SCHOOL OF NURSING
2013-2014
BSN-C Student Handbook
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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 options are available in the BSN program. In addition to the standard ADN, a Licensed Practical Nurse (LPN) to ADN may be available as space permits. The purpose of the Master of Science in Nursing (MSN) for nurse educators and administrators is career preparation at the graduate level of nursing practice, enabling experienced nurses to develop skills for teaching and administrative positions.

Baccalaureate of Science in Nursing (BSN)

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

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

Associate Degree in Nursing (ADN)

Standard Associate Degree in Nursing: The ADN may be completed in 2 to 3 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. 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 option can be completed in a summer and 2 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 5 semesters and 1 summer of academic coursework; this includes a nursing thesis in a specialty area.

Accreditation

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

Nurse’s white 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.
The Mission Statement, Nursing Philosophy, and Concepts found on pages 5-8 are applicable to BSN-C Students who entered the program prior to the 2013-2014 academic year. The Mission Statement, Nursing Philosophy, and Core Concepts found on pages 9-10 are applicable to BSN-C students who are entering the revised curriculum during the 2013-2014 academic year.

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
BETHEL COLLEGE

SCHOOL OF NURSING MISSION STATEMENT (Revised)

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 (Revised)

The Bethel College School of Nursing philosophy provides the foundation for the beliefs, Christian worldview, values-based education, and program outcomes of the School of Nursing. Nursing is a dynamic and caring profession shaped by its Christian heritage. Nursing is an art and science, which incorporates knowledge from the sciences and humanities. Faculty believe the four core values provide the foundation for the curricula. The core values and underlying concepts are woven through each nursing program.

NURSING CORE VALUES

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

Ethics
Ethics is a standard of professional performance that governs the behavior of the nurse. It involves consideration of personal, societal, and professional values and beliefs. Professional values include altruism, autonomy, human dignity, integrity, and social justice. Bioethics is the application of ethics to situations of life and health. The nursing faculty believe that ethical decision-making must be grounded in a Christian worldview that is God-centered; uphold the dignity and worth of all individuals, pre-born to death; and reflect loving concern and compassion. The ANA Code of Ethics for Nurses (2001) guides the nurse in addressing ethical conduct. Ethical decision-making provides a systematic approach for analyzing ethical issues and allows the nurse to serve as an advocate for patients and families, and to deal appropriately with personal moral distress.

Holistic Care
Each person possesses physical, psychosocial, cultural, and spiritual dimensions that intertwine to create a complex holistic being (NLN Outcomes & Competencies, 2010). These perspectives are influenced by culture, society, experience, environment, physical characteristics, spiritual beliefs, and moral principles. Nursing addresses these dimensions as a whole, rather than segregated parts, within each individual's current context.

Professionalism
Professional nursing behavior is characterized by adherence to professional and regulatory standards, accountability for one’s own actions and behaviors, with ethical and legal principles in nursing practice. Professionalism includes a commitment to the profession of
nursing and a caring concern for others. As future members of a profession, students are prepared to assume the roles of provider of care, and designer/manager/coordinator of care, drawing on personal and professional values. Professionalism involves participation in lifelong self-development activities, as well as individual, group, community, and societal endeavors to improve health care (AACN Baccalaureate Essentials, 2008).

MAJOR CURRICULUM CONCEPTS (Revised)

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

Evidence-Based Practice and Research “integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care” (QSEN, 2011). Nursing practice is developed from nursing knowledge, theory, research, and knowledge from other disciplines.

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

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

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

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

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

References


(APPROVED 4/23/2012)
Baccalaureate of Science in Nursing Completion Program
Purpose and Program Student Learning Outcomes

Purpose:
The purpose of the Baccalaureate of Science in Nursing (BSN) program 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. Therefore, the BSN graduate has a foundation for graduate education in nursing. Therefore, the BSN graduate is prepared to:

Program Student Learning Outcomes: applicable to BSN-C Students who entered the program prior to the 2013-2014 academic year.

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.

05/2009– Student Learning Outcome
Program Student Learning Outcomes: applicable to BSN-C students who are entering the revised curriculum during the 2013-2014 academic year

1. Demonstrate nursing judgment when making effective decisions while coordinating patient/family/population-centered care.

2. Demonstrate nursing judgment when making effective decisions while coordinating patient/family/population-centered care.

3. Employ effective communication and collaboration with patients, families, populations, and members of the health care team in the delivery/management of nursing care.

4. Apply the nursing process to deliver safe, quality care to facilitate optimal functioning of patients/families/populations on the health-illness continuum throughout the lifespan.

5. Demonstrate respect and support for diversity and spiritual dimensions of self and others through compassionate holistic nursing care.

6. Integrate evidence-based practice/research when making nursing judgments regarding patient/family/population-centered care.

7. Use nursing informatics to support quality improvement, enhance communication, and inform nursing judgment.

8. Model nursing behaviors of leadership and professionalism consistent with legal and ethical standards.

Approved Student Learning Outcomes 4/23/12
BSN Completion Degree
General Education and Required Cognates

Applicable to BSN-C Students who entered the program prior to the 2013-2014 academic year.

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

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<tr>
<th>General Education</th>
<th>HOURS</th>
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<td>THEO 110</td>
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<tr>
<td>BIBL 215 or 216</td>
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<tr>
<td>COMM 171</td>
<td>3</td>
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<td>ENGL 101</td>
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<td>PSYC 182</td>
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<td>SOC 151</td>
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<tr>
<td>MATH 111</td>
<td>3</td>
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<tr>
<td>BIOL 214</td>
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Exploring Christian Faith
Old Testament Literature or New Testament Literature
Speech Communication
Written Communication II
General Psychology
Principles of Sociology
Basic Probability & Statistics
Economics/History/Social Science Elective
Art/Drama/Lit/Music Elective
Human Anatomy & Physiology I
General Electives

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

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

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

BSN-C students are not required to take Chemistry by virtue of licensure as a nurse, but must have at least 2 semesters of science with lab.

Approved 4/2008
Updated 8/2009
BSN Completion Degree

General Education and Required Cognates

Applicable to BSN-C students who are entering the revised curriculum during the 2013-2014 academic year

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

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<tr>
<th>General Education</th>
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<td>THEO 110</td>
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<td>BIOL 214</td>
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<td>ECON/HIST/SS/SOC Elective</td>
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<td>FA/THTR/LIT/MUA/ART Elective</td>
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<td>BIBL/PHIL Elective</td>
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<td>49</td>
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</table>

<table>
<thead>
<tr>
<th>Required Cognates</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>BIOL/CHEM</td>
<td>4</td>
</tr>
<tr>
<td>PSYC Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

124 Hours Minimum Required for BSN:

- General Education: 49
- Required Cognates: 7
- Nursing (lower): 36
- Nursing Major (upper): 32
- Total: 124

Approved 12/2012
BSN-C Nursing Major Courses

*Applicable to BSN-C Students who entered the program prior to the 2013-2014 academic year.*

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>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 381</td>
<td>Trans. to Prof. Nsg*</td>
<td>3</td>
<td>NUR 382</td>
<td>Nursing Theory*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 380</td>
<td>Health Assessment #</td>
<td>3</td>
<td>NUR 422b</td>
<td>Nursing Research I #</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
<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>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 471</td>
<td>Nsg Management*</td>
<td>6</td>
<td>NUR 473</td>
<td>Nursing in the Comm.*</td>
<td>6</td>
</tr>
<tr>
<td>NUR 423b</td>
<td>Nsg Research II#</td>
<td>7</td>
<td>NUR 483</td>
<td>Comm. Health Sem.#</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nursing Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Total Required Upper Level Nursing Hours: 34

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 4th 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. Nursing courses must be completed in 5 years.
BSN-C Nursing Major Courses

Applicable to BSN-C students who are entering the revised curriculum during the 2013-2014 academic year

All nursing courses are taught in the 7-week adult format. Seven weeks of four 60-minute hours (28 hours) equals 3 credit hours (or 9.33 class hours for 1 credit). The four credit hour courses include a practice experience project. Practice experience project student learning outcomes will be arranged individually in conjunction with the faculty. Oversight and evaluation of the practice experience is the responsibility of the faculty. The faculty believe independently arranged projects provide the adult learner with relevant and evidenced based practice experiences.

Role Transition in Professional Nursing must be completed before any other nursing courses can be taken. Completion of Probability & Statistics is a prerequisite for Evidenced Based Nursing Practice. The required general education and required cognate courses may be taken before, during or after the nursing sequence. The nursing courses must be completed in 5 years.

<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 381</td>
<td>Role Transition in Prof Nursing*</td>
<td>3</td>
<td>NUR 382</td>
<td>Frameworks for Nursing Practice*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 421b</td>
<td>Nursing Informatics#</td>
<td>3</td>
<td>NUR 395</td>
<td>Evidenced Based Nursing Practice #</td>
<td>3</td>
</tr>
<tr>
<td>NUR 383</td>
<td>Contemporary Issues in Nursing</td>
<td>3</td>
<td>NUR 410</td>
<td>Ethics for Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

20 Month Program

Year One

<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 381</td>
<td>Role Transition in Prof Nursing*</td>
<td>3</td>
<td>NUR 382</td>
<td>Frameworks for Nursing Practice*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 421b</td>
<td>Nursing Informatics#</td>
<td>3</td>
<td>NUR 395</td>
<td>Evidenced Based Nursing Practice #</td>
<td>3</td>
</tr>
<tr>
<td>NUR 383</td>
<td>Contemporary Issues in Nursing</td>
<td>3</td>
<td>NUR 410</td>
<td>Ethics for Nursing Practice</td>
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</tbody>
</table>

Year Two

<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 380</td>
<td>Health Assessment*</td>
<td>3</td>
<td>NUR 485</td>
<td>Community &amp; Population Based Nsg.*</td>
<td>4</td>
</tr>
<tr>
<td>NUR 471</td>
<td>Nsg Leadership &amp; Management #</td>
<td>4</td>
<td>NUR 487</td>
<td>Global Health #</td>
<td>3</td>
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</table>

Total Required Nursing Hours Major 32
## 12 Month Program

<table>
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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
<th>Course Number</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Fall Semester</strong></td>
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<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 381</td>
<td>Role Transition in Prof Nursing</td>
<td>3</td>
<td>NUR 382</td>
<td>Frameworks for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 380</td>
<td>Health Assessment</td>
<td>3</td>
<td>NUR 473</td>
<td>Community &amp; Population Based Nursing</td>
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</tr>
<tr>
<td></td>
<td><strong>Second 7 Weeks</strong></td>
<td></td>
<td></td>
<td><strong>Second 7 Weeks</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 421b</td>
<td>Nursing Informatics</td>
<td>3</td>
<td>NUR 395</td>
<td>Evidenced Based Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 471</td>
<td>Nsg Leadership &amp; Management</td>
<td>4</td>
<td>NUR 487</td>
<td>Global Health #</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
<td><strong>Title</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 383</td>
<td>Contemporary Issues in Nursing</td>
<td>3</td>
<td>NUR 410</td>
<td>Ethics for Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Required Nursing Major Hours</strong></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Bethel College BSN Student Learning Outcomes**

<table>
<thead>
<tr>
<th></th>
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</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 healthcare consumer’s health and/or 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 healthcare consumer 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. Standard 11. Communication – The registered nurse communicates effectively in a variety of formats in all areas of practice.</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. Standard 16. Environmental Health – The registered nurse practices in an environmentally safe and healthy manner.</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.  
1. Apply the nursing process to deliver safe, quality care to facilitate optimal functioning of patients/families/populations on the health-illness continuum throughout the lifespan. | 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.  
4. Demonstrate respect and support for diversity and spiritual dimensions of self and others through compassionate holistic nursing care. | 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. Leadership - The registered nurse demonstrates leadership in the professional practice setting and the profession. | 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. |
| Standard 14. - Professional Practice Evaluation | The registered nurse evaluates her or his 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. |
| 7. Participate in self-development activities as well as individual, group, community, and societal endeavors to improve health care. |  

The baccalaureate program prepares the graduate to:  
- Essential VIII. Professionalism and Professional Values  
- Essential IX. Baccalaureate Generalists Nursing Practice  
- Essential X. Baccalaureate Generalists Nursing Practice  
- Essential XI. Baccalaureate Generalists Nursing Practice  
- Essential XII. Baccalaureate Generalists Nursing Practice  
- Essential XIII. Baccalaureate Generalists Nursing Practice  
- Essential XIV. Baccalaureate Generalists Nursing Practice  
- Essential XV. Baccalaureate Generalists Nursing Practice |
| Standard 10. Quality of Practice - The registered nurse contributes to quality nursing practice. | The baccalaureate program prepares the graduate to:  
- Essential IX. Baccalaureate Generalists Nursing Practice  
- Essential X. Baccalaureate Generalists Nursing Practice  
- Essential XI. Baccalaureate Generalists Nursing Practice  
- Essential XII. Baccalaureate Generalists Nursing Practice  
- Essential XIII. Baccalaureate Generalists Nursing Practice  
- Essential XIV. Baccalaureate Generalists Nursing Practice  
- Essential XV. Baccalaureate Generalists Nursing Practice |
| Standard 9. Evidence-Based Practice and Research - The registered nurse integrates evidence and research findings into practice. | The baccalaureate program prepares the graduate to:  
- Essential III. Scholarship for Evidence Based Practice  
- Essential IV. Scholarship for Evidence Based Practice  
- Essential V. Scholarship for Evidence Based Practice  |
| 8. Incorporate principles of teaching and learning to promote health and direct learning of individuals, families, groups, and communities. |  

The baccalaureate program prepares the graduate to:  
- Essential VIII. Professionalism and Professional Values  
- Essential IX. Baccalaureate Generalists Nursing Practice  
- Essential X. Baccalaureate Generalists Nursing Practice  
- Essential XI. Baccalaureate Generalists Nursing Practice  
- Essential XII. Baccalaureate Generalists Nursing Practice  
- Essential XIII. Baccalaureate Generalists Nursing Practice  
- Essential XIV. Baccalaureate Generalists Nursing Practice  
- Essential XV. Baccalaureate Generalists Nursing Practice |
| Standard 15. Resource Utilization - The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible. | The baccalaureate program prepares the graduate to:  
- Essential VI. Inter-professional communication and collaboration  
- Essential VII. Inter-professional communication and collaboration  
- Essential VIII. Professionalism and Professional Values  
- Essential IX. Baccalaureate Generalists Nursing Practice  
- Essential X. Baccalaureate Generalists Nursing Practice  
- Essential XI. Baccalaureate Generalists Nursing Practice  
- Essential XII. Baccalaureate Generalists Nursing Practice  
- Essential XIII. Baccalaureate Generalists Nursing Practice  
- Essential XIV. Baccalaureate Generalists Nursing Practice  
- Essential XV. Baccalaureate Generalists Nursing Practice |
| 9. Evaluate research findings for use in nursing practice.  
5. Integrate evidence-based practice/research when making nursing judgments regarding patient/family/population-centered care. | The baccalaureate program prepares the graduate to:  
- Essential III. Scholarship for Evidence Based Practice  
- Essential IV. Scholarship for Evidence Based Practice  
- Essential V. Scholarship for Evidence Based Practice  |
| 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. | The baccalaureate program prepares the graduate to:  
- Essential I. Liberal Education  
- Essential II. Liberal Education  |
| 11. Foster interdisciplinary relationships while designing, managing and coordinating nursing care in primary, secondary, and tertiary care settings. 6. Use nursing informatics to support quality improvement, enhance communication, and inform nursing judgment. | The baccalaureate program prepares the graduate to:  
- Essential VI. Inter-professional communication and collaboration  
- Essential VII. Inter-professional communication and collaboration  
- Essential VIII. Professionalism and Professional Values  
- Essential IX. Baccalaureate Generalists Nursing Practice  
- Essential X. Baccalaureate Generalists Nursing Practice  
- Essential XI. Baccalaureate Generalists Nursing Practice  
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- Essential XIII. Baccalaureate Generalists Nursing Practice  
- Essential XIV. Baccalaureate Generalists Nursing Practice  
- Essential XV. Baccalaureate Generalists Nursing Practice |
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 the BSN-C 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.

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

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

Without clinical experiences, the student cannot complete all requirements of the courses in the program, and must be dismissed from the nursing program.
SCHOOL OF NURSING ADMISSION POLICIES AND INFORMATION

I. Admission Policies

A. Students 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 Obtain a BSN Degree”.

C. The applicant must meet the following criteria:
   1. BSN-C applicant must be a graduate of a state accredited school of nursing (associate degree or diploma program) and have an active and unencumbered RN license in the state where Practice experiences will be completed.
   2. Applicants must have an overall GPA of 2.5 on previous college course work.
   3. New graduates may be given conditional acceptance and must present an RN license prior to starting courses in the nursing major.

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 Completion

Up to 36 hours of credit for lower level nursing courses from an ADN or diploma program may be transferred toward the BSN.

Validation of Credit into the BSN-C Program

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>211</td>
<td>NLN Normal Nutrition</td>
</tr>
<tr>
<td>BIOL</td>
<td>214/215</td>
<td>NLN Anatomy and Physiology</td>
</tr>
<tr>
<td>NUR</td>
<td>224</td>
<td>NLN Pharmacology in Clinical Nursing</td>
</tr>
<tr>
<td>NUR</td>
<td>220/380</td>
<td>NLN Physical Assessment</td>
</tr>
<tr>
<td>BIOL</td>
<td>312</td>
<td>NLN Microbiology</td>
</tr>
</tbody>
</table>

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. Applicants who are from programs where Pharmacology and Nutrition were integrated throughout nursing content may receive validation credit by taking the NLN achievement tests. Students may petition the Nursing Admission/Progression Committee to transfer credit for additional courses.

Credit for Non-Nursing Course Work

Students who apply to a nursing program may receive credit for non-nursing course work under the college’s general transfer policies
III. TRANSFER STUDENTS

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

B. Transfer students accepted into the program must complete a Health Form for New/Returning Students with immunizations, physical exam requirements, criminal background check, and drug screen, submit a current CPR card from the appropriate course, and complete a School of Nursing Student Handbook and the Standard Precautions Policy “read and sign.”

IV. RETURNING STUDENTS

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

B. Readmission forms should be completed as soon as possible, since there may be limited spaces available. Transfer students applying will be accepted on an individual basis depending on the availability of a space in the program.

C. Students seeking readmission to the program must discuss their readiness for return with the BSN Coordinator (Lakeland and Bethel campus students) or the Grace Coordinator (Grace campus students).

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

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

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

V. 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 294/494 (Independent Study), and NUR 127 (Spanish Medical Terminology).

A. Students in the BSN Completion program are required to take one course of nursing elective or nursing independent study credit. (NUR 121 and NUR 122 cannot be used as nursing elective credit.) Applicable only to BSN-C Students who entered the program prior to the 2013-2014 academic year.

B. 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 the minimum GPA required to progress in the program.

VI. 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; further verification such as a course syllabi, exam scores, etc.,
may be required. The Nursing Admission/Progression Committee reserves the right to approve organizations that will be recognized for this process. 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 credit. (See Bethel College Catalog.)

VII. OTHER REQUIREMENTS FOR STUDENTS

A. Health Forms and Immunizations

1. New/Transfer Students
   Complete a New/Transfer Student Health Form, which includes a physical examination by a physician/health care provider within six (6) months prior to entering the program. Documentation of required immunizations or immunity includes Hepatitis B series, MMR, flu, and varicella, and the date of the last tetanus 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 able to begin their practice experience 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. 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. Students will be notified if practice agencies have additional health requirements with which the student must comply in order to complete the practice experience.

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. Student will not be allowed to start practice experience projects with health information missing. The college has the right to verify health form information with the health care provider’s office. Students will be notified if practice agencies have additional health requirements with which the student must comply.

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

B. CPR Card

1. New/transfer Students – A copy of a current CPR card must be submitted to the nursing office by the due date stated in the new student letter. 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 to begin practice experience projects without a current CPR card on file. 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

C. BSN students must complete the last 30 credit hours at Bethel College. (see College Catalog).

D. Criminal Checks/Drug Screen

Clinical agencies require criminal background checks and drug screens. The School of Nursing will conduct criminal checks and drug screens on all nursing students at the students’ expense. Students will be provided with applications to complete the process when necessary. It is the student’s responsibility to present the information to the nursing office by the date specified.
E. Students who are in clinical agencies completing the course practice experience as assigned by the School of Nursing are covered under the School of Nursing’s Certificate of Liability Policy. Students are not covered during travel to or from practice experience or classroom sites.

GENERAL POLICIES

I. Adherence to the Nontraditional Student Handbook

The Bethel College Office of Nontraditional Studies updates biannually the procedures and policies outlined in the Nontraditional Student Handbook. The information in the handbook applies to the BSN-C student. The Nontraditional Student Handbook can be found on the Bethel College website.

II. Attendance Policies

A. Class Attendance Policy

In accordance with the college philosophy, regular class attendance is considered necessary if the student is to complete the Course Student Learning Outcomes in a satisfactory manner. Attendance is a legitimate basis for grading. Students are expected to attend all classes and are expected to come to class on time. The attendance policy for Nontraditional 7-week and 14-week courses is described in the 2012-2014 Nontraditional Student Handbook that can be found on the Bethel College website.

B. Attendance at Special Functions

1. 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. 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.

2. Orientation

All students entering the BSN-C program are expected to attend an orientation event prior to beginning the nursing courses. The orientation is schedule well in advance and will provide the student with the information, support, and resources necessary to begin the program.

III. Academic Policies

A. Grading Scale

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>95 - 100</th>
<th>93 - 94.9</th>
<th>90 - 92.9</th>
<th>86 - 89.9</th>
<th>84 - 85.9</th>
<th>81 - 83.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>78 - 80.9</td>
<td>75 - 77.9</td>
<td>72 - 74.9</td>
<td>69 - 71.9</td>
<td>66 - 68.9</td>
<td>65.9 or below</td>
</tr>
<tr>
<td>A-</td>
<td></td>
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<td></td>
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<td>B+</td>
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<td>C-</td>
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<td></td>
</tr>
</tbody>
</table>

If a student stops out of the nursing program, either voluntarily or involuntarily, the grading scale in place at the point of re-entry will be in effect.
2. Grades are not rounded up to the next whole number.
3. Each student must score at least 78% to pass the course.

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.
2. A nursing course may be repeated only one time.
3. A student who fails two required courses in the nursing major (NUR # courses), may not continue in the program of nursing. This policy does not apply to nursing electives.
4. A student who withdraws from a nursing (NUR #) course and has an unsatisfactory performance at the time of withdrawal will be considered to have failed a nursing course.
5. Faculty may ask the Nursing Admission/Progression Committee to review a student's record on the basis of classroom 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.

C. Testing
1. Examinations and answer sheets are the property of the School of Nursing. Test materials will be distributed for review only.
2. Students will be notified of test results within 72 hours of test administration or at the discretion of the faculty.
3. If a student chooses to appeal a grade, the Bethel College Appeal Process must be followed (see H). Any requests to appeal specific test questions must be supported by written documentation from the required textbook.

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.
3. The student must meet all scheduled commitments when assigned.
4. 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 graded activities and class may be cited for cheating (at the professor’s discretion.) 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.
5. Computer access at agencies will be limited to obtaining information directly related to practice experience projects. Health care agencies routinely audit those who have accessed patient files, if unnecessary access is determined, this may lead to student dismissal from the agency and the nursing program.

6. 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.

7. 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 immediately.

E. Academic Course Work

1. 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. Students who have English as a Second Language are not given extra time for testing unless there is also an acceptable disability diagnosis with documentation of required accommodation.

2. 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.

F. Bethel College Appeal Process

When a student has a concern about an academic issue, there is an established process whereby that concern will be heard and appropriate action taken. Academic decisions include the admission to a program, assignment of grades for courses, as well as more general concerns with a faculty member. Such academic decisions may be appealed by a student if he/she thinks the decision was not appropriately related to the facts of the matter.

1. Appeal of a Grade During a Course
If a student believes that a grade on an assignment or examination was not appropriate, he/she must first attempt to resolve the matter with the professor within five (5) business days of receipt of the grade. If the matter is not resolved to the student’s satisfaction, a written appeal may be filed with the dean of the course in question within five (5) business days of the attempted resolution with the faculty member. Note: In some areas, the dean has established a representative individual or committee to hear student appeals prior to the appeals coming to the dean. These exceptions are listed below:

School of Nursing: Admission and Progression Committee
Office of Nontraditional Studies: Director of Nontraditional Studies

The dean (or appointed representative) shall review the assignment, evaluate the student’s academic work, and secure any additional needed information from the professor. The dean (or appointed representative) shall contact the student and the professor within ten (10) business days of receipt of the student appeal to allow both parties to express their concerns. Within twenty (20) business days of the receipt of the student appeal, the dean (or appointed representative) will render a decision in writing, addressed to the professor and to the student. A copy will be placed in the student’s file in the Academic Office. If the professor is also the dean (or appointed representative), the appeal will be directed to the Vice President for Academic Services (VPAS). Either party may appeal the decision to the VPAS.

2. Appeal of the Final Grade for a Course
If a student believes the final grade was not appropriate, he/she must first attempt to resolve
the matter with the professor of the course within five (5) business days of the start of the next regular semester/session. If it is not resolved to the student’s satisfaction, a written appeal of the grade may be filed with the dean of the course in question. Such an appeal must be made within five (5) business days of the attempted resolution with the faculty member. Note: In some areas, the dean has established a representative individual or committee to hear student appeals prior to the appeals coming to the dean. These exceptions are listed below:

School of Nursing: Admission and Progression Committee
Office of Nontraditional Studies: Director of Nontraditional Studies

The student must present all relevant documents to the dean (or appointed representative). The dean (or appointed representative) shall review the evidence, and secure any additional needed information from the professor. The dean (or appointed representative) shall contact the student and the professor within ten (10) business days of receipt of the student appeal. The dean (or appointed representative) shall render a decision in writing, addressed to the professor and to the student. A copy will be placed in the student’s file in the Academic Office. If the professor is also the dean (or appointed representative), the appeal will be directed to the VPAS for processing. Either party may appeal the decision to the VPAS.

Note: Any appeals of final grades that affect the student’s course schedule in the next regular semester/session must be received in writing by the dean (or appointed representative) of the course in question no less than ten (10) business days prior to the start of the next regular semester/session. The student must inform the dean (or appointed representative) if his/her course schedule in the coming semester/session will be affected by the decision. An attempt will be made to accommodate these considerations by expediting the appeals process from that point. However, if an appeal is initiated after ten (10) business days prior to the start of the semester/session, there is no guarantee that resulting course schedule issues will be successfully resolved.

3. Appeal of Other Academic Decisions

If the student believes that an academic decision (other than grades) is not appropriate, he/she must first attempt to resolve the matter with the involved party (a professor, an administrator, or the chair of a committee) within five (5) business days of the action to be appealed. (If the decision being questioned was a committee decision, the student is allowed to present his/her case to a meeting of the committee. Such a meeting must be held within ten (10) business days of the student’s request. At least a majority of the members of the committee must be present for that appeal.) A written response must be provided within ten (10) business days by the individual or committee responsible, and must be given to all involved parties. If the matter is not resolved at this level, the decision may be appealed to the next level (dean or VPAS) within ten (10) business days of the decision. The VPAS will deliberate the matter through the appropriate academic office(s) of the college.

4. Appeal to the Vice President of Academic Services

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

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

* render a written decision immediately and send it to both parties;
* appoint a designee to investigate the issue and make a recommendation back to the VPAS; or
* appoint an ad hoc committee to hear the appeal. This meeting must occur within ten (10) business days of the receipt of the appeal.
If an adhoc committee is appointed by the VPAS, the following guidelines will be observed:

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

5. Appeal to the President
If either party is not satisfied with the decision of the Vice President for Academic Services or the appointed ad hoc committee, he/she may appeal to the President of the college. Such an appeal must be presented in writing within ten (10) business days after the committee action being appealed. The President reviews all documents and processes relative to the case and upholds the committee decision or returns the matter to the committee for a hearing in full and fair accord with the college’s policies. The President will generally render a decision in writing to all parties involved within ten (10) business days after receipt of the appeal.

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

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

IV. Health Situations Increasing Risk During Completion of the Practice Experience
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 Completion 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 complete the practice experience.

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/2007ip/2007isolationprecautions.html

V. Clinical Agency Rules

Students are educational guests in agencies where they are completing practice experience projects; 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.

Appropriate professional attire is expected if the student is in a clinical facility. A Bethel College student ID badge is required to be worn when representing Bethel College School of Nursing. These are obtained from the Nursing Office.

VI. Academic Dishonesty

The nursing faculty supports the college’s policy on academic dishonesty as stated in the Bethel College Student Handbook and the Bethel College Nontraditional 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.

VII. Graduation

Students who entered the BSN-C program prior to the 2013-2014 academic year, who satisfactorily complete a minimum of 126 semester hours of required course work for a bachelor's degree will be awarded the Bachelor of Science Degree in Nursing (BSN). Students who entered the BSN-C program during the 2013-2014 academic year, who satisfactorily complete a minimum of 124 semester hours of required course work for a bachelor's degree will be awarded the Bachelor of Science Degree in Nursing (BSN).

Transfer Credit may be applied toward graduation requirements although, at least 18 hours in the major field and the last 30 hours must be taken at Bethel College in order to earn a baccalaureate degree.

Candidates for the baccalaureate degree must have completed at least 45 hours at Bethel College in order to be eligible for graduation honors. Credit hours earned through prior learning papers and credits awarded through merely completing a test or examination may not be included in these hour requirements.

VIII. 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.

IX. 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 Nontraditional Student Handbook. Students may not bring children to class or leave them unattended in buildings at Bethel or at the off-site campuses. Students are expected to reflect a positive lifestyle that is congruent with a Christian college setting in all matters of public conduct. Modesty and good taste are expected in student attire. Bethel College is a smoke-free campus. The use of tobacco, habitual or harmful drugs, including alcoholic beverages, is not permitted anywhere on the campus, including outdoor locations. In addition, the use of improper and inappropriate language is strictly forbidden. These standards apply to class activities, field trips and all other college-sponsored activities.

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

Violation of any of these general standards of conduct or provisions of the code is grounds for discipline and possible dismissal from the nursing program and/or the 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 discussing and or writing about one’s patient care experiences as a practicing nurse.
- If while visiting an agency as part of a course practice experience project, 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 course practice experience project is complete, the need to respect the confidentiality of a patient or agency does not end. Under no circumstances is a student to print or copy any part of a patient record or confidential agency document.

Bethel College School of Nursing Social Media Policy:

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

Guidelines for Professional and Personal Social Media Activity:

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

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

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

4. At the end of each course, students are provided an avenue to evaluate course materials and faculty. Therefore, social media outlets are considered inappropriate locations to provide this feedback.

5. Violating this policy may result in a variety of consequences, which will be determined by Faculty and/or the Nursing Admission Progression Committee and based on the type and severity of the violation. These may include, but are not limited to, the following:
   a. Reprimand.
   b. Receiving a behavioral contract.
   c. Receiving an Unsatisfactory in the weekly clinical evaluation.
   d. Being removed from the clinical agency.
   e. Failing the nursing course.
   f. Being expelled from the nursing program.

(8/18/2011)

X. Student - Faculty Communication

Students are encouraged to take 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. Bethel and/or Jenzabar e-mail are the official source of electronic communication in the School of Nursing and should be checked regularly. Students will receive via Bethel email the School of Nursing newsletter, “The News You Should Know”. 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 Completion Coordinator.

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

b. Nursing Admission/Progression Committee
(1). Function. The purpose of this committee is to:
   (a). Review and take action on applications to the Nursing Program.
   (b). Review performance of students for achievement at each level and make decisions on progression of students within levels and from level to level.

(2). Membership. Members of this committee include the chair and the Dean/Associate Dean of Nursing, the Coordinator of Bethel Nursing Program at Grace College, the Coordinator of Pre-Licensure Nursing Programs on Bethel Campus, 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 regularly as needed throughout the year.

c. Nursing Curriculum Committee
(1). Function. The purpose of this committee is to:
   (a). Review and revise the curriculum to reflect current changes in nursing.
   (b). Encourage student and faculty involvement in curricular changes.

(2). Membership. Members of this committee include:
   (a). The Dean of Nursing/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 Completion class from each site and each clinical group at Bethel and off campus sites.
   (c). A student elected by the student group will serve as chairperson and one student will serve as secretary.
   (d). All nursing students are expected to participate in 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 a year.
f. **Nursing Student Scholarship Committee**

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

(a). Select and recommend to the nursing faculty, students to receive the

Middleton Endowment Awards.

(b). Select candidates and make recommendation to the nursing faculty on

recipients of the Sally Torrence Scholarship, Spirit of Nursing Award, the

Ruth E. Davidhizar Nursing Scholarship, the Cushing Scholarship, and

the Inglett Scholarship.

(2). **Membership.** Members of this committee include four faculty members as

appointed with one designated as chairperson.

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

**XI. National Student Nurse Association**

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

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.

Information about NSNA may be obtained by visiting the website at http://www.nsna.org/default.aspx.

**XII. 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 of the MSN Program, the traditional BSN Program, the BSN Completion 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.

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

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

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

D. **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.

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

I. 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.

BSN Completion 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 BSN Completion 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.

**XIII. 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.

**Policy**

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

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

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

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

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

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

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

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

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

10. Additional information on AIDS/HIV can be obtained from the Center for Disease Control (www.cdc.gov) (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, HCV, HDV, and HGV.

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

XIV. 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.

4. 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 urinary test for alcohol/drug concentration is to be obtained, and the student is to be relieved of clinical responsibilities for that day. In less clear-cut situations, a physician may perform a more complete evaluation. If the findings are normal, the student is to return to clinical. If impairment is indicated, the appropriate urinary and/or blood toxicology profiles are to be obtained. The costs of the diagnostic laboratory test will be paid for by the Bethel 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.

**XV. Policy for Drug Screening**

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

**DRUG SCREENING PROEDURE:**

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

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

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

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

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

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

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


*Bethel College Catalog.* (2012-2013). Mishawaka, IN: Bethel College.


Updated 8/2013
Verification of Reading the Bethel College School of Nursing BSN-C Student Handbook

PLEASE READ AND SIGN:

I have read and understand the contents of the School of Nursing BSN-C Student Handbook, including the instructions given me for drug screening, 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 2013-2014 School of Nursing BSN-C Student Handbook.

________________________________________________________________________
Please Print Name                                                        Student ID number

________________________________________________________________________
Signature of Student                                                        Date

Keep bottom portion for your records.

Verification of Reading the Bethel College School of Nursing BSN-C Student Handbook

PLEASE READ AND SIGN:

I have read and understand the contents of the School of Nursing BSN-C Student Handbook, including the instructions given me for drug screening, 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 2013-2014 School of Nursing BSN-C Student Handbook.

________________________________________________________________________
Please Print Name                                                        Student ID number

________________________________________________________________________
Signature of Student                                                        Date