSN Track I). Students may petition the Nursing Admission/Progression Committee to transfer credit for additional courses. Courses will be evaluated on an individual basis. Students may also petition to take teacher-made examinations for other courses that must be passed with a score of 76% or higher. Prelicensure students may not take the nutrition and pharmacology NLNs (Due to differences in LPN programs, LPNs in the LPN-ADN will be considered on an individual basis.)

Credit for Non-Nursing Course Work

Students who apply to a nursing program may receive credit for non-nursing course work (including Nutrition and Pharmacology) under the college’s general transfer policies, except that courses in anatomy & physiology, chemistry, pharmacology, and microbiology must have been completed in the past seven years. Students may petition to receive credit for sciences more than seven years old through validation exams. An exception will be made for licensed practical or registered nurses who are actively practicing full- or part-time in nursing who present verification of current practice and competency. If an LPN has taken Anatomy and Physiology (A & P) more than seven years before entering NUR 114, an evaluation of A & P knowledge is required by the end of NUR 114 so remedial work can be planned if necessary. APHY 101 and 102 at Ivy Tech for LPN graduates is considered to meet the A and P prerequisite for LPNs.

Applicants who are not actively practicing nursing or who are from programs where Pharmacology and Nutrition were integrated throughout nursing content may receive validation credit by taking the NLN achievement tests.
### III. ESSENTIAL FUNCTIONS OF A NURSING STUDENT

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

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

Approved 5/2001
IV. TRANSFER STUDENTS

A. Transfer students must meet the nursing admission criteria at the time of application to the School.

B. Transfer students must successfully complete the appropriate NLN test or teacher made test (see validation of credit into ADN and BSN programs).

C. Transfer students must demonstrate clinical proficiency for skills in previous nursing courses prior to entering the next clinical course. (See Skills Validation Procedure.)

D. Transfer students accepted into the program must complete a Health Form for New/Returning Students with immunization, physical exam requirements, criminal background check, and drug screen, submit a current CPR card from the appropriate course, and complete a School of Nursing Student Handbook and the Standard Precautions Policy “read and sign.” All testing in procedures and health requirements need to be submitted by August 15th for fall semester and December 15th for spring semester.

V. RETURNING STUDENTS

A. Students who have withdrawn from a clinical nursing course, who have not passed that course, or who have held out, must apply for readmission by submitting a School of Nursing Readmission form.

B. Readmission forms should be completed as soon as possible since there may be limited spaces available. The nursing reapplication deadlines are March 1st for fall semester and September 1st for spring semester. Transfer students applying will be accepted on an individual basis depending on the availability of a space in the program.

C. Students must schedule a meeting with the Dean of Nursing or Associate Dean at Bethel or Coordinator of Nursing Programs at Grace College for an interview concerning readiness for readmission.

D. Students reapplying must have a cumulative GPA of 2.5 or better because a 2.5 GPA is required for progression in the School of Nursing.

E. Students who are returning because of a course or rotation not passed will be required to submit proof of study and retention of knowledge base prior to being readmitted. This consists of study and tests over areas previously covered in nursing clinical courses, supervised by a nursing faculty member appointed by the Dean of Nursing.

F. Students who have stopped out for one year or longer and who have had a B- or lower in any clinical course will be required to complete a remedial study plan in order to return. (See XVII Extra Study Plan).

G. Scores of 76% must be achieved on test(s) in the remedial study plan in order to be readmitted. Students may take each exam twice.

H. Returning students will also be required to demonstrate clinical skills proficiency for skills in previous nursing courses. (See Skills Validation Procedure.)

I. Returning students must complete a Returning Student Health Form, submit a current CPR card, and complete School of Nursing Student Handbook “read and sign” and a Standard Precautions “read and sign.”

J. Students not submitting acceptable documentation in response to requests or decisions made by the Nursing Admission/Progression Committee may be denied readmission.
VI. SKILLS VALIDATION PROCEDURE

A. Upon acceptance into the School of Nursing and successful completion of the appropriate NLN test or teacher made test(s) (for transfer students), the Dean of Nursing/Associate Dean will contact the student regarding the skills validation policy. Remedial study plans must be successfully completed for returning students. (See XVII Extra Study Plan).

B. Skills validation is required for students stopping-out of the program, transfer students, returning students, and LPN students not in NUR 114 or who do not provide the references. The validation process includes a math competency test, assigned nursing process material, a nursing case study and care plan, and campus laboratory tests.

1. Stop-out students are those who have successfully completed the last nursing course in which they were enrolled and have suspended their nursing education for a period of time.

2. Transfer students are those who have completed nursing courses at other institutions and have successfully passed the required written test for the course(s).

3. LPN applicants will be required to validate their skills as listed above unless they meet the following criteria:
   a. Are currently employed in a health care setting providing direct client care.
   b. Provide the Nursing Admission/Progression Committee with three (3) employment references and a signed Release of Employment Information form. One reference must be the direct registered nurse supervisor of the student and the other 2 must be licensed (RN/LPN) personnel with whom the applicant works directly.
   c. If the work experience and references are satisfactory, the LPN applicant will complete only the math competency test, assigned nursing process material, and case study and care plan.

4. Transfer students, returning students out more than one year, returning students who did not complete a clinical nursing course within the past year, or returning students attempting to enroll in a course in which they were previously enrolled are required to complete the math competency testing, assigned nursing process material, a nursing case study and care plan, and campus laboratory testing.

C. All students must successfully validate mathematical drug computations. Each student will have three attempts to pass the math examination at the required level of competency, which is as follows:

1. Nursing Fundamentals 85%
2. Nursing I & Nursing of Individuals 85%
3. Nursing II & Nursing of Families I 94%
4. All remaining levels 94%

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

D. All students will be required to complete review of assigned nursing process material on an independent study basis and to complete an assigned nursing case study and care plan.

E. All students with the exception of exempt LPNs (see B 3 above) will be required to spend 6 to 8 hours in the campus laboratory for skills demonstration and testing. All levels of entry will be required to validate skills 1-8 below. Levels of entry above Nursing of Individuals/Nursing I will be required to validate skills 9-11 (in addition to 1-8).
Returning students should review all skills previously learned. Checklists will be provided to identify what will be required in the return demonstration. (See textbook list for current procedure book.)

1. Sterile gloving
2. Establishing a sterile field
3. Intramuscular injections including Z-tract
4. Tube feeding
5. Catheterization
6. Enema
7. Basic physical assessment
8. Medication administration
9. Intravenous therapy (if appropriate)
10. Sterile dressing change (if appropriate)
11. Insertion of a nasogastric tube (if appropriate)

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

G. All students must complete the following by the date of their return skills demonstration:

1. Completion of an acceptable CPR course (American Heart-Health Care Provider or American Red Cross – CPR for the Professional Rescuer). Card must be current and remain current throughout the program.
2. Completion of a new/returning student health form with required immunizations, TB test*, and physical exam*
   *completion dates for these items within 6 months prior to entering/returning to the program unless in a regular employee program in which case demonstration must be provided for the most current PPD.
3. Completion of the Isolation Precautions study material and a "read and sign" form.

H. Testing fees for skills validation will be charged to the student's account as follows:
1. Students validating math competency, nursing care plans, and campus laboratory testing $200
2. LPNs validating math competency and nursing care plans $100

Once a step is attempted, there is no refund possible.

I. The required fees must be submitted to or arrangement made with the Bethel College Business Office prior to the beginning of the skills validation process. Failure to submit payment for the skills validation will result in the student not being allowed to progress with the skills validation process. The Skills Validation Fees form must be completed and presented to the skills validation instructor at the first session of the skills validation process.

J. It is the student's responsibility to prepare for skills validation. Recommended readings and assignments are provided to enhance the student's preparation and knowledge.

K. Written evaluation and recommendations will be sent to the Nursing Admission/Progression Committee for final decision regarding entry/re-entry into the nursing program.

L. The Nursing Admission/Progression Committee will meet prior to beginning of clinical nursing courses and notify the student in writing of the Nursing Admission/Progression Committee's decision regarding entry to the nursing program. The skills validation evaluation and the Nursing Admission/Progression Committee decision will remain as a part of the student's file.
VII. NURSING ELECTIVES

Nursing electives are courses taken by the student that add to, or are supportive of, nursing knowledge. Approved courses for nursing elective credit are the following: NUR 301 (Writing for Publication), NUR 352 (International Nursing Experience), NUR 361 (International Health Seminar), NUR 362 (Women’s Health), NUR 363 (Spiritual Care and Health Care), NUR 221b/421b (Nursing Informatics), NUR 294/494 (Independent Study), NUR 127 (Spanish Medical Terminology), and SOC 257 (Human Sexuality). Students may petition the Nursing Admission/Progression Committee for credit for other courses explaining the rationale for why this course may be helpful.

The Nursing Elective Credit form is to be completed by the student and faculty advisor to identify the course that will fulfill the requirement. This form is kept in the student’s file and a copy sent to the Registrar.

A. Students in the BSN program Track I are required to take three hours of nursing elective credit (other than NUR 121 or NUR 122). (NUR 090 does not count as credit toward program requirements.)

B. Students in the BSN program Track II are required to take 3 hours of nursing elective or nursing independent study credit. (NUR 121 and NUR 122 cannot be used as nursing elective credit.)

C. Registered nurses who are actively practicing, and who have completed a nationally recognized nursing certification program, may receive up to 3 hours of transfer credit as a nursing elective after submission of appropriate documentation to the Nursing Admissions/Progression Committee Chairperson. This documentation is from the original certificate. Further verification such as course syllabi, exam scores, etc., may be required. A copy of the certificate will be sent to the Registrar and kept in the student’s file. The standard college fees will apply for transfer and posting of the credit. (See Bethel College Catalog.)

D. An unsatisfactory grade (below a C) in a nursing elective course will not count as a nursing failure that could jeopardize your placement and/or progression in the nursing program. However, the student must satisfactorily meet the requirements for graduation regarding nursing elective and general elective credits and maintain a minimum GPA of 2.5.

VIII. GENERAL ELECTIVE CREDIT FROM CERTIFICATION COURSES

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

A. Health Forms and Immunizations

1. New/Transfer Students
   Complete a New/Transfer Student Health Form, which includes a physical examination by a
   physician/health care provider within six (6) months prior to entering the program. Documentation
   of required immunizations or immunity includes Hepatitis B series, MMR, and varicella, and the
data of the last tetanus injection. The college may require verification of immunity. 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. If the student has had a previous positive
   PPD documentation must be received of a chest X-ray negative for active infection before
   beginning the program. Students will not be allowed in clinical, at clinical orientation or in the
   nursing laboratory without a completed health form on file indicating health requirements are met.
   When health data is not submitted on the date due in the new student letter a $50 fee will be applied
to the student’s account the next day. Students must pay to make up missed time. Annual
documentation of tuberculosis screening must be maintained. The college has the right to verify
   health form information with the health care provider’s office.

2. Returning Students
   The Returning Student Health Form must be submitted annually to the Nursing Office on the
   date due in the returning student letter to avoid a $50 late fee. If a student has had a
   previous positive PPD, a screening questionnaire must be completed annually with any
   changes in health status reported immediately to nursing administration. The form also
   includes any chronic illness(es) or condition(s) the student has. In addition, the student will not
   be allowed to start clinical, be at clinical orientation or in the nursing laboratory with health
   information missing. Students must pay to make up missed time. The college has the right to
   verify health form information with the health care provider’s office.

B. CPR Card

1. New/Transfer Students – A CPR course must be taken within 6 months prior to entering the
   program and a copy of the card must be submitted on the due date to the Nursing Office. A
   $50 late fee will be applied to the student’s account the date after the due date and the
   student will not be allowed in clinical, at agency orientation, or in the nursing laboratory.
   Students must pay to make up missed clinical time. Acceptable courses are American Heart
   Association, 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.

2. The CPR card must remain current throughout the program, and students are responsible to
   make sure a copy of the current card is on file in the School of Nursing. Students will not be
   allowed to attend clinical, clinical orientation, or be in the nursing lab without current CPR
   certification and missed time must be made up at cost. A $50 fee will be applied on the date
   after the due date.

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

D. BSN Track I students must complete the last 30 credit hours at Bethel College. ADN students
   must complete the last 18 credit hours at Bethel College (see College Catalog).

E. Criminal Checks/Drug Screen
   Some clinical agencies require criminal background checks and drug screens. The School of
   Nursing will conduct criminal checks and drug screens on all nursing students at the students’
   expense. Students will be provided with applications to complete the process when necessary. It
   is the student’s responsibility to present the information to the nursing office by the date specified.
   Failure to do so can lead to unexcused clinical absence.
GENERAL POLICIES
I. Attendance Policies

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

A. Absences and Punctuality

1. Theory

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

In the Track II Baccalaureate Completion program, the attendance policy is the same as for the Adult Programs. (See Adult Student Handbook on the Bethel Web) Students are expected to come to class on time.

2. Clinical

Clinical scheduling may include days, evenings, nights, or weekends. This will be determined by faculty. Excused absence: an acceptable excuse for missing a scheduled clinical is one’s own illness, serious illness in one’s immediate family, death of a family member, appearance in court, inclement weather with hazardous driving conditions, or attendance at a professional meeting. Anything else will be considered an unexcused absence. The need for appearances in court must be documented on government letterhead and subsequent documentation signed by the court must be provided after court attendance confirming dates, and times present. The instructor and/or clinical agency must be notified at least one hour prior to the scheduled clinical. All unexcused absences must be made up.

a. Maximum absence which can be allowed before learning is considered to be compromised is one clinical day per course. This is only permitted if the student has satisfactorily met all clinical Student Learning Outcomes in all clinical rotations. There is no “free day.” The student must be at clinical unless there is an excused absence.

b. If possible, makeup time for excused absences will be arranged without cost to the student. If such arrangements cannot be made, the student will be required to pay an additional cost for clinical supervision, which is calculated at $25 per clock hour. Payments should be made to Bethel College at the Business Office.

c. Makeup time for unexcused absences will need to be made up on an hour-by-hour basis and the student will be required to pay for the clinical supervision calculated at $25 per clock hour.

d. A release statement from a physician is required following a major injury, medical illness, surgery, or extended absence to indicate suitability to return to clinical and class. This applies to illnesses and/or surgeries which occur during the holiday or summer breaks. (See also Health Situations That Increase Risk in the Clinical Setting.) Pregnant students must also submit an Acceptance of Risk form immediately upon learning of pregnancy.

e. Students who become aware that they have a communicable illness should notify their clinical instructor and the Dean of Nursing/ Associate Dean of Nursing, or the Coordinator of Bethel Nursing Programs at Grace College immediately.
f. Excessive absences due to illness/injury/childbirth will be referred to the Nursing Admission/Progression Committee for a specific makeup plan.

g. Clinical makeup scheduling may include days, evenings, nights, or weekends. This will be determined by the individual faculty involved.

h. If a student misses more than one clinical experience, and no makeup is completed, the course must be repeated.

i. If a student receives an incomplete because of clinical absence, the student will be unable to proceed to the next course or the next rotation until the incomplete is removed.

j. A clinical day missed because college classes are officially cancelled, for example due to a winter weather closing, will not have to be made up.

k. If a student becomes ill during clinical time, the instructor will determine if the student should be excused. If the student is sent home, this will be considered an excused absence.

l. A student not prepared for clinical may be sent home. The time missed will be considered an unexcused absence.

m. A student who has not turned in a completed health form, CPR card, tuberculosis test, criminal background checks, or drug screen on the date due will not be permitted to go to clinical, clinical orientation or be in the nursing lab and the time missed will be considered an unexcused absence.

n. Students are expected to report to the clinical facility on time. Because of the nature and demand of the profession, clients assigned to students who are more than 30 minutes late will be returned to the care of the facility’s staff and will result in an unsatisfactory rating on the clinical evaluation tool. If a student knows he/she will be late, the clinical site and faculty member must be notified as soon as possible. Lateness of greater than 30 minutes is considered an absence.

o. No personal electronic equipment will be allowed at clinical agencies. This includes, but is not limited to, cell phones, personal lap top computers, and PDAs.

B. Student Work Policy

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

1. If it is discovered the student has worked within the 10 hours preceding the clinical experience, the student will be asked to leave the clinical unit.

2. That missed clinical day will need to be made up as an unexcused absence.

3. If information regarding a student working within 10 hours prior to the clinical experience becomes available after the fact, a clinical day will need to be repeated for each day of the infraction of the rule. This will need to be made up at the student’s expense.

4. The number of hours of employment per week should be balanced with the student’s educational commitment. Full-time employees should consider carrying a partial academic load (6-9 credit hours).

C. Attendance at Special Functions

1. Nursing Student Forum

These forums are designed to promote communication between faculty and students. Several student-faculty forums may be scheduled each year. Students in the Associate Degree and Baccalaureate Degree Track I programs are required to attend forums. Baccalaureate Degree Track II students are welcome to attend, but are not required. Pertinent information for them will be shared via their classes, mail folders, or e-mail. The Dean/Associate Dean, or the
Coordinator of Bethel College Nursing Programs at Grace College must be informed of absence prior to the scheduled forum and will determine how a missed forum will be made up. The student is responsible for contacting the DON/ADON or Coordinator of Nursing Programs at Grace College to find out the arrangements to make up the forum and to follow through with the requirement.

2. Nursing Dedication

Nursing dedication is a special ceremony in which students receive lamps and New Testaments and are dedicated to the service of God. Students are recognized who have advanced beyond Nursing Fundamentals and are enrolled in Nursing I or Nursing of Individuals. Attendance at Nursing Dedication is required for students enrolled in these courses. All transfer students at Level I, second semester are required to attend. If a student is unable to attend, permission must be sought and granted by the Dean of Nursing/Associate Dean of Nursing. Students are to wear professional dress (as outlined under Pinning).

3. Pinning

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

4. Attendance at Professional Activities

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

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

Non-clinical Days
Prior arrangements must be made with all instructors if class (es) will be missed due to travel arrangements or meeting days.

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

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

A. Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A -</td>
<td>92 - 93.9</td>
</tr>
<tr>
<td>B +</td>
<td>90 - 91.9</td>
</tr>
<tr>
<td>B</td>
<td>85 - 89.9</td>
</tr>
<tr>
<td>B -</td>
<td>83 - 84.9</td>
</tr>
<tr>
<td>C +</td>
<td>81 - 82.9</td>
</tr>
<tr>
<td>C</td>
<td>76 - 80.9</td>
</tr>
<tr>
<td>C -</td>
<td>74 - 75.9</td>
</tr>
<tr>
<td>D +</td>
<td>72 - 73.9</td>
</tr>
<tr>
<td>D</td>
<td>67 - 71.9</td>
</tr>
<tr>
<td>D -</td>
<td>65 - 66.9</td>
</tr>
<tr>
<td>F</td>
<td>64.9 or below</td>
</tr>
</tbody>
</table>

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

3. Each student must score at least 76% to pass the course.

4. Each student must score at least 76% on tests alone to pass each rotation and/or course. Extra points will not be given on tests.

B. Progression in the Program

1. A minimum cumulative grade point average of 2.5 (on a 4.0 scale) must be maintained throughout the program. In addition, a grade of at least a C must be achieved in all required courses. A student receiving a grade of less than a C in any required course must repeat that course. The student will not be allowed to progress to the next level until a grade of C or better is achieved in the required course.

2. Students are responsible to complete all courses in a level and meet standardized test requirements before going on to the next level.

3. A nursing course may be repeated only one time. A failure in Nursing Fundamentals (either NUR 111 or NUR 231) counts as one nursing course failure even if the student switches programs from BSN to ADN or ADN to BSN.

4. A student who fails two required courses in the nursing major (NUR # courses), whether in clinical or theory, may not continue in the program of nursing. This policy does not apply to nursing electives.

5. A student who withdraws from a nursing (NUR #) course and has an unsatisfactory performance in theory or clinical will be considered to have failed a nursing course.

6. A science course may only be repeated once; however, a student can repeat more than one science course. If a student had a science course more than seven years ago, this does not count as repeating a course. The student who receives a C or below in two science courses (including transfer courses) must take Strategies for Nursing Success (NUR 090) or a comparable course. Science sources include BIOL 214/215, CHEM 150, BIOL 312, and NS 211.

7. Progression within a course, from course to course and level to level is governed by the regulations found in this section. (see section XVIII).

8. Faculty may ask the Nursing Admission/Progression Committee to review a student’s record on the basis of classroom and/or clinical performance, professionalism, attendance or tardiness. The committee may choose to put the student on probation, make conditional requirements, and/or dismiss the student. A letter will be given to the student with the action of the committee by the Chairperson of the Nursing Admission/Progression Committee. Appeal by the student is made to the Dean of Nursing.

9. A student who receives a C+ or below in NUR 111/231 or NUR 114 is required to take NUR 090 or a comparable course for continuation in the program. Students who have NUR course GPA below 2.67 (B-) after their first year in the nursing program will be required to take NUR 090.
C. 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. Students will be notified of test results within 72 hours of test administration or at the discretion of the faculty.

3. Once the student has reviewed the results, the student has 24 hours, when possible, to file a written request with the appropriate faculty member for consideration for credit of items missed. The request must be supported by written documentation from the required textbook or ATI resources.

4. Final examinations must be taken during scheduled times. Accommodations will not be made for vacations, discounted flights or other non-emergency reasons. This is a college policy.

D. Commitment to Learning

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

1. The student must submit all written work on time. Any late or missed assignment is subject to a grade reduction, as specified in the course syllabus or by the faculty.

2. The student must verbally participate in classroom activities including pre- and post-conferences in the clinical area.

3. The student must meet all scheduled commitments when assigned.

4. The student must complete pre-assessment activities as required in each course.

5. In order to maximize learning cell phones must be turned off and stowed in book bags during class and chapel. Any student using a cell phone for any reason (without permission) will be asked to leave class and an unexcused absence will be recorded. Student using cell phones during exams or graded activities and class may be cited for cheating (at the professor’s discretion.) Cell phones are not permitted in clinicals. In the case of an unexpected emergency, students may seek permission from the professor to leave their cell phones on during class, but the phone must remain in the book bag. No personal electronic equipment, such as cell phones, laptop computer, or PDAs are to be used in the clinical setting.

6. Computer access at agencies will be limited to obtaining information directly related to the care of the assigned patient(s). Health care agencies routinely audit those who have accessed patient files, if unnecessary access is determined, this may lead to student dismissal from the clinical agency and the nursing program.

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

8. In accordance with the provision of the Americans with Disability Act, if a student requires any special assistance or adaptation in a course, the student is to contact the professor at the beginning of each course.
E. **Academic Course Work**

1. Some courses in the BSN (Track I) and ADN programs have more than one rotation. Each rotation must be passed independently on the basis of satisfactory test scores and satisfactory achievement of the clinical Student Learning Outcomes.

2. To receive a passing grade for a course where grades are based on exams and other assignments the student must achieve a test score average grade of 76% in each rotation in order to pass the course.

3. Each rotation must be passed independently on the basis of a test score average of 76% or better. A student who receives an unsatisfactory grade in theory during the first rotation will not be allowed to progress to the second rotation of that course. The student may withdraw if the period for withdrawal has not expired. (See the *Bethel College Catalog* for the deadline to withdraw. See also B. 5.). A student who fails a required clinical nursing course required in the major the first half of a semester will not be allowed to the next clinical course.

4. If the student receives an unsatisfactory grade in theory during the second rotation, but received a satisfactory grade during the first rotation, the student will receive a grade no higher than a C- for the course.

6. If special accommodations are needed in the classroom or for testing, proper documentation must be provided to the Academic Support Center. A disability diagnosis and documentation must be present for reasonable accommodation to occur.

7. Breaks, including bathroom, are not allowed during testing unless special accommodations have been made prior to the test. Only religious head coverings may be worn during testing. No hoodies, headphones or ear buds may be applied during testing. Earplugs can be worn with permission from the professor.

8. When a student does not successfully pass NUR 212 in the ADN program or NUR 413 in the BSN program, he/she will also receive an incomplete grade in Clinical Problem Solving, either NUR 229 or NUR 426 respectively. If the student retakes NUR 212 or NUR 413, he/she is required to take NUR 229 or NUR 426 concurrently and will receive a letter grade when the program requirements are met.

F. **Clinical Course Work – BSN Track I / ADN Programs**

1. Clinical experience provides the student opportunity to apply theory to clinical situations. Each student should remember that evaluations are designed as tools to keep the student appraised of his/her progress.

2. The purpose of clinical evaluation is to provide an assessment to identify each student’s strengths and/or weaknesses. The evaluation tool provides specific guidelines for satisfactory achievement of the clinical Student Learning Outcomes.

3. The clinical evaluation process is ongoing. Faculty will make weekly documentation on each student’s clinical evaluation tool. The student is also expected to do weekly self-evaluation and documentation on the clinical evaluation tool. Clinical evaluation comments are to be submitted to the faculty by e-journal by the date and time specified. The student is required to make a copy of their entry and response and keep these in a notebook.

4. Students must pass the clinical portion by satisfactorily completing each student-learning outcome. Any student who achieves less than satisfactory in the clinical component has the option to withdraw from the class and receive a “W” if the college deadline to withdraw is not past. (See B. 5.) This will count as a nursing course failure.

5. As with the theory portion, clinical must be passed in each clinical component in order to progress to the next rotation, course, and/or level.
6. Clinical performance is evaluated on a satisfactory/unsatisfactory basis. Depending on the length of the clinical rotation, courses may have a mid-term evaluation and/or end of rotation evaluation.
   a. Satisfactory - has met Student Learning Outcomes and performs in a safe manner for student’s background and educational level.
   b. Unsatisfactory - has not met Student Learning Outcomes and/or needs a great deal of improvement in this area. This is a failing grade.
   c. Needs Practice - an NP may be given on the weekly evaluation indicating “needs practice” and that the performance is not quite satisfactory.
   d. Not Applicable - an NA may be used if the experience is not available.

7. A student who fails clinical but is receiving a “C” or better in theory will receive a final course grade of “C-.”

8. Clinical evaluation tools are developed by the faculty in each course. Each evaluation tool provides specific, measurable Student Learning Outcomes that cover the scope and extent of each clinical course outcome. These specific tools are essential if achievement of Student Learning Outcomes is to occur.

9. An S, U, or NP is given for each student-learning outcome in the weekly evaluation. If necessary, the faculty may also supplement the evaluation tool with an Anecdotal Note (see section G. Additional Documentation).

10. A student who is not achieving satisfactory work will be counseled accordingly. Students may be required by the instructor, Nursing Admissions/Progression Committee or Dean/Associate Dean of Nursing to attend sessions at the Wellness Center. Documentation of attendance will be required. Verbal and written guidelines for improvement will be given to the student. In the event the student is unable to satisfactorily complete the clinical Student Learning Outcomes, the Dean of Nursing/Associate Dean or the Coordinator of Bethel Nursing Programs at Grace College will be apprised of the situation, will analyze the data and make recommendations. If warranted, the Nursing Admission/Progression Committee will meet and take final action. The results of the meeting will be sent by the chairperson of the Nursing Admission/Progression Committee within one week of the meeting. The student wishing to appeal may do so as outlined in section H. Appeal Process.

11. At the end of each clinical rotation, the clinical instructor will meet with students to summarize and discuss their progress, strengths, and/or areas needing improvement. This is documented on the Final Clinical Evaluation form.

12. The student is expected to hand in their self-evaluation at the time of the final evaluation conference and upon request of the clinical instructor.

13. Both the student and clinical instructor will sign the final summary page of the faculty & student evaluation form indicating that the evaluation tool was read and discussed.

14. There may be occasions when dismissal of a student by the Nursing Admission/Progression committee becomes necessary prior to the end of a rotation or course. Examples include excessive medication errors (whether PO, IM or IV), gross negligence/misconduct involving clients, unauthorized access to patient records, breaches in confidentiality, and/or professional misconduct. Reason for prompt dismissal is not limited to these examples.

15. Members of immediate family, which includes but is not limited to parent/child, husband/wife, and siblings, are not allowed to be in the same clinical group.

G. Additional Documentation

Should a specific situation occur in class or clinical where additional documentation is needed, the exact event of the incident should be described on an Anecdotal Note form. The Anecdotal Note form is to be given to the student to read within twenty-four hours of the specific incident when possible. All documentation is to be filed in the student’s record at the end of the semester. The student is encouraged to sign the anecdotal note indicating that the
If a student's clinical performance is unsafe, the student will be sent home from the clinical area with instructions to come prepared for the next clinical session. Faculty will clearly detail on an Anecdotal Note form what is deemed "unsafe clinical practice" and discuss the behavior with the course coordinator. Concise written guidelines for improvement will be given to the student. In the event the student's clinical performance remains clinically unsafe, another Anecdotal Note form will be completed and the student will be referred to the Nursing Admission/Progression Committee who will decide on a course of action. If a student is sent home for what is deemed unsafe clinical practice, this will be considered an unexcused clinical absence and subject to the rules and regulations as set forth in the School of Nursing Student Handbook. A "U" will be given for the day on the clinical evaluation tool in relation to the unsafe behavior. If the behavior is excessive medication errors, gross negligent misconduct, or professional misconduct, the student will be referred immediately to the Nursing Admission/Progression Committee and not allowed to return to clinical until the behavior is reviewed.

H. 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 and, if appropriate, the course coordinator, within one week. (At Grace College after appealing to the faculty, the appeal must be presented to the Coordinator of the Bethel College Nursing Programs at Grace. At Lakeland, after appealing to the faculty, the appeal must be presented to the Coordinator of the RN-BSN programs). The request must be supported by written documentation from the required textbook or ATI resources.

If the student determines that the discussion is not satisfactory, a written appeal must be presented to the chairman of the Nursing Admission/Progression Committee within one week after the discussion with the faculty and, if appropriate, the course coordinator. The Chairman of the committee will also send the results of the meeting of the Nursing Admission/Progression Committee in writing to the student within one week after the meeting. If this is still not satisfactory to the student, the next step is for the student to appeal to the Dean of Nursing. This should be done within one week after the response from the Nursing Admission/Progression Committee. If the student wishes to appeal after consultation with the Dean of Nursing or after the DON renders a decision, the College procedure for appeals is in the Bethel College Student Handbook. If the student is appealing a School of Nursing policy, the appeal needs to go to the Nursing Admission/Progression Committee within one week of notification of the action. Any student with an appeal in process must consult with the chair of the Academic Progression Committee about continuing in courses prior to the finalization of the appeal. Students may not continue in clinicals during the appeal due to liability issues.

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). Please contact the Dean of Nursing, Associate Dean, or Coordinator of Grace Nursing Programs if there are questions. The School of Nursing keeps essential elements of the student file in perpetuity. Essential elements include health data, criminal background checks, CPR certification, faculty reference statements, release of information forms, correspondence, “read & signs”, transcripts and transfer credit reports. These are kept in double locked files. Access to the files is limited to the Dean of Nursing or designee.

J. ATI/Kaplan NCLEX-RN Implementation Policy

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

Bethel College uses ATI in specified courses throughout the nursing curriculum. The goal of ATI testing is to help students’ master course content. Students are assessed a fee (based on program type) each semester of the program. Each student receives ATI books, DVDs, and has access to online practice and proctored testing over the major content in nursing. Other aspects of the program include assessments of critical thinking, academic success in nursing school, and an end-of-program comprehensive exit exam.

### ATI Assessment Driven Review 2010-2011

<table>
<thead>
<tr>
<th>PROGRAM LEVEL</th>
<th>PROGRAM</th>
<th>SEMESTER</th>
<th>COURSE</th>
<th>TEST /REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>LPN to ADN</td>
<td>Prior to Starting</td>
<td></td>
<td>TEAS - Adjusted individual score at national mean</td>
</tr>
<tr>
<td>I</td>
<td>ADN</td>
<td>Prior to Starting</td>
<td></td>
<td>TEAS - Adjusted individual score at national mean</td>
</tr>
<tr>
<td>I</td>
<td>BSN</td>
<td>Prior to Starting</td>
<td></td>
<td>TEAS-Adjusted individual score at national mean</td>
</tr>
<tr>
<td>I</td>
<td>LPN to ADN</td>
<td>Summer</td>
<td>NUR 114</td>
<td>Fundamentals for Nursing-Proficiency Level II Mental Health Nursing-Proficiency Level II</td>
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<tr>
<td>I</td>
<td>ADN</td>
<td>Fall</td>
<td>NUR 111</td>
<td>Fundamentals for Nursing-Proficiency Level I</td>
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<td>BSN</td>
<td>Fall</td>
<td>NUR 231</td>
<td>Fundamentals for Nursing-Proficiency Level I</td>
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<td>Spring</td>
<td>NUR 112</td>
<td>Fundamentals for Nursing ONLINE Practice Test Mental Health Nursing –Proficiency Level II</td>
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<td>I</td>
<td>BSN</td>
<td>Spring</td>
<td>NUR 232</td>
<td>Adult Med. Surg Nsg.- Proficiency Level I</td>
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<tr>
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<td>BSN/ADN</td>
<td>Spring/Summer</td>
<td>NUR 224</td>
<td>Pharmacology-Proficiency Level II</td>
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<td>II</td>
<td>ADN</td>
<td>Fall</td>
<td>NUR 313</td>
<td>Mental Health Nursing-Proficiency Level II Nursing Care of Children-Proficiency Level II</td>
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<tr>
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<td>BSN</td>
<td>Fall</td>
<td>NUR 315</td>
<td>Mental Health Nursing-Proficiency Level II Nursing Care of Children-Proficiency Level II</td>
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<tr>
<td>II</td>
<td>ADN</td>
<td>Spring</td>
<td>NUR 212</td>
<td>Adult Med. Surg Nsg.-Proficiency Level II Nursing Care of Children-Proficiency Level II</td>
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<tr>
<td>II</td>
<td>BSN</td>
<td>Spring</td>
<td>NUR 316</td>
<td>Adult Med.Surg Nsg-Proficiency Level II Maternal Newborn Nursing-Proficiency Level II</td>
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<tr>
<td>III</td>
<td>BSN</td>
<td>Fall</td>
<td>NUR 411</td>
<td>Community Health – Proficiency Level II</td>
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<td></td>
<td>BSN</td>
<td>Spring</td>
<td>NUR 413</td>
<td>Leadership –Proficiency Level II</td>
</tr>
<tr>
<td>II/III</td>
<td>ADN/BSN</td>
<td>Spring</td>
<td>NUR229/426</td>
<td>RN Comprehensive Predictor Test-Score equivalent to 94-95% probability of passing NCLEX.</td>
</tr>
</tbody>
</table>
ATI TESTING WITHIN A COURSE

Students will be allotted 5% of the course grade for ATI testing completion in those courses that are included in the Assessment Driven Review program. This 5% of the course grade applies to all proctored ATI tests within the course (Example NUR 212 has 2 proctored ATI tests = 5%, NUR 313 has 1 proctored ATI test= 5%). This component of the course grade is not to be included in the classroom testing average of the 76% that is required for every student to pass the course. It is to be considered as any other graded class assignment and is a course requirement. The proctored test(s) must be taken at least one time to pass the course.

In designated courses that do NOT have a proctored test, a practice test is a required course assignment for completion of the course. Please refer to ATI Assessment Driven Review chart for further detail.

It is expected that before taking the proctored test students will take the ATI practice test. Faculty will provide students with the required codes to enable them to take the practice tests. Practice tests may be completed at home or in the college computer lab.

Students earn points for attaining the requisite proficiency on the proctored testing attempt(s). Proctored tests are taken in college computer labs at specified times and faculty must provide the student with information about the time and place of the proctored test. The student may earn additional points by remediating on all the topics of the questions that they missed on the first proctored exam. Remediation is optional.

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

If the student does not attain the requisite proficiency on the first attempt, no points will be earned initially. This student may earn points by remediating on all the topics of the questions missed. This is optional. The student may add to the points earned thus far by taking a second ATI proctored assessment test for that course. This is optional. If the student passes the second test at the requisite proficiency level, additional points will be earned. The total number of points given for the process of remediation and second attempt of an assessment will not equal the number of points that could be earned by achieving proficiency on the first attempt. Students should be aware that disregarding remediation and the resulting points may lower a course grade.

If the student does not achieve the requisite proficiency on the second attempt of an assessment, no points will be given for that attempt.

Students who choose to take a second assessment are expected to take the practice test(s) for that content area prior to the second attempt.

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

All work, including retesting, must be completed by the end of the course, within the college time frame for recording the grade of the course. Failure to complete ATI remediation is not grounds for an Incomplete Grade in the course.
The grid below will be adapted for each course and will be present in the syllabus.

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

<table>
<thead>
<tr>
<th>Required Proficiency</th>
<th>Points for achievement on Proctored Test</th>
<th>Points for Remediation *</th>
<th>Points for Meeting required proficiency Level on Second test</th>
<th>Total Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I or II as specified in ATI Assessment Driven Review Plan</td>
<td>9 (met proficiency)</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Level I or II as specified in ATI Assessment Driven Review Plan</td>
<td>0 (didn’t meet proficiency)</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Level I or II as specified in ATI Assessment Driven Review Plan</td>
<td>0 (didn’t meet proficiency)</td>
<td>4</td>
<td>0 (if proficiency not met )</td>
<td>4</td>
</tr>
<tr>
<td>Level I or II as specified in ATI Assessment Driven Review Plan</td>
<td>0 (didn’t meet proficiency)</td>
<td>0</td>
<td>No attempt</td>
<td>0</td>
</tr>
</tbody>
</table>

*For students to receive remediation points they must have addressed all the topic descriptors.

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

- Student prints off topic descriptors of items missed on the test from their online report.
- Student completes either a 3 x5 card, or an electronic chart (in Word) for every topic descriptor missed.
  a. Cards should contain topic descriptor on one side, and 3-5 sentences of Summary of main points on topic on the other side.
  b. Electronic chart should be a 2-column format with one side the topic descriptor and the other side the main points summary.
- Student turns in topic descriptor list and cards/chart to faculty at the time specified by the faculty.

**END OF PROGRAM TESTING**

At the end of the nursing program, as specified in the ATI Testing Plan, students will take the RN Comprehensive Predictor Test. This serves as the required nursing program exit test. Students are required to achieve a score on this test that equates to a 94-95% probability to pass NCLEX-RN. Students who do not achieve this score will complete a remediation plan with the Extra Study Plan Coordinator, and will retest on another form of the RN Comprehensive Predictor. If the specified score is not achieved on the second test, the student is required to take the Kaplan NCLEX-RN
review course, AND must successfully achieve certain exit requirements for that course before program completion will be granted. Exit requirements are determined by the nursing faculty.

Students who achieve the required score on the Comprehensive Predictor are strongly encouraged to take the Kaplan NCLEX-RN review course. Students are assessed a nonrefundable fee in NUR 229/NUR 426 for the ATI and Kaplan courses.

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

- If the second attempt is not successful, the student will receive an Incomplete in NUR 229/426.
- This incomplete will allow the student to walk at graduation, but the diploma will be blank.
- A BSN student who is incomplete will receive honor cords but honors will not be noted on the graduation program.
- This incomplete must be removed by attending the Kaplan NCLEX-RN review course and completing the Kaplan NCLEX-RN review course exit requirements prior to the date of the end of the summer session of the graduating year.
- If this is not completed, the highest grade a student can earn will be a C- in NUR 229/426, and must return the subsequent spring to retake the NUR 229/426 course.
- The NCLEX-RN exam cannot be taken until all program requirements are complete and the incomplete grade removed.
- When a student does not successfully pass NUR 212 in the ADN program or NUR 413 in the BSN program he/she will also receive an incomplete grade in Clinical Problem Solving, either NUR 229 or NUR 426 respectively. If the student retakes NUR 212 or NUR 413, he/she is required to take NUR 229 or NUR 426 concurrently and will receive a letter grade when the program requirements are met.

(Revised 5/2010)

III. Health Situations Increasing Risk in the Clinical Setting

Changes in student health status that may affect the safety of the student and/or client in health care agencies must be reported to the Dean of Nursing/Associate Dean of Nursing, or the Coordinator of Nursing Programs at Grace College or the BSN Track II Coordinator. This includes pregnancy, if the student has been in an accident that causes injury, or other mental or physical condition including infectious diseases. The student must complete an “Acceptance of Risk” form when appropriate, as in the case of pregnancy or certain limitations in function, with signatures of the student and health care provider. A health care provider statement may be required indicating the student is safe to function in the 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 Isolation 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/2007/ip/2007isolationprecautions.html

IV. Campus Laboratory

Students are required to meet all scheduled campus laboratory appointments. Each student is expected to utilize the campus laboratory to become proficient in all skills before his/her clinical experience. Students are required to demonstrate proficiency in particular skills to the appropriate faculty member. Inability to demonstrate proficiency in an assigned skill during return demonstrations may result in the student being excluded from the associated clinical experience and/or failing to meet the course Student Learning Outcomes.
Each student is expected to utilize the equipment during posted campus laboratory hours. Due to the nature of some nursing courses, the student may be required to spend time outside of regularly scheduled class/clinical time to practice nursing skills. Laboratory assistants who are upper level nursing students are provided during specified hours to assist students in acquiring practice supplies, verifying attendance at a practice session, or serving as a peer evaluator. Students will be notified early in the semester when practice laboratory sessions will be held. A clinical experience missed due to inadequate preparation will be considered an unexcused absence from clinical.

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

V. Clinical Agency Rules

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

No personal calls are to be placed or received while in clinical. Students are not allowed any personal electronic equipment during clinicals; this includes, but is not limited to cell phones, laptop computers, or PDAs. 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.

VI. Personal Appearance

A. Hygiene

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

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

Because odors can be offensive to ill clients, no perfume, colognes, or after-shave lotions may be worn.

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

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

The only jewelry to be worn consists of a plain wedding band, a watch with a second hand and one pair of earrings. Necklaces are not permitted. The earrings should be small single posts. For safety reasons, earrings that dangle are inappropriate. No other visible body piercing ornaments are allowed other than earrings. Multiple earrings or decorative pins on uniforms are not allowed. Sweaters are not to be worn in the clinical area. Gum chewing is not permitted in any clinical agency. All visible tattoos are to be covered.

B. Uniform

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

1. Female: Each student must have the specified Bethel uniform including two royal blue slacks, two royal blue tops with required solid white rounded crew neck T-shirts that are worn underneath. If dresses are preferred, please see the ADON/Coordinator for Grace Programs for guidance. White turtleneck long sleeved tops may also be worn. White, all leather uniform shoes are to be worn with white hose.

2. Male: Each student must have the specified Bethel College uniform including two royal blue slacks and royal blue uniform tops. Trousers must clear the heel of shoe. White, all leather, uniform shoes, and white socks are to be worn.

3. In some settings, professional dress is appropriate. However, no tennis shoes, clogs, sandals, or denim are to be worn. A white lab coat is required, with emblem on right sleeve. Specific clinical attire requirements may be specified in the nursing course syllabi.

4. Every student will have the following articles in order to attend clinical, unless otherwise specified:
   - Watch with second hand
   - Bandage scissors and Hemostat as indicated
   - Name pin (official Bethel nursing)
   - Black ballpoint pen
   - Stethoscope
   - Blood pressure cuff (if indicated)
   - Goggles (recommended)
   - Penlight

5. Uniforms must be clean, pressed, and fit well. Dresses must reach to the mid-knee. Nursing shoes must be clean and polished. In clinical facilities where uniforms are not worn, students are to follow the dress code for that agency. The students should consult the clinical instructor for clarification. Students going to pre-assessment should wear a lab coat and name tag with professional clothing, (no denim clothing, tennis shoes, clogs, sweat suits, or shirts with saying or logos are permitted). Failure to dress appropriately may result in the student being asked to leave the clinical agency.

6. The lab coat must be worn over street clothes when obtaining clinical assignments in the agencies.

7. Bethel College nametags and uniform components that would identify a student with Bethel College must not be worn during employment in a health care agency. It is unethical to misrepresent educational or professional status.

Baccalaureate Track II

Appropriate professional attire is expected while in each clinical facility. A Bethel College Track II student name pin or ID badge is required to be worn when representing Bethel College School of Nursing. These are obtained from the Nursing Office.

VII. Math Proficiency

Each semester, testing will provide students in the Associate Degree and Baccalaureate Degree Track I programs the opportunity to achieve the required minimal proficiency on math calculations. Baccalaureate Degree Track II students are not required to complete math testing. If a student fails to achieve the required proficiency, there will be two (2) more opportunities to do so. Should the student fail to achieve proficiency on the third and final attempt, the student will be allowed to complete the nursing course currently in progress; however, regardless of whether the student is receiving a grade of C or better, that student will receive the grade of C-. The student will not be able to continue into the next course and/or level, and will be required to repeat the course where the math proficiency was not achieved.
There will be review sessions offered prior to each testing date. The first review session is mandatory. Note: Students in Nursing Fundamentals who take NUR 122 - Math for Meds are exempt from the first mandatory review. Failure to attend a review session and/or the test without notifying the instructor of a valid reason for absence will result in forfeiture of that exam try. If the student fails the first math test, the next review session is mandatory in order to take the second exam. The third review session is also mandatory if the student needs to take the test a third time. Calculators may be used after Nursing Fundamentals. Cell phones may not be used in place of calculators. Required proficiencies are as follows:

BSN - Track I

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Nursing Fundamentals</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Nursing of Individuals</td>
<td>85%</td>
</tr>
<tr>
<td>II</td>
<td>Nursing of Mental Health Issues in Families</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Nursing of Children and their families</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Nursing of the Critically Ill and Their Families</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Nursing of Maternal/Infant Families</td>
<td>94%</td>
</tr>
<tr>
<td>III</td>
<td>Nursing in the Community</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Nursing Management</td>
<td>94%</td>
</tr>
</tbody>
</table>

ADN

<table>
<thead>
<tr>
<th>Level</th>
<th>Course</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Nursing Fundamentals</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>Nursing I/Transition to ADN Nursing</td>
<td>85%</td>
</tr>
<tr>
<td>II</td>
<td>Nursing II</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>Nursing III</td>
<td>94%</td>
</tr>
</tbody>
</table>

VIII. Academic Dishonesty

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

IX. Graduation

Students who satisfactorily complete a minimum of 126 semester hours of required course work for a bachelor’s degree and 72 hours for the associate degree will be awarded the Bachelor’s of Science Degree in Nursing (BSN) or the Associate Degree in Nursing (ADN), respectively.

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

X. Changes to Policy and/or Curriculum Requirements

The 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.
XI. Expectations for Behavior

The faculty of the School of Nursing recognize and affirm the general standards of conduct for students described in the Bethel College Catalog, the Bethel College Student Handbook, and the Adult Student Handbook. Students may not bring children to class or leave them unattended in buildings at Bethel or at the off-site campuses. All students are to abstain from tobacco and alcoholic beverages. The nursing faculty expect nursing students to be aware of, and abide by these standards.

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

Violation of any of these general standards of conduct or provisions of the code is grounds for discipline and possible dismissal from the nursing program and/or the 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 nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient’s chart and are used as a basis for ongoing patient care. 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 print or copy any part of the patient’s record. Students may only access the medical files of those patients to whom direct care is being provided.
- Theory examinations, clinical skills, and other testing situations are considered confidential. Details of these examinations should not be discussed or shared with other students.

XII. Student - Faculty Communication

Students are encouraged to take clinical or classroom related concerns to the appropriate faculty member. If a concern is not resolved, the student should follow the organizational chain of command in the School of Nursing. Students may also communicate concerns or suggestions to their faculty advisor and, when appropriate, may utilize the School of Nursing Suggestion Box outside the Nursing Office. Nursing Student-Faculty Forums are scheduled to promote communication. Students are encouraged to review bulletin boards in the School of Nursing and to regularly check their mail folders in order to receive communication from faculty. Only Bethel e-mail and/or Angel are the official electronic communication in the School of Nursing and should be checked regularly. Clinical and course evaluations as well as the Exit Interview and the Program Satisfaction Survey provide additional mechanisms for students to provide feedback to faculty and the School of Nursing.

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

b. **Nursing Admission/Progression Committee**  
   (1). Function. The purpose of this committee is to:  
      (a). Review and take action on applications to the Nursing Program.  
      (b). Review performance of students for achievement at each level and make decisions on progression of students within levels and from level to level.  
   (2). Membership. Members of this committee include the chair and the Associate Dean of Nursing, 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/Associate Dean of Nursing  
      (b). All full-time and part-time nursing faculty.  
      (c). One student from each level from each program from each site.  
   (3). Meetings. This committee will meet monthly at regularly scheduled times throughout the year.  

d. **Nursing Student Affairs Committee**  
   (1). Function. The purpose of this committee is to:  
      (a). Plan and direct academic ceremonies (e.g. Nursing Dedication and Pinning).  
      (b). Consider student problems, suggestions, and make appropriate recommendations to the nursing faculty.  
      (c). Provide a formal line of communication between faculty and nursing students.  
   (2). Membership. Members of this committee include:  
      (a). Two faculty members from Bethel and one from the off campus site will be assigned as faculty advisors.  
      (b). One student from each MSN track and class, each BSN Track II class from each site and each clinical group at Bethel and off campus sites.  
      (c). A student elected by the student group will serve as chairperson and one student will serve as secretary.  
      (d). All nursing students are expected to participate in fund-raising activities of this committee.  
   (3). Meetings. This committee will meet at a time established by the committee on a regular basis throughout the year.
e. Nursing Research/Publication Committee
   (1). Function. The purpose of this committee is to:
      (a). Encourage student and faculty involvement in the nursing research and
          publication process.
      (b). Promote and enhance the nursing research and publication process.
   (2). Membership. Members of this committee include:
      (a). The Dean of Nursing who serves as chairperson.
      (b). All full-time and part-time nursing faculty.
      (c). One student from each level from each program from each site.
   (3). Meetings. This committee will meet once each semester at a regularly
       scheduled time.

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

XIII. National Student Nurses’ Association

National Student Nurses’ Association (NSNA) is a national organization for student nurses. Students
are encouraged to join the Bethel chapter. A faculty member serves as advisor to the group, which
elects officers yearly. The purpose of this organization is to:
   1. Encourage student participation in a professional organization.
   2. Provide opportunity to gain skills in leadership in a professional organization.
   3. Enhance perspectives of students concerning broader nursing issues and/or
      organizations.

XIV. Awards and Honors

A. Sigma Theta Tau: Members of the faculty and selected BSN and MSN students may be
   inducted into the National Nursing Honor Society (Sigma Theta Tau - Nu Omicron-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, students shall be selected in the
   following categories: two students with high academic achievement who meet the criteria and
   who are going on to pursue another degree in nursing, and two students selected as the
   outstanding ADN and BSN nursing graduate (one from each program).

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

D. The Ruth E. Davidhizar Nursing Scholarship: A scholarship is awarded yearly to an
   undergraduate student who will be completing their nursing program that year, has a 3.0 GPA
   or above, demonstrates a positive attitude and cooperative spirit, and incorporates a willing
   attitude to achieve excellence in nursing.

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

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

G. **Spirit of Nursing Award**: This award recipient is recommended by the Nursing Student Scholarship Committee and approved by the nursing faculty. The award is given to the graduating student who, in the estimation of the nursing faculty, demonstrates the qualities of service, high academic standards, and the purpose of the Bethel School of Nursing. The student receives The Spirit of Nursing Award from the NSNA/Army, which is presented annually to one student in each undergraduate nursing program in the United States.

H. Students in all programs are recognized on the Pinning program when they have an overall GPA of 3.5 or higher. Awards and honor decisions are made by the Nursing Student Scholarship Committee in conjunction with the nursing faculty.

Track II and transfer students should be aware of the Bethel College requirement that to be eligible for honors recognition at commencement, the graduate must have completed at least 45 hours at Bethel College. For Track II students at off campus sites, courses taken at off campus sites, which are required for the BSN degree, can be counted toward the 45-hour requirement.

**XV. 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). As yet, there is no known cure for AIDS.

**HIV Positive**

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

**Principles Underlying the Bethel College Policy**

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 life-style which is free from the use of illegal drugs, and which reserves sexual relations for monogamous, heterosexual marriages. Such a life-style is consistent with its Christian heritage and Biblical teachings.

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

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

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

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

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

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

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

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

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

10. Additional information on AIDS/HIV can be obtained from the Center for Disease Control (www.cdc.gov) (see Bethel College Student Handbook).

**Procedural Addendum to Bethel College’s AIDS Policy**

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

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

2. Students and faculty should be aware that as novice practitioners with limited skills in clinical settings, students might have a greater risk of sticks with sharps and thus exposure to HIV, AIDS, HBV, HCV, HDV, and HGV.
3. No nursing student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, HBV, HVC, HDV, and HGV.

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

5. In order to reduce the possibility of exposure to Hepatitis B Virus (HBV), nursing students and faculty will follow the policies in effect for the School of Nursing at Bethel College:
   a. Before starting the clinical sequence, nursing students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
   b. Nursing faculty, who provide clinical supervision to students, will supply the Dean of Nursing/Associate Dean with documentation of vaccination, immunity, or a waiver of personal liability. The college will provide the cost of this vaccination when necessary.

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

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

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

**Post-Exposure Prophylaxis Instructions**

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

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

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

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

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

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

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

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

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

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

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

**XVI. Fitness-for-Clinical Guidelines**

A. **Policy:**
   The following guidelines should be utilized whenever an instructor has reasonable cause to believe a student is unfit for clinical as the result of being impaired in some manner.

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

C. **Procedures to Follow:**
   1. The instructor will document his/her observations regarding the student’s behavior and substandard work performance.
   3. The Dean of the School of Nursing (or designee) should be notified if available. All information pertaining to any student’s suspected or actual abuse problem is confidential.
   3. A “Fitness-for-Clinical” interview should be completed by the 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 arrange 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 clinical and indicate to the student he/she will be contacted by the Dean of Nursing/Associate Dean regarding further investigation of this incident.
XVII. Extra Study Plan Components

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

<table>
<thead>
<tr>
<th>TRIGGER</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEAS (Test of Essential Academic Skills) adjusted individual total score below national program mean</td>
<td>NUR 090 Strategies for Nursing Success required for continuation*</td>
</tr>
<tr>
<td>Math composite percentage below national program mean</td>
<td>NUR 122 Math for Meds strongly encouraged unless class scheduling conflicts do not permit</td>
</tr>
<tr>
<td>C or below in 2 science courses (including transfer courses), C+ or below in NUR 111/231 or NUR 114</td>
<td>NUR 090-Strategies for Nursing Success required for continuation*</td>
</tr>
<tr>
<td>NUR course GPA below 2.67 after first year in nursing program</td>
<td>NUR 090 Strategies for Nursing Success required for continuation*</td>
</tr>
<tr>
<td>If held out for more than a year with a B or higher in a nursing course</td>
<td>Skills Validation Procedure required</td>
</tr>
<tr>
<td>If held out for more than a year with a B- or below in a nursing course</td>
<td>Formal review plan with tests with Extra Study Plan Coordinator and completion of Skills Validation Procedure are required</td>
</tr>
<tr>
<td>Failed a nursing course and plans to return</td>
<td>Formal review plan with tests with Extra Study Plan Coordinator and completion of skills validation procedure are required. In addition, the student must take NUR 090; if necessary, this may be concurrent with reenrollment. All of these are required for readmission.</td>
</tr>
<tr>
<td>Score on the RN Comprehensive Predictor Test that is below 94-95% probability of passing NCLEX (BSNs –Spring of Level III; ADNs – spring of Level II)</td>
<td>Remediation with Extra Study Plan Coordinator is required if specific score is not achieved on the first attempt. If required score is not achieved on the second attempt must successfully complete exit requirements for Kaplan NCLEX-RN course.</td>
</tr>
</tbody>
</table>

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

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

Reviewed 7/2008
### XVIII. ATI Assessment Driven Review 2010-2011

<table>
<thead>
<tr>
<th>PROGRAM LEVEL</th>
<th>PROGRAM</th>
<th>SEMESTER</th>
<th>COURSE</th>
<th>TEST /REQUIRED SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>LPN to ADN</td>
<td>Prior to Starting</td>
<td>TEAS- Adjusted individual score at national mean</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>ADN</td>
<td>Prior to Starting</td>
<td>TEAS- Adjusted individual score at national mean</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>BSN</td>
<td>Prior to Starting</td>
<td>TEAS-Adjusted individual score at national mean</td>
<td></td>
</tr>
</tbody>
</table>
| I             | LPN to ADN | Summer | NUR 114 | Fundamentals for Nursing-Proficiency Level II  
Mental Health Nursing-Proficiency Level II |
| I             | ADN      | Fall | NUR 111 | Fundamentals for Nursing-Proficiency Level I |
| I             | BSN      | Fall | NUR 231 | Fundamentals for Nursing-Proficiency Level I |
| I             | ADN      | Spring | NUR 112 | Fundamentals for Nursing online Practice Test  
Mental Health Nursing–Proficiency Level II |
| I             | BSN      | Spring | NUR 232 | Adult Med.Surg Nsg.- Proficiency Level I |
| I/II          | BSN/ADN  | Spring/Summer | NUR 224 | Pharmacology-Proficiency Level II |
| II            | ADN      | Fall | NUR 211 | Maternal-Newborn Nursing–Proficiency Level II |
| II            | BSN      | Fall | NUR 313 | Mental Health Nursing-Proficiency Level II  
Nursing Care of Children-Proficiency Level II |
| II            | ADN      | Spring | NUR 212 | Adult Med. Surg Nsg.-Proficiency Level II  
Nursing Care of Children-Proficiency Level II  
Leadership –Proctored, No specific score needed |
| II            | BSN      | Spring | NUR 316 | Adult Med.Surg Nsg-Proficiency Level II  
Maternal Newborn Nursing- Proficiency Level II |
| III           | BSN      | Fall | NUR 411 | Community Health –Proficiency Level II |
|               | BSN      | Spring | NUR 413 | Leadership- Proctored, Proficiency Level two |
| II/III        | ADN/BSN  | Spring | NUR229/426 | RN Comprehensive Predictor Test-Score  
equivalent to 94-95% probability of passing NCLEX. |

Updated 5/2010

### Resources/Bibliography


Updated 6/2010
Verification of Reading the Bethel College School of Nursing Student Handbook

PLEASE READ AND SIGN:

I have read and understand the contents of the School of Nursing Student Handbook. Including the instructions given me for HIV, HBV, and HCV surveillance and the CDC Isolation Precautions at http://www.cdc.gov/hicpac/2007IP/2007isolationPrecautions.html

I agree to abide by and be governed by the philosophy, rules, and regulations, as set forth and described in the 2010-2011 School of Nursing Student Handbook.

_____________________________________      ______________________
Please Print Name      Student ID number

____________________________________
Signature of Student      Date

Keep bottom portion for your records.

--------------------------------------------------------------------------------
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