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GENERAL PROGRAM INFORMATION

**UCCS Vision Statement**
The University of Colorado at Colorado Springs will provide unsurpassed, student-centered teaching and learning and outstanding research and creative work that serve our community, state, and nation, and result in our recognition as the premier comprehensive, regional research university in the United States.

**UCCS Mission Statement**
The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master’s and doctoral degree programs.

**Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences Nursing Department Vision Statement**
To create healthier communities by inspiring excellence through nursing leadership and lifelong learning.

**Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences Nursing Department Mission Statement**
To develop exceptional nurses through innovative and experiential education, scholarship, and service.

**Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences Nursing Department Values**

*Spirit of inquiry:* We value curiosity, discovery, scholarship, and the pursuit of lifelong learning

*Innovation:* We value new ideas that enhance education, practice, and scholarship

*Experiential learning:* We value immersive and experiential teaching strategies that are responsive to learning styles and needs

*Diversity:* We value inclusive engagement of peoples and ideas

*Ethics:* We value behaviors that demonstrate the highest level of integrity

*Excellence:* We strive for the highest quality in leadership, teaching, scholarship, and practice

*Caring:* We believe that caring is at the core of nursing knowledge and reflected in practice

*Community engagement and advocacy:* We value service that includes advocacy within our communities

*Collaboration and partnerships:* We value inter/intraprofessional relationships and innovative partnerships
Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
Nursing Department Goals

- Provide high quality comprehensive undergraduate nursing, graduate nursing, and health sciences educational experiences designed to prepare students to meet the present and future healthcare needs and expectations of the public and to excel personally and professionally as local and global citizens
- Collaborate with the community in responsible growth to meet the current and future demand for qualified healthcare professionals
- Invest in healthcare scholarship, practices, and educational processes that integrate the academic expectations/requirements of the faculty, student learning opportunities, and the healthcare needs of the community
- Create a climate of innovation and entrepreneurship that fosters excellence in healthcare practice, research, and scholarship
- Graduate culturally competent healthcare professionals who value diversity and lifelong learning, and are prepared for leadership roles in a broad array of healthcare environments.
- Integrate current technology into teaching/learning, research, and operational processes

Undergraduate Nursing Philosophy

The philosophy of the college reflects the beliefs of the faculty. Additionally, the college's philosophy incorporates the board of trustees' beliefs and values related to education. As evidenced in the college of Nursing's philosophy, the college is committed to providing a caring environment which is open to the diversity reflected in Colorado Springs and Southern Colorado.

The faculty at Helen and Arthur E. Johnson Beth-El College of Nursing acknowledges the transpersonal healing experience as the most desirable outcome of nursing care. The transpersonal healing experience occurs when the professional nurse and another exchange energy, feeling, and thought in such a way that the individual has a sense of greater harmony, peace, health and capacity for self-healing. Though the meaning of the experience is interpreted by the participants, both the nurse and the individual have the subjective sense that they have experienced a profound change. The nurse and the individual bring to every potential healing experience the sum of their individual knowledge and experience which influences the outcome of care. Individuals may be thought of as having a core of experience which influences and is influenced by their patterns of knowing. The nurse's patterns of knowing are filtered through the lens of specialized knowledge derived from nursing education and practice.

Individuals have empirical knowledge about the world in which they live, and their own specialized areas of endeavor. They have an ethical base formulated from the values and beliefs they hold as true. Individuals have esthetic knowledge that is defined depending on cultural...
context and other variables. Individuals, families, groups, and communities have personal qualities and varying degrees of insight and understanding of these personal qualities. The understanding of the influence of socio-political process enables the individual to interact as a citizen. Within individuals there is an area of unknowing that provides the medium for the growth of new knowledge and change. This area of unknowing is a place of questioning and questing where all is possible. All of the areas of knowing: empirical, ethical, esthetic, personal, socio-political and the condition of unknowing interact with the events and the context that shape the individual life journey. A part of this life journey is the experience of health. Within the realm of this experience, the nurse and the individual encounter each other.

The core of nursing is the human experience of caring, but caring from the particular perspective of the art and science of professional nursing. This caring core defines the content, process, context, and the moral imperative of nursing. In order for caring to be the content, process, context and moral imperative for nursing, it must be forged by interaction with all the patterns of nursing knowledge (influencing and being influenced by each pattern).

Through nursing education and practice, the moral imperative of caring is realized and the patterns of nursing knowledge are created, developed, and integrated into the whole that is nursing art and science. Further, nursing education provides the opportunity for people who want to embrace this art and science to be transformed into safe, effective, caring practitioners. Likewise, nursing education offers opportunities for the continued growth of professional nurses through advanced study. The philosophy of life-long learning that the faculty of the Nursing Department embraces and encourages underscores the fact that in our model nursing is not simply a profession but a dynamic interplay of being and becoming for the nurse.

The nurse enters into the health experience of the individual with the knowledge, skill, ability, and personal qualities of warmth, empathy and congruence necessary to make the possibility of transpersonal healing a reality. Thus, our curriculum focuses on the development of understanding and skill in application of each pattern of knowing especially as it relates to caring behaviors, actions, and therapeutic nursing interventions. Nursing education attends to the support and further development of the qualities of warmth, empathy, and congruence requisite for the creation of a caring context. Nursing education provides an opportunity for the development of critical thinking to encourage innovation and inquiry, as well as carefulness, accuracy, and precision. Nursing education encourages students to understand and be sensitive to contextual variables (i.e., individual perceptions of health, cultural influence and developmental issues) because the context of the human experience defines the health experience.

Undergraduate education provides the entry-level preparation for professional nursing practice. Graduate education at the master's level prepares students for advanced practice, research, and leadership roles within the profession of nursing. The college provides programs which support the concept of seamless articulation.

The faculty accepts the responsibility for the selection and progression of students and for developing, implementing, and systematically evaluating the programs to enhance nursing education and practice. The faculty is committed to educational excellence, clinical expertise, scholarly activity, support of a diverse student population, professional development, and community service. Faculty and students share responsibility for the implementation of this philosophy of nursing.
Definitions of Curriculum Terms for Professional Practice Model

**Patient**: A person, group, family, or community who engages with the nurse for the purpose of interpreting the human health experience for the potential of achieving transpersonal healing. Individuals—experiencing, developing, and perceiving beings reflecting fundamental patterns of knowing through mind/body/spirit manifesting as a unified whole. The concept of patient may be used interchangeably with the terms individual or group or community.

In addition to person, group, family or community, the patient can be an organization. An organization is conceptualized as a community of individuals who come together to accomplish health care goals through the medium of an organization.

**Human Health Experience**: A subjective sense of harmony, unity, and congruence in mind/body/spirit, which may occur in the presence or absence of disease. It is an emerging, dynamic process. Illness is the subjective experience of disharmony, turmoil, and incongruence in mind/body/spirit that necessarily affects the integrity of the whole. Illness is not the opposite of health but may be as a potential health experience, as it offers the individual an opportunity to gain greater self-knowledge and a greater awareness of the purpose and meaning of life. In the diagram, the human health experience is culturally based and interactive with the patterns of knowing as indicated by the dotted line around the core.
The health care organization functions as a structured context in which aspects of the human health experience are enacted. The nurse is part of the organizational context and exhibits a transpersonal leadership role in facilitating patient care.

**Caring**: the core of nursing in the human health experience by:

a. Intentional acts based on the welfare of another: which may promote health, prevent illness and/or encourage wellness: the process of caring.

b. An affective dimension of nursing in which the nurse experiences a concern for another (e.g., empathy), an attitude rather than an action (e.g., warmth): the context of caring.

c. A “mind-set” of carefulness, precision, accuracy, caution, and commitment in one’s actions: the content of caring.

d. Moral imperative, attitudes, beliefs, values and moral basis: the ethics of caring.

   i. In the diagram, caring is depicted as the core of nursing in dynamic interchange with nursing patterns of knowing as indicated by the dotted lines. Caring is a rhythmic interchange between self, groups, and organizations.

**Environment**: All that interacts with the individual, but is not the individual as depicted by the background of the diagram. The dotted line around the two-layered circle reflects the interconnection of the environment with all else. The context of the individual’s life journey, including significant others, society/culture, and the energy fields of all things, both animate and inanimate.

**Fundamental Patterns of Knowing in Nursing**: Five fundamental patterns of knowing have been identified as necessary for the practice of professional nursing: empirics, esthetics, ethics, socio-political and personal knowledge (Carper, 1978). Embedded in each pattern of knowing is an area of unknowing which allows for the decentering of self.

**Empirics: The Science of Nursing**: Factual, descriptive, empirical. Aimed at developing general laws, principles and theories for the purpose of explaining, describing and predicting phenomena of relevance to nursing. Typified by such traditional nursing content as anatomy, physiology, and pharmacology, as well as, the developing body of scientific knowledge in general, specialty and advanced nursing practice.

**Esthetics: The Art of Nursing**: The expressive aspect of nursing. Knowledge gained through the “subjective acquaintance” of direct experience and made visible in the unique ways in which the nurse uses self on behalf of the individual (Carper, 1984, p. 16). It involves the synthesis and expression of all of the patterns of nursing knowledge into caring which is unique to each nurse. It necessitates the recognition of the particular rather than the universal and requires integration, synthesis, perception, intuition, creativity, and empathy. In esthetic knowing there is engaging, interpreting and envisioning. It is the dance of nursing, it can be seen, and when it is over the effect is still there.

**Ethics: The Moral Imperative of Nursing**: The moral component. Focuses on issues of duty and responsibility. This is not just the knowing of ethical codes of conduct, but the ability to discriminate and make moral judgments. This knowing requires the understanding and the ability to apply a variety of moral and ethical frameworks to complex situations requiring moral
insight and judgment. It is valuing, clarifying and the existential advocacy of the other. Existential means that the person (other) has the human freedom, will, and knowledge to make decisions on their own behalf.

**Personal Knowledge: Self-Understanding:** “concerned with the knowing, encountering, and actualizing the concrete, individual self” (Carper, 1984, p. 18). That knowing of one’s self that makes possible therapeutic use of self and thus, the experience of transpersonal healing. Personal knowledge is dependent upon the “core capacity” to “access one’s own feeling life—one’s range of emotions: the capacity to instantly effect discriminations among the feelings and, eventually, to label them, to enmesh them in symbolic codes, e.g., language, touch, writing to draw upon them as a means of understanding and guiding one’s behavior” (Gardner, 1983, p. 239). Personal knowledge, then, is encountering the self, focusing on the self, and realizing the self.

**Socio-Political:** The context of nursing. This pattern of knowing addresses the context of persons (nurses and others) and the practice of profession (both society’s understanding of nursing and nursing’s understanding of society and its politics). In other words, whose views are being heard and whose are being silenced. The essential characteristics are exposing, exploring, transforming, transposing, and critiquing (White, 1955).

Socio-Political knowing is operationalized through knowledge of Health Care Systems and Policy. Knowledge of health care systems includes an understanding of the organization and environment in which nursing and health care is provided. Health care policy shapes health care systems and helps determine accessibility, accountability and affordability.

**Undergraduate Nursing Glossary of Additional Curriculum Terms**

**Advanced Practice:** Preparation at the masters or doctoral level with advanced clinical knowledge, skills and using independent decision-making, problem solving and critical-thinking to manage and/or treat a wide range of health problems. Uses advanced communication skills, therapeutic interventions, and various roles to provide collaborative care based on nursing knowledge, theory and research.

**Advocacy:** A process wherein the nurse, knowledgeable of the socio-political context, acts on behalf of the patient or the nursing profession to assure the delivery of quality nursing care and to promote professional standards of practice. The skills of advocacy include mediating, coordinating, clarifying, resolving conflict, and assisting the patient to acquire, interpret, and utilize health care information.

**Clinical Information Systems:** Array or collection of applications and functionality; amalgamation of systems, medical equipment, and technologies working together that are committed or dedicated to collecting, storing, and manipulating healthcare data and information and providing secure access to interdisciplinary clinicians navigating the continuum of [patient] care. Designed to collect patient data in real time to enhance care by providing data at the
clinician’s fingertips and enabling decision making where it needs to occur. (McGonigle & Mastrian, 2009).

**Clinical Judgment:** The outcomes of critical thinking in nursing practice. Clinical judgments begin with an end in mind. Judgments are about evidence, meaning and outcomes (Pesut, 2001).

**Clinical Reasoning:** The process used to assimilate information, analyze data, and make decisions regarding patient care (Simmons, Lanuza, Fonteyn, & Hicks, 2003). Processes nurses use to frame the meaning and facts associated with a client story and to juxtapose and test the difference between a patient’s present story state and a desired specific outcome (Pesut & Herman, 1999).

**Communication:** Reciprocal sharing with individuals of written, oral and non-verbal information according to a common set of rules (e.g. language). This definition includes:
- a. Communication in groups
- b. Communication through information technology, audiovisual media production
- c. Communication includes using information in clinical decision-making and maintaining confidentiality.
- d. Communication through esthetic endeavor such as sculpture, painting, and performance (e.g. drama).
- e. One to one communication.
- f. Interprofessional communication across healthcare professions to ensure continuity and quality of patient care.
- g. Intraprofessional communication within the profession of nursing to ensure continuity and quality of patient care.

**Complementary Modalities:** (therapies) Those therapies used to augment or complement conventional allopathic treatments. Complimentary modalities include but are not limited to: Nursing Intervention Classifications (NIC) herbal and nutritional supplements, and body/energy therapies not otherwise listed as Nursing interventions. Those therapies identified OAM (Office of Alternative Medicine).

**Congruence:** Congruence occurs when the nurse exhibits genuineness between the internal experience of feelings, the awareness of feelings and the expression and/or communication of feelings.

**Critical Thinking:** All or part of the process of questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity (AACN, 1998). Critical thinking underlies independent and interdependent decision making (AACN, 2008).

**Delegation:** The process through which the nurse assigns, supervises and evaluates the nursing care given by others, while retaining accountability for the quality of patient care. Delegation must occur within the scope of the Colorado Nurse Practice Act (section 12-38-132).
Emergency and Disaster Preparedness: To facilitate preparation and response within the community for natural, intentional, or technological disasters (ACHNE White Paper: Disaster Preparedness, January, 2008).

Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2009).

Genetics: Study of individual genes and their impact on relatively rare single gene disorders (Guttmacher & Collins, 2002).

Genomics: Study of all the genes in the human genome together, including their interactions with each other, the environment, and the influence of other psychosocial and cultural factors (Guttmacher & Collins, 2002).

Global Health Care: Global health care knowledge includes an understanding of the implications of living with transportation and information technology that link all parts of the world. Information about the effects of the global community on such areas as disease transmission, health policy, and health care economics is required.

Healing: transformative and spiritual; a basic key to healing is acceptance.

Healthcare Outcomes: The results of particular healthcare practices and interventions.

Health Care Systems and Policy: Knowledge of health care systems includes and understands the organization and environment in which nursing and health care is provided. Health care policy shapes health care systems and helps determine accessibility, accountability and affordability.

Holistic: The phenomenon conceptualized as an indivisible whole, whose essential nature is distorted or destroyed if reduced to a collection of parts.

Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN, 2009).

Information Technology: The study, design, development implementation, support, or management of computer-based information systems, particularly software applications and computer hardware (AACN, 2008). Includes traditional and developing methods of discovering, retrieving and using information in nursing practice.

Member of a Profession: A nurse who has the knowledge and experiences that encourages the nurse to embrace lifelong learning, demonstrate initiative, accountability, altruism and practices within the code of ethics.

Nurse Sensitive Indicators: Measures of processes and outcomes—and structural proxies for these processes and outcomes (e.g., skill mix, nurse staffing hours)—that are affected, provided,
and influenced by nursing personnel, but for which nursing is not exclusively responsible (NQF, 2003). Measures, as implemented by NQF, include:

a. Patient-Centered Outcome Measures  
b. Nursing-centered Intervention Measures  
c. System-centered Measures

**Nursing Process:** A systematic problem solving method, used in any patient care situation, for assessing the patient’s health status and related needs, formulating nursing diagnosis, planning with the patient to resolve identified needs, implementing nursing interventions, and evaluating the outcomes to determine the effectiveness of the plan or the need for further revision.

**Patient Safety:** Minimizes risk of harm to patients, populations, and providers through both system effectiveness and individual performance (QSEN, 2009).

**Professional Nurse:** A professional nurse is prepared with a minimum of a baccalaureate in nursing and uses the patterns of knowing in nursing to demonstrate competence, empathy, and congruence. A professional nurse creates, when possible, conditions for transpersonal healing to occur. The professional nurse enjoys a lifelong commitment to learning, inquiry, and excellence in the profession.

**Reflection:** Learning through experience toward gaining new insights or changed perceptions of self and practice in order to realize desirable nursing practice.

**Therapeutic Nursing Interventions:** To do no harm. Actions, behaviors and healing strategies of the nurse which facilitate transpersonal healing through a shared human health experience. Skills used to support and empower the other to maximize their healing potential. This definition includes:

a. Implementation of clinical decision making and skills.  
b. Interventions critical to the practice of nursing.  
c. Theory-based nursing activities.  
d. Interdisciplinary collaboration.
BACCALAUREATE NURSING

BSN Program Outcomes

After completing the BSN program, the graduate will able to:

- Function in the beginning role of a baccalaureate generalist nurse in settings that cross all populations and environments. Includes Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession.
- Be proficient in the core nursing competencies of clinical/critical reasoning, patient safety, and quality improvement principles.
- Maintain interprofessional collaboration and communication to improve healthcare outcomes. Includes Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession.
- Master the required core knowledge for baccalaureate generalist nursing practice. Includes Health Promotion, Risk Reduction, and Disease Prevention for Various Populations; Information and Health Care Technologies; Global and Cultural Health Care; Health Care Systems, Finance, Regulatory Environment and Policy; and Evidence Based Practice.
- Demonstrate professionalism and its values (including altruism, autonomy, human dignity, social justice, and integrity) as a baccalaureate generalist nurse.

Admissions, Progression, and Graduation

Admission: Students must meet the program requirements specified in the application process for each option (Traditional, BSN, Accelerated BSN, RN-BSN, and Dual Enrollment BSN)

Progression: Students who are admitted to the nursing major must maintain a 2.0 cumulative GPA in order to progress. A minimum grade of 74% (C) is required in all courses including transfer courses. A grade less than C requires that the course be repeated. Students who earn less than a C (74%) in two courses of 3 or more credit hours in the nursing major will be dismissed from the program.

The student must meet the criteria set forth by faculty for completion of courses and maintain a cumulative undergraduate grade point average (GPA.) of 2.0.

Graduation: In order to receive the degree (BSN) the student must meet the following graduation requirements:

- Successfully complete 126 credit hours in the nursing curriculum including all required nursing and general education courses.
- Meet minimum scholarship requirements by completing all course work in nursing and specified general education courses with a minimum grade of C.
- Complete all incomplete grades.
BSN Program Options

Baccalaureate nursing education is based on a strong liberal arts foundation. Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences offers several options as a means for students to complete their baccalaureate nursing education. These options include:

**Traditional BSN:** Entry-level preparation for professional nursing practice for a student from high school or a non-degree transfer from another college or university. Students may select a four- or five-year plan.

**Accelerated BSN:** A 16-month option designed for individuals who hold a Bachelor's degree in another field.

**RN to BSN:** An online option designed for the registered nurse (RN) who wants to progress in the nursing profession.

**Dual Enrollment BSN:** An option is designed for the student currently enrolled in an ADN program in nursing at a Colorado Community College to complete the ADN and BSN simultaneously.

**Rationale for Traditional BSN Course Placement**

The program of studies for the traditional baccalaureate degree in nursing at Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences takes a minimum of four years to complete. The first and second year consist primarily of general education courses which provide a foundation for later nursing courses. Students are provided with opportunities for a well-rounded academic experience including courses in the physical/biological sciences, psychosocial sciences, and humanities.

Nursing content in the second year introduces the student to the conceptual framework of the college and provides a basis in psychomotor skills for the more advanced clinical courses to follow in years three and four.

Nursing courses in years one and two include:

- NURS 1010 Pharmacological Math
- NURS 1230 Foundations of Nursing Practice
- NURS 2050 Pharmacology
- NURS 2080 Health Promotion
- NURS 2100 Basic Health Assessment
- NURS 2200 Fundamentals of Nursing Practice
- NURS 3010 Pathophysiology

Both Health Assessment and Fundamentals of Nursing Practice have a clinical component to the course. Pharmacology, Pharmacology Math, and Pathophysiology provide bases for more complex theory/clinical integration. The concept of human caring is used throughout the curriculum. In year two human caring is addressed as it applies to self-care.
The emphasis in year three is human caring with individual clients.

Nursing courses for year three include:

- NURS 3100 Mental Health Nursing
- NURS 3200/3210 Nursing Care of Adults I and II
- HSCI 2060 Health Science Statistics
- NURS 4010 Nursing Research
- NURS 4300 Leadership and Management

The emphasis in year four is nursing care of individuals, groups, families, and communities in complex clinical situations.

Nursing courses for year four include:

- NURS 4100 Nursing Care of Children
- NURS 4200 Nursing Care of the Childbearing Family
- NURS 4290 Advanced Nursing
- NURS 4400 Community Health Nursing

Students are given the opportunity to expand their interest and competencies by selecting nursing and non-nursing electives. Required elective courses may be completed at the discretion of the student in collaboration with the nursing advisor.
Bachelor of Science in Nursing: Traditional option
Nursing Prep, Pre-Professional majors - 2017-2018

4 year plan: NUPR PPN majors only

*First Year Prerequisites - must be completed before application to competitive Clinical Nursing Program

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td></td>
<td>Course</td>
<td>Hours</td>
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<tr>
<td>**</td>
<td>*CHEM 1201 Intro to Chemistry I OR</td>
<td>4</td>
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<tr>
<td>**</td>
<td>**CHEM 1221 Intro to Gen, Org &amp; Biochem Or 5</td>
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<tr>
<td></td>
<td>*BIOL 2010 Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*GPS 1010 Gateway Program Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>*PSY 1000 General Psychology</td>
<td>3</td>
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<tr>
<td></td>
<td>*ENGL 1310 Rhetoric &amp; Writing I</td>
<td>3</td>
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<td>17-18</td>
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</table>

Bachelor of Science in Nursing: Traditional option
Nursing Intent, Pre-Professional majors - 2017-2018

5-year plan: Nursing Intent Pre-Professional majors (Optional for Nursing Prep, Pre-Professional majors)

*First Year Prerequisites - must be completed before application to competitive Clinical Nursing Program

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<tr>
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<td>Course</td>
<td>Hours</td>
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<tr>
<td>**</td>
<td>*CHEM 1201 Intro to Chemistry I</td>
<td>4</td>
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<tr>
<td></td>
<td>*GPS 1010 Gateway Program Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>*ENGL 1310 Rhetoric &amp; Writing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>*PSY 1000 General Psychology</td>
<td>3</td>
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<td></td>
<td>Total</td>
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<tbody>
<tr>
<td>**</td>
<td>*BIOL 2010 Anatomy &amp; Physiology I (pre-reqs: CHEM 1201 &amp; BIOL 1010 or NUPR PPN majors)</td>
<td>4</td>
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<tr>
<td></td>
<td>Global-Social Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSY 3620 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Explore elective – Arts, Humanities, and Cultures</td>
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<td></td>
<td>Total</td>
<td>13</td>
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</table>
### Bachelor of Science in Nursing: Traditional option

**Fall Cohort (1st year Clinical Courses) - 2017-2018**

- **Fall Clinical Acceptance:**
  - Acceptance to NURS major required to take NURS courses.
  - **Option to take prior to Admission into Clinical Nursing**

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Hours</th>
<th></th>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>FALL</td>
<td>**BIOL 2030 &amp; 2130  Microbiology &amp; lab</td>
<td>4</td>
<td></td>
<td>NURS 2200  Fundamentals of Nursing</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 1010  Pharm Math (16 clock hours)</td>
<td>(1)</td>
<td></td>
<td>NURS 2080  Health Promotion (spring only)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 1230  Foundations of Nursing</td>
<td>3</td>
<td></td>
<td>**HSCI 2070  Nutrition for Health Professionals</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 2050  Pharmacology</td>
<td>3</td>
<td></td>
<td>**PSY 3620  Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 2100  Basic Health Assessment &amp; lab</td>
<td>4</td>
<td></td>
<td>**Global-Social Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 3010  Pathophysiology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>17</td>
<td></td>
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- **Spring Cohort (1st Year Clinical Courses) - 2017-2018**

<table>
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<tr>
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<th>Course</th>
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<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>**BIOL 2030 &amp; 2130  Microbiology &amp; lab</td>
<td>4</td>
<td></td>
<td>NURS 2200  Fundamentals of Nursing</td>
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<tr>
<td></td>
<td>NURS 1010  Pharm Math (16 clock hours)</td>
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<td>NURS 2080  Health Promotion (spring only)</td>
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<tr>
<td></td>
<td>NURS 1230  Foundations of Nursing</td>
<td>3</td>
<td></td>
<td>**HSCI 2070  Nutrition for Health Professionals</td>
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</tr>
<tr>
<td></td>
<td>NURS 2050  Pharmacology</td>
<td>3</td>
<td></td>
<td>**PSY 3620  Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 2100  Basic Health Assessment &amp; lab</td>
<td>4</td>
<td></td>
<td>**Global-Social Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NURS 3010  Pathophysiology</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>13</td>
<td></td>
<td></td>
<td>16</td>
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</tbody>
</table>

- **Summer II - NURS 2200 Fundamentals of Nursing**
  - 6 credits meets mid-late May to mid-July

### Bachelor of Science in Nursing: Traditional option

**Third Year Courses – choose one sequence each semester**

- **Fall or Spring**
- **Option to take prior to Admission into Clinical Nursing**

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Hours</th>
<th></th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 3100  Mental Health Nursing</td>
<td>6</td>
<td></td>
<td>NURS 3200  Nursing Care of Adults I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 4010  Nursing Research (NURS 2060 pre/coreq)</td>
<td>3</td>
<td></td>
<td>NURS 3210  Nursing Care of Adults II</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>NURS 2060  Statistics for Nurses</strong></td>
<td>3</td>
<td></td>
<td>NURS 4300  Leadership &amp; Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Explore elective - Arts, Humanities, and Cultures</strong></td>
<td>3</td>
<td></td>
<td>NURS/HSCI elective <strong>required</strong> for students who take CHEM 1221</td>
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</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

- **Fourth Year Courses – choose one sequence each semester**

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Hours</th>
<th></th>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NURS 4290  Advanced Nursing</td>
<td>6</td>
<td></td>
<td>NURS 4100  Care of Children</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>NURS 4400  Community Health Nursing</td>
<td>6</td>
<td></td>
<td>NURS 4200  Childbearing Family</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Navigate elective</strong></td>
<td>3</td>
<td></td>
<td><strong>General Education Elective</strong></td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
Technology Literacy Expectations

Students are expected to have basic computer skills (keyboarding, word processing, and use of e-mail including attachments) upon entering Helen and Arthur E. Johnson Beth-El College. If not, students can take an introduction to computers course for 3 credit hours.

Financial Information

Helen and Arthur E. Johnson Beth-El students can access information about financial aid and scholarships from the UCCS Financial Aid Office web page.

Employment Opportunities

Employment Opportunities click here.

COLLEGE SERVICES

Academic Advising & Counseling

Students are directed to the Student Success Center for the purpose of academic advising and counseling.

Undergraduate Students who wish to substitute a course from another institution to be used in lieu of a nursing or non-nursing requirement must complete a transfer credit request form. Forms are available from the Student Success Center.

Advising Responsibilities for Progression through the Program

Students:

- Contact the nursing advisor
- Identify individual course work needs
- Maintain current immunizations, CPR status, and health insurance
- RN students must maintain a copy of a current and unrestricted Colorado Nursing License

Advisors:

- A degree audit is conducted to indicate which transfer credits apply to the program of study. This is available to the students via the UCCS Student Portal.
- Are available to their advisees by e-mail or appointment
- Have knowledge of curriculum requirements
Advising Responsibilities for Graduation

This process begins when the advisee completes and returns an electronic graduation application. Instructions will be emailed to the student after Census Date, one semester prior to graduation.

Undergraduate Nursing Advisor (Academic Advising Office)

- Reviews the file to verify degree requirements
- Notifies advisee of any problems with their file, students that meet all requirements will not be contacted.

Students

- Resolve any problems with their files
- Notify advisor of changes in graduation plans if necessary

Counseling

The University Counseling Center is available to assist the student in resolving non-academic personal or mental health concerns. Counseling appointments can be made by calling UCCS at (719) 255-3265 or by coming to 324 Main Hall in person. Normal business hours are 9am-5pm, Monday through Friday. Consultations are available by appointment or by phone. UCCS hours vary by semester so please call to find out the current office hours. For non-immediate concerns, please email counsel@uccs.edu. For an on-campus crisis after normal business hours, contact Public Safety at (719) 255-3111 or contact the AspenPointe Mental Health Crisis Line at (719) 635-7000.
POLICIES WHICH PROMOTE A HEALTHY ENVIRONMENT
Policy Title: Professional Program Requirements

Policy: In order to be enrolled in the Helen and Arthur E. Johnson Beth-El College of Nursing Undergraduate Nursing Department professional courses, students must demonstrate compliance with the professional program requirements according to the time frames and specifications stated below.

Background Check
A criminal background check is required of all students (see Background Check Policy).

Drug Testing
Drug testing must be completed by students as specified per BSN Option in the Student Drug Testing Policy.

The following requirements must be completed, and the appropriate documentation provided to the lead faculty upon enrollment to NURS 2100 Health Assessment and thereafter in each clinical course by the due date specified by the Lead Faculty member for the clinical course. Documentation must be provided prior to the date specified or the student will be administratively dropped from the course. All documentation must be current and not expire during the clinical course.

Health Insurance
Students must provide documentation of current healthcare insurance.

Cardiopulmonary Resuscitation
Students must provide documentation of current American Heart Association or American Red Cross Basic Life Support Healthcare Provider CPR with the demonstration portion taken in a classroom (not online) setting. Students are responsible for locating all training and renewal classes. If CPR certification expires during a clinical course, then it must be renewed prior to the beginning of the course.

Tuberculosis Screening
1. Baseline testing
   All nursing students will complete baseline testing for Mycobacterium tuberculosis infection.
   Baseline testing consists of:
   a. A two-step tuberculin skin test (TST),
   b. A single Blood Assay for Mycobacterium tuberculosis (BAMT), or
c. Documentation of previous positive testing for tuberculosis

**Two-step TST:** The two-step TST consists of an initial TST, read 48 – 72 hours after placement, with results recorded in mm of induration. A second TST is then placed one to three weeks after the initial test and read 48 – 72 hours after placement. Documentation of a negative TST within the previous 12 months can be substituted for the initial TST. The second TST is not placed, if the first TST is positive.

**BAMT:** Blood assays for *Mycobacterium tuberculosis* used in the United States are the QuantiFERON®-TB Gold In-Tube test and the T-SPOT®. TB test. A single BAMT is sufficient for baseline testing. BAMT’s are helpful in persons’ who have received BCG (bacille Calmette-Guèrin) vaccine, as BCG does not cause a false-positive BAMT.

**Documentation of previous positive:** Students who provide documentation of a previously positive TST or BAMT or documentation of completed treatment for latent tuberculosis infection or tuberculosis disease do not need to undergo further baseline testing for tuberculosis. Students who have received BCG vaccine and have a history of a positive TST may wish to consider having a BAMT.

2. **Positive Tests**
   Any student who has a positive (current or previous) TST or BAMT must complete a symptom screen (Attachment A) and be evaluated by a primary care provider to rule out active tuberculosis disease (Attachment B).

3. **Serial Follow-up Testing**
   Students with negative baseline testing must have a single TST or BAMT every year to rule out tuberculosis infection. Students who have positive follow-up testing must be evaluated as above.
   Students with previous positive tests must complete a symptom screen every year (Attachment A). Students with symptoms consistent with tuberculosis must be evaluated by a health care provider and provide documentation of the evaluation.

**Immunizations**

Students must provide a legible copy of the Certificate of Immunization. Series immunizations must be documented in chronological order with the most recent immunizations in the farthest right spots. The Certificate must be completed by their health care provider, which meets the following requirements:

1. **2 (two) MMR’s** (or written evidence of laboratory tests) showing titers of all three immunities: measles, mumps and rubella). This is not required if student was born before January 1, 1957.

2. **Td/DT injection** or tetanus booster within the last 5 years. Based on recent concerns about a resurgence of Pertussis, it is STRONGLY RECOMMENDED that students requiring tetanus update immunization receive a:
   - **Tdap (ADACEL)** immunization. Students are strongly encouraged to receive a one-time dose of ADACEL if they previously received either Td or Dtap more than 2 years prior for maximum protection of their health and the health of their clients.

3. **Hepatitis B** series. The three-injection series takes four months to complete. Students in the traditional option must initiate the series before starting NURS 2100, and complete the series before starting NURS 2200. Accelerated option students must have the first two
injections completed prior to starting NURS 2200, and will need to complete the series
during NURS 2200 by the date instructed by the lead faculty. The schedule for the
Hepatitis B series is as follows: Injection 1, wait 1 month, Injection 2, wait three months,
Injection 3.

4. **Varicella (Chicken Pox).** Students must have a documented history of a two-injection
varicella immunization series OR a documented laboratory result indicating immunity to
varicella.

5. **Influenza (Flu) immunization.** Students must receive this immunization annually, per
course requirements.

The Certificate of Immunization must be kept properly updated as new immunizations and tests
are received. Students should expect to share this record with Lead Faculty before the start of
each semester.

**Procedure:** The student will provide documentation as instructed by policy and follow any
additional instructions from the lead faculty member for NURS 2100, the lead faculty member of
any clinical course, the Undergraduate Nursing Department Program Administrative Assistant,
or the Undergraduate Nursing Department Chairperson.

**Rationale:** In order to provide a safe environment for students, faculty, the community, and
patients/clients, students must meet the minimum requirements of the nursing discipline for
safety and the prevention of transmission of communicable diseases.

**Key Words:** Professional program requirements, health documentation, immunizations, CPR,
background check, drug screening, health insurance

**ROUTING:** DATE __________ To Students, Faculty, Staff as indicated above
DATE __________ For inclusion in Student Handbook
*STUDENT TO COMPLETE*

Student Name: ____________________________

Last                  First                  Middle

Student ID Number: ________ - ________ - ________

Providing Facility Name: ____________________________

Student Signature: __________________________________________

Date

*FACILITY TO COMPLETE*

☐ I verify that the above-mentioned facility has given an influenza immunization to the patient listed above.

________________________________________________________

Facility Staff Signature

Date

*NURSING DEPARTMENT TO COMPLETE*

Date Received: ________________

Received by: ____________________________

05-Aug-16          UG Department Approved on 1-May-16          Nursing Department
### Tuberculosis Symptom Screen

Name: ________________________________

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Productive cough lasting more than 3 weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexplained fever</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unexplained night sweats</td>
<td></td>
<td></td>
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<tr>
<td>Shortness of breath/chest pain</td>
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<td></td>
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<tr>
<td>Hemoptysis (coughing up blood)</td>
<td></td>
<td></td>
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<tr>
<td>Unexplained weight loss</td>
<td></td>
<td></td>
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<tr>
<td>Unexplained fatigue</td>
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</table>

I declare that my answers are true to the best of my knowledge. I understand that if I develop any of the above symptoms I must notify the lead instructor and seek medical evaluation.

________________________  ____________
Signature                  Date

Reviewed by:

________________________  ____________
Faculty Signature          Date
The above student has had testing consistent with evidence of tuberculosis infection (positive skin testing and/or blood assay for *Mycobacterium tuberculosis*), and needs further evaluation. The CDC recommends:

- Chest x-ray to rule out active pulmonary disease
- Clinical examination to rule out active disease
- Consider treatment for latent TB infection

Guidelines for treatment of latent TB infection can be found at: http://www.cdc.gov/tb/publications/factsheets/treatment/LTBItreatmentoptions.htm

The above student was evaluated on _____________________ and found to be free of signs/symptoms of active tuberculosis disease.
Hepatitis B Vaccine Declination

I, ____________________________, understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine. Many hospitals and clinical agencies where I will have student experiences require this immunization. However, I decline hepatitis B vaccine at this time. I understand that by refusing to receive this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. Since I will continue to have occupational exposure to blood or other potentially infectious materials, I may have the vaccine later and will inform the College of my status.

___________________________________________  ____________________________
Name                                              Date

___________________________________________  ____________________________
Witness                                           Date

Employee Health/Infection Control

May 1992
HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES
Undergraduate Nursing Student Policy and Procedure

Policy Title: Health Issues during the Clinical/Practicum Rotation

Date of Origin (if available):
Date(s) of Revision: December 8, 2010, January 12, 2011, February 9, 2011, March 2, 2011, June 2017
Faculty Sponsor(s): Eileen Gerrard-Gough
Undergraduate Department Approval Date(s): April 18, 2011, November 4, 2011

Policy: A student in a clinical/practicum rotation will be held responsible for the notification to the instructor of any physical and/or behavioral health condition that may affect his or her own performance or the safety of patients and employees. Included in this policy is the right of the clinical instructor to assess and take action on any physical and/or behavioral health change that is noticed or brought to the attention of the instructor.

Procedure:

Change in Physical and/or Behavioral Health Condition

- If the student is ill and unable to report for clinical/practicum/practicum assignment, the student will notify the instructor and the clinical/practicum area at least one hour prior to the time of expected arrival.
- During the clinical/practicum assignment, any change in health condition should be reported immediately to the instructor in the clinical/practicum area. The instructor will arrange for emergency care at the clinical site if necessary and notify the clinical/practicum unit where the student is assigned. The student will be billed for personal medical care. Non-work-related illness or injury is not covered under the University insurance program in required clinical rotations.
- If a student contracts Chickenpox or shingles, the student is to remain out of class/clinical. The student will be allowed to return to class and clinical practicum when the Chickenpox or shingles lesions have scabbed over, typically in 6 to 7 days after the onset of the rash.
- Students with any contagious disease or skin lesions (including but not limited to staphylococcal or herpetic lesions) will need to be evaluated by their health care professional or at the student health center prior to attending clinical.
- If considered necessary, the clinical instructor may release a student from the clinical assignment for the day. Consult the Classroom & Clinical Attendance/Absence policy and the course syllabus for clinical makeup allowances.

Rationale: Public safety and personal health are valued aspects of nursing. Professional behavior requires that students consider the patient, the employees of a clinical facility rotation and their own health and self-care while enrolled in a clinical component of a course.

Key Words: Health, illness, sickness, contagious diseases, clinical absence
Policy Title: Student Injury, Needle stick, or Exposure to Bodily Fluids

Date of Origin (if available): March 2, 2011
Date(s) of Revision: September 28, 2011, July 20, 2015
Faculty Sponsor(s): Lynne Bryant
Undergraduate Department Approval Date(s): November 4, 2011

Policy:
A student in a clinical/practicum rotation will be held responsible for the notification to the instructor of any injury, needle stick, or bodily fluid exposure occurring during the clinical rotation. Included in this policy is the right of the clinical instructor to assess and take action on any injury/exposure that is noticed or brought to the attention of the instructor. UCCS Risk Management guidelines will be followed according to protocol.

Procedure:

Injury and Exposure Reporting: Nursing students are covered under the University insurance program, Workers’ Compensation, for injury and exposure while assigned to a required clinical rotation. This does not include medical coverage for non-work-related illness or injury. All forms and instructions for online submission may be found at University Risk Management https://www.cu.edu/risk.

All injury/exposure incidents must be reported as soon as possible by the clinical faculty to the lead faculty and online by the student with the assistance of the clinical faculty to the University of Colorado, University Risk Management (URM) Department as soon as possible after the injury/exposure has occurred.

The injured student will file a Claim online. If the student is physically unable to complete the claim form, the clinical instructor will be responsible for its submission to University Risk Management.

Print a copy of all forms submitted online and deliver them, along with the Helen and Arthur E. Johnson Beth-El Undergraduate Nursing Incident internal form (see attached), to the Undergraduate Nursing Program Administrative Assistant. The Undergraduate Nursing Program Administrative Assistant will distribute the forms to the Undergraduate Nursing Department Chairperson, the appropriate Option Coordinator, the lead faculty member, and the Undergraduate Nursing Department Program Evaluator.

For an Injury within the required course and scope of the required clinical assignment:
- Complete the forms required by the facility, the University Risk Management forms, and the Undergraduate Nursing Department Incident Form.
• Contact Occupational Health, if available, in the agency where the injury occurred and follow that agency’s protocol to include the specific agency report form.
• If no Occupational Health department is available, contact a UCCS Designated Medical Provider.
• Follow-up treatment must be through a UCCS Designated Medical Provider

**For an Exposure** (contaminated sharps, body fluids, contagious disease)

• Complete the forms required by the facility as well as the University Risk Management forms
• Contact Occupational Health in the agency where the injury occurred and follow that agency’s protocol to include the specific agency report form.
• Contact a UCCS Designated Medical Provider using the link below.
  o Worker’s Compensation
    • Needlestick or Bodily Fluid Exposure
      • [Campus Procedure for Colorado Springs](#)
• Follow-up must be done with a UCCS Designated Medical Provider.

If the incident occurs in a non-hospital setting, the student will go to the Designated Medical Provider (after hours to the nearest ER/Urgent Care with DMP follow-up)

Directions for completing the Needlestick or Body Fluid Exposure Report form:

• The job title is Student
• The department is Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences.
• The supervisor’s name is the clinical faculty member.
• The location is the hospital/clinic/unit at which the exposure occurred.
• Indicate the source patient name and medical record number in the appropriate spaces.

Completion of the Needle Stick/Exposure form automatically initiates a worker’s compensation claim for injury with no further action required.

As a minimum, the following laboratory tests shall be performed on the **student or faculty** at the time of exposure.

1. HIV antibodies
2. HbsAg
3. HCV antibodies

**Repeat post-exposure antibody testing per current agency protocol.**

Post Exposure Prophylaxis (PEP)

a. If PEP therapy is necessary, it shall be initiated promptly, preferably within two hours of exposure.

b. Treatment will follow agency guidelines.
**Rationale:** Public safety and personal health are valued aspects of nursing. Professional behavior requires that students consider the patient, the employees of a clinical facility rotation and their own health and self-care while enrolled in a clinical component of a course. In the event of exposure or injury during the required clinical rotation, guidelines for timely reporting of an incident and coverage of treatment and its expense are accessible.

**Key Words:** Injury, needle stick, exposure, contaminated objects, bodily fluids, worker’s compensation, designated medical provider
## Student Needle Stick/Injury/Exposure, Beth-El Internal Form

**Student Name:**

**Student ID Number:**

**Date/Time:**

**Facility/Unit:**

### Check All Appropriate Incidents

- □ Student Injury
- □ Student Exposure
- □ Student Illness Requiring Medical Treatment

### Brief Explanation of Incident:

**Intervention:**

Student Signature:

Instructor Signature:

---

**Distribution:**

- (1) Department Chair
- (2) Option Coordinator
- (3) Course Lead Faculty
- (4) UG Prg Asst

06/25/2014
Policy Title: Background Check
Date of Origin (if available): December 7, 2010
Date(s) of Revision: December 7, 2010, January 23, 2012, December 9, 2013
Faculty Sponsor(s): Eileen Gerrard-Gough, Sherry Lee, Mary Stanley,
Undergraduate Department Approval Date(s): January 24, 2011, March 12, 2012,

A. Introduction

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences operates educational programs in the health disciplines that require students to complete clinical training rotations at affiliated health institutions as a component of the degree programs. These affiliated institutions are subject to the Joint Accreditation Commission for Health Care Organizations (“JCAHO”) Standard 1.20, which addresses background investigations for students who will have access to the affiliated institution’s patients, and these institutions require students to pass criminal background checks for clinical placement. Therefore, applicants for enrollment in the Undergraduate Nursing Program must consent to and pass a criminal background investigation, at their expense, prior to final acceptance into the Undergraduate Nursing Program. Students currently enrolled may also be required to consent to and pass another background investigation in order to continue in the program.

B. Definitions

1. Applicants are individuals who are not currently students, but who have applied to be students and who are subject to the background investigation requirement prior to final acceptance into the Undergraduate Nursing Program.

2. Criminal Records include in-state, out-of-state and international criminal history, including misdemeanor and felony convictions. A “conviction” is generally defined as a verdict, a guilty plea or a Nolo Contendere (“No Contest”) plea.

3. Types of Investigations. Only criminal background investigations will be required for applicants and students.

4. Required Information for most background investigations includes name (including any former names), address (including address history), date of birth and social security number.

5. Students are individuals who are enrolled in the Undergraduate Nursing Program.
C. **Policy Statement**

Because the inability to successfully complete a background investigation would render a student unable to complete clinical training experiences at affiliated health institutions, all applicants must consent to and pass a criminal background investigation as a condition of being considered for acceptance into the Undergraduate Nursing Program. Applicants who refuse to consent to the required background investigation, refuse to provide information necessary to conduct the background investigation or provide false or misleading information in regard to the background investigation will no longer be considered for admission into the Undergraduate Nursing Program.

Students currently enrolled may need to complete an additional background investigation prior to participating in other programs as required by the Undergraduate Nursing Program. For example, students who have not participated in the Undergraduate Nursing Program for more than one year must consent to and pass another background investigation in order to continue in the program. Students also have a continuing duty to disclose any relevant circumstances subsequent to their passing the initial background investigation. The Undergraduate Nursing Department Chair has discretion to determine that additional background checks may be warranted.

Any applicant or student who has been admitted into the Undergraduate Nursing Program who is found to have falsified information related to the background investigation will be subject to disciplinary action, up to and including denial of admission, withdrawal of acceptance, and dismissal from the program.

Additionally, failure to self-disclose all previous convictions other than minor traffic convictions will be considered falsification of information and will be grounds for discipline, up to and including denial of admission or withdrawal of acceptance into the program and, if discovered post-acceptance, dismissal from the program.

D. **Procedures for Background Investigations**

1. **Applicants.** Background investigations will be conducted for all applicants.

2. **Final Acceptance Dependent on Successful Background Investigation.** Prior to admission, final acceptance into the Undergraduate Nursing Program is contingent upon successfully passing a criminal background investigation.

3. **Students.** A student who has passed a background investigation prior to beginning the program will not be re-investigated unless the student has not participated in the Undergraduate Nursing Program for more than one year or unless the Undergraduate Nursing Department Chair makes the determination that another background investigation is warranted. Repeat background investigations will require a new signed consent/release form prior to conducting the background investigation.
4. **Background Investigation Procedure.**

   a. **Request and Consent to Conduct Background Investigation.** Applicants and students request and consent to a background investigation when they complete the online form at CastleBranch, authorizing Beth-El College of Nursing and Health Sciences or its agents to conduct a background investigation. Applicants or students who refuse to consent to a required background investigation, refuse to provide required information necessary to conduct the background investigation or provide false or misleading information in regard to the background investigation will no longer be considered for admission or will be disciplined, up to and including dismissal from the Undergraduate Nursing Program.

   b. **Deadlines.** All applicants are responsible for ordering their background checks by the following deadlines in order to process eligibility for admission:

   i. **Traditional Option Students** complete the background check with their clinical nursing application.

   ii. **Accelerated Option Students** complete the background check by the application deadline for the Accelerated Option.

   iii. **RN to BSN/Dual Enrollment Students** complete the background check by the semester prior to registering for NURS 4450 Community Health Nursing. Prior background checks completed for another agency or employer are confidential and cannot be submitted for this application.

   c. **Information Available Through Background Investigations.** The criminal background investigation will include a record of all convictions. Only conviction information will be considered.

5. **Right of Applicants/Students to Review Information.** Applicants and students may view their own background check directly through the background investigation vendor’s systems. Applicants and students should not send their online confidential background investigation vendor password or their background investigation report to Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. The report is made available to the Undergraduate Nursing Program directly from the background investigation agency.

6. **Disagreement with Accuracy of Information.** Applicants or students who disagree with the accuracy of information found in the background investigation should follow the dispute processes outlined by the background investigation vendor and may also submit a written request to the Nursing Department Chair that the accuracy of any disputed information be re-verified. It is the applicant’s or student’s burden to produce substantial evidence to prove inaccuracy of the background investigation information. Such accuracy disputes will be considered in collaboration with the Admissions and Progressions Committee.
members, the Undergraduate Nursing Chair, Dean, and Program Assistant and/or legal counsel.

7. **Determination Process.** If the investigation reveals information that could be relevant to suitability for enrollment, additional information may be requested from the applicant or student. If the investigation reveals anything more than minor traffic convictions, it shall be reviewed collaboratively and confidentially by the Admissions and Progressions Committee members, the Nursing Chair, Dean and Program Assistant, and/or legal counsel to determine whether the results disqualify the applicant or student from the program. Eligibility for admission or continuation in the program is based on the nature of the investigation findings, the pass/fail criteria below, as well as clinical affiliate site requirements. All determinations made by the program are final.

8. **Pass/Fail Criteria for Criminal Background Investigations.**

   a. **Criteria to “pass” a background investigation.** An applicant or student will be considered to have “passed” the criminal background investigation if s/he meets all of the criteria listed below:

      i. No convictions (felony or misdemeanor) for drug use or distribution.
      ii. No convictions (felony or misdemeanor) for serious or violent crimes including, but not limited to, homicide or sexual assault.
      iii. No convictions (felony) for nonviolent offenses.
      iv. No convictions (felony or misdemeanor), related to moral turpitude, that indicate a potential threat to patient safety/patient care.
      v. Not a registered sex offender.

   b. **Convictions.**

      i. The existence of a conviction listed above does not automatically disqualify an applicant or student from the program. Relevant considerations may include, but are not limited to: the date, nature and number of convictions; the relationship the conviction bears to the duties, responsibilities, and requirements anticipated during clinical training; and successful efforts toward rehabilitation. Any decision to allow an applicant or student to enter the program with a conviction is solely at the discretion of the Undergraduate Nursing Program.

      ii. If an applicant or student truthfully self-discloses conviction(s), an evaluation of each conviction will be made by the program before the applicant or student is allowed to enter the program.

      iii. Failure to self-disclose all previous convictions other than minor traffic convictions will be considered falsification of...
records and will be grounds for discipline, up to and including denial of admission or withdrawal of acceptance into the program and, if discovered post-acceptance, dismissal from the program.

9. **Confidentiality.** Information obtained for the purpose of and during the background investigation will be retained by the Undergraduate Nursing Program department. The department will make every effort to ensure that results of criminal background investigations are kept as confidential as possible with a limited number of persons authorized to review results.

**E. Continuing Duty to Disclose After Initial Background Check and/or After Admission**

1. Students have a continuing duty to disclose any relevant circumstances subsequent to their passing the initial background investigation. The Nursing Department Chair has discretion to determine that additional background checks may be warranted.

2. Any subsequent DUI citation, driving while ability impaired citation, or any felony or misdemeanor conviction (excluding a minor traffic infraction resulting in a traffic citation) that occur after the initial background check and/or after admission must be brought to the attention of the Nursing Department Chair within 10 business days of its occurrence.

3. Failure to notify the Nursing Department Chair of any new circumstances may result in the student being administratively dropped from nursing courses or refused consideration for admission if pending.

4. It is the student’s responsibility to follow up on any outstanding charges that may affect continuance or progression in the nursing program, or attendance at a required clinical assignment.

5. Proofs of both a deferral agreement and completion of a deferred sentence (court minute order) are required. A student will be blocked from clinical course registration until the documents are submitted to the Nursing Department Chair.

**F. Additional Clinical Requirements for Specific Agencies**

1. If a student meets the Undergraduate Nursing Program’s background check requirements but does not satisfy a more stringent clinical agency requirement, an alternative clinical site will be sought for the student.

2. While every effort will be made to place the student in an alternative clinical site, alternative clinical placement is not always available.

3. If a student is unable to complete any course due to an inability to participate at a clinical site, the student may be dismissed from the Undergraduate Nursing Program.

**Rationale:** An initial background check and subsequent disclosure of any new circumstance is necessary to assure public safety, eligibility for clinical placement and future nursing licensure. **Key Words:** Background Check; legal issues; criminal record, misdemeanor, felony, DUI

**ROUTING:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>To Students, Faculty, Staff as indicated above</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATE</td>
<td>For inclusion in Student Handbook</td>
</tr>
</tbody>
</table>
Welcome to myCB!

When you place your initial order, you will be prompted to create your secure myCB account. From within your myCB, you will be able to:

- View your order results
- Upload and store important documents and records
- Manage requirements specific to your programs
- Complete tasks as directed to meet deadlines

Go to www.castlebranch.com, click on 'Place Order' and enter package code:

NV15 – This is a background check only package.
NV15dt – This is a drug test only package.

During order placement you will be asked for personal identifying information needed for security or compliance purposes. Supplying accurate and comprehensive information is important to the speed in which your order is completed.

The email address you use when placing your order will become your username for your myCB and will be the primary form of communication for alerts and messages.

You can respond to any active alerts or To-Do List items now, or return later by logging into your myCB. You will receive alerts if information is needed to process your order. Access your myCB anytime to view order status. Authorized users at your organization will have access to view your compliance status from a separate CastleBranch portal.

Your myCB Service Desk is available to assist you via phone, chat and email
Monday-Friday 8am-8pm & Sunday 10am- 6:30pm EST
888-914-7279 or servicedesk.cu@castlebranch.com
Policy Title: Student Drug Screen Testing Policy

Date of Origin (if available): April 2009
Date(s) of Revision: February 8, 2011
Faculty Sponsor(s): Ju Young Shin, PhD, RN; Eileen Gerrard -Gough
Undergraduate Department Approval Date(s): March 12, 2012, November 20, 2014

Policy: All undergraduate nursing students will be required to submit a one-time drug test before the first day of classes in the undergraduate nursing program. If this requirement is not met, students will be administratively dropped from all nursing courses for the semester.

Procedure:

1. Undergraduate nursing students will report to Centura Centers for Occupational Medicine (CCOM) Ten Panel Drug Test. The Authorization Form for Drug/Alcohol Testing must be completed and presented at the time of testing. The addresses for authorized CCOM testing sites in Colorado Springs and Denver are on the authorization form (scroll down for attachment).
2. RN-BSN students entering Community Health NURS 4450 who live outside the Colorado Springs area have the option to take the Drug Screening through CastleBranch. (School code for this group only is NV15dt).
3. Payment for the drug test is the responsibility of the nursing student and is due at the time of the testing. Check and credit card are the only accepted methods of payment.
4. All drug test results will be reviewed by the assigned designee of the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. Should there be a positive finding, the designee will forward any required information to the Nursing Department Chair. The College will determine if the student is eligible to continue in the undergraduate nursing program. Eligibility is based on the nature of the findings, the repeat test results as well as the clinical site requirements.

Rationale: A healthy and safe environment promotes overall well-being and optimum functioning for faculty, students and patients or clients.

Key Words: Drug Screen Testing
## Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences
### Authorization Form for Drug/Alcohol Testing
#### Nursing Students

### CCOM Collection Site Locations:

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
</table>
| **Colorado Springs**  | **Sisters Grove**  
6011 E Woodmen Rd. #100  
Colorado Springs, CO 80923 | 719-571-8888 |
| **Broadmoor**      | 1263 Lake Plaza Dr.  
Colorado Springs, CO 80906  | 719-776-3375 |
| **Pueblo**         | 4112 Outlook Blvd.  
Suite 325 DS #311  
Pueblo, CO 81008 | 719-562-6300 |
| **Canon City**     | 3245 E. Highway 50  
Suite E  
Canon City, CO 81212 | 719-285-2801 |
| **Golden**         | 760 Warner Dr.  
Golden, CO 80401 | 303-925-4003 |
| **South Denver**   | Lincoln Medical Center Suite 150  
11960 Lioness Way  
Parker, CO 80134 | 303-269-2900 |
| **Church Ranch**   | 7233 Church Ranch Blvd  
Cottonwood Pod  
Westminster, CO 80021 | 303-925-4003 |
| **Durango**        | 810 3rd Street  
Suite 202 (South Building)  
Durango, CO 81301 | 970-764-9850 |
| **Frisco**         | 18 School Rd Suite 125  
PO Box 4790  
Frisco, CO 80443 | 970-668-2510 |

**Applicant Name:** ____________________________

(First) (Middle) (Last)

**Applicant SSN (last four):** xxx-xx-

**Applicant phone number (include area code):** ____________________________

**TEST TYPE:**
Ten-panel Drug Screen $50.00

☑ Pre-clinical  ☐ Reasonable Suspicion  ☐ Follow-up

**Date of test:** ___________  **Time of test:** ___________

**Requested by:** Dr. Deborah Pollard, Nursing Department Chair:  (719)-255-3755

**Collection Site:** Please bring this completed form with you.

For questions, please call Maggie Hirsch from CCOM at (719) 776-4800.
Policy Title: Chain of Command

Policy: Students will refer to the Undergraduate Nursing Department Chain of Command whenever engaging with faculty during the course of studies in the nursing program (See attached flow chart). All communication begins at the lowest possible position in the Chain of Command before advancing to the next position in the chain. Communication must be initiated through UCCS email at all levels, with a clear description of the student’s need. The decision made by the College Dean is final. For further consideration, consult UCCS policy.

Rationale: The use of a Chain of Command demonstrates the proper flow of communication.

Key Words: Communication, chain of command
Beth-El Undergraduate Nursing Chain of Command

- Class or Clinical Instructor of Record
- Lead Faculty
- Option Coordinator
- Nursing Department Chair
- College Dean (all decisions are final)
Policy Title: Computer Codes and Classes

Date of Origin (if available): September 7, 2010
Date(s) of Revision: October 18, 2010
Faculty Sponsor(s): Denise Millot
Undergraduate Department Approval Date(s): October 18, 2010; May 9, 2016

Policy: The Clinical Facilities Coordinator will request computer codes for all students and clinical faculty 45 days prior to the start of the semester.

Procedure:
1. 45 days before the semester begins, the Request for Computer Code for Memorial Health System and Penrose/St. Francis will be submitted by the Clinical Facilities Coordinator.
2. The Clinical Facilities Coordinator will submit the request for codes for the clinical faculty.
3. The Clinical Facilities Coordinator will review the Request for Computer Code form for the students for accuracy prior to being sent to the facilities.
4. The request will be sent to the designated hospital individual 45 days before the start of the semester.
5. The computer codes for Penrose/St. Francis will be given to the students at the time of their computer class.
6. If a student has been at Memorial and/or Penrose/St. Francis within 6 months they only need their code reactivated. The Clinical Facilities Coordinator will distribute information related to codes to the Lead Faculty.
7. If there are students who register late for the course or have to change clinical assignments for some reason the Clinical Facilities Coordinator will notify appropriate clinical sites.

Rationale: Computer codes must be requested in a timely manner in order for students to have access to patient records when their clinical experience starts. This affects all students in clinical therefore an organized system needs to be implemented. Each facility requires about two weeks to complete the computer request.

Key Words: Computer, Meditech, Eclips
Policy Title: Minor Children Prohibited in Classroom, Lab and Clinical Sites

Date of Origin (if available): Unknown
Date(s) of Revision: April 12, 2011, July 27, 2016
Faculty Sponsor(s): Susan Finke
Undergraduate Department Approval Date(s): August 15, 2011, July 27, 2016

Policy: Minor children are prohibited in classroom, laboratory and clinical sites of the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. Minor children may participate in classroom and/or laboratory at the request of the lead faculty of courses.

Rationale: Based on the unpredictable sensitive nature of course content in the Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences, as well as the unpredictable nature of children, this policy prohibits students from bringing minor children to the classroom, clinical or laboratory. The UCCS Family Development Center has a drop in policy for childcare should unexpected needs arise.

Key Words: Minor Children Prohibition
Policy Title: Cellular Phones, Pagers, and Other Electronic and/or Wireless Devices

Policy:  All students must have electronic devices on silent mode during classroom and clinical and laboratory experiences. These devices must be turned off and placed out of sight during examinations, quizzes and other graded events.

Procedure:

1. Students will place all cellular phones, pagers, and electronic and wireless devices in silent mode during all classroom, clinical, and laboratory experiences.
2. All cellular phones, pagers, and electronic and/or wireless devices will be turned off and placed out of sight during examinations, quizzes, and other graded events.
3. Individual course faculty members have the discretion to enforce a more restrictive course policy related to these devices. Refer to the course syllabus for a specific course policy.
4. Violations of this policy will be handled on a case-by-case basis by the individual course faculty member.

Rationale: It is the responsibility of the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences and the individual course faculty member(s) to create an atmosphere that is conducive to learning. The disruptive nature of these devices interferes with attention and concentration of students and faculty alike. Additionally, the presence of these devices during graded events creates the potential for academic dishonesty.

Key Words: cellular phones, pagers, electronic/wireless devices, classroom environment
Policy Title: Social Media Platforms

Date of Origin (if available): February 2014
Date(s) of Revision:
Faculty Sponsor(s): Mary Jo Stanley, Sherry Lee, Eileen Gerrard -Gough
Undergraduate Department Approval Date(s): March 10, 2014

Policy Statement: Students of Helen and Arthur E. Johnson Beth-El College of Nursing and Health Science will refrain from behavior that impugns the integrity or character of the patients, agencies and their employees, and/or the colleges’ faculty or students through social media platforms. Students will adhere to UCCS, National State Boards of Nursing (A Nurse’s Guide to the use of Social Media), and the American Nurses Association (six Tips for Nurses) social media policies. Social Media violations will be addressed under the Standards of Professional Behavior policy.

Key Words: Social Media Platforms, Standards of Behavior.

Routing: DATE To Students, Faculty, Staff as indicated
DATE For inclusion in Student Handbook
Policy Title: Lost and Found

Date of Origin (if available): unknown Date(s) of Revision: April 18, 2011
Faculty Sponsor(s): Debbie Beatty
Undergraduate Department Approval Date(s): August 15, 2011

Policy: A lost and found repository will be kept with the receptionist. Students should give any lost items to the administrative assistant. Items will be kept for 30 days for students to claim them. Unclaimed items will be donated.

Valuable items such as electronics, wallets, credit cards, watches, and real jewelry must be reported to campus police. Valuable items will be maintained by campus police in their safe until claimed.

Procedure: Staff members and student workers whose duties involve covering the front desk will be briefed on this policy.

Rationale: To ensure security of valuable items and to help students retrieve items thought to be stolen, campus police should maintain valuable items in their safe.

Key Words: Lost and found, Campus police
Library Resources

To view a complete list of UCCS' Kraemer Family Library’s resources, services, policies, and Library hours or to link to information resources available through the Library, visit the Library’s Web site.

The Kraemer Family Library provides information services and resources essential to the research and information needs of students at the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. They include:

- A growing collection of books, journals, and media materials related to nursing, medicine, and health
- On-campus and remote access to the Library’s online catalog, online periodical indexes and databases and electronic journals
- Reserve collections for class-assigned materials
- Access to Prospector, a unified online catalog
- Interlibrary loan services
- Reference assistance available in person, by phone, or by email
- Classroom library instruction sessions
- Individual instruction in the use of library resources

Identify Items placed on reserve for Beth-El classes by using the catalog search features: Reserve Lists by Course; Reserve Lists by Professor.

Prospector

The Kraemer Family Library is a member of Prospector, a unified online catalog of more than 20 academic, public, and special libraries in Colorado and Wyoming including the University of Colorado Health Sciences Center library. Prospector allows UCCS students to identify materials owned by these libraries and to borrow certain materials from them (primarily books and videos) and have them delivered to the Kraemer Family Library for pick up.

To borrow materials through Prospector a valid campus ID card and a current registration record on file at the Library’s Circulation Desk are required.

Library Databases

In addition to the Library’s print collections, Beth-El students have online access to numerous periodicals through various full-text databases offered by the Library.

Some databases provide direct full-text links to cited journal articles, but the Library also uses journal linker and article linker technology to help students locate the full-text of journals and journal articles that are available online through the Library’s databases and/or in print in the Library’s periodical collections.
**Reference Assistance**

Reference Librarians are available to assist Beth-El students with library inquiries and research questions. Visit the Reference Desk in person, call the Reference Desk at 719-255-3295, or email questions to refdesk@uccs.edu. Reference Desk hours are posted on the Library’s Web site.

**Library Liaison**

The Library works closely with the University’s teaching departments through a liaison system. The librarian liaison for the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences is responsible for selecting materials for the Library’s nursing and health sciences collections and for providing library instruction to Beth-El students in the classroom or individually by appointment. The College’s current Library liaison is Christi Piper (719-255-3027 cpiper@uccs.edu).
POLICIES WHICH PROMOTE THE ACADEMIC PROCESS
HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF
NURSING AND HEALTH SCIENCES
Undergraduate Nursing Student Policy and Procedure

Policy Title: Academic Expectations, Grading Scale, Graduation Requirements

Date of Origin (if available): not available
Date(s) of Revision: September 26, 2011, January 2013
Faculty Sponsor(s): Eileen Gerrard-Gough, Mary Jo Stanley, Sherry Lee
Undergraduate Department Approval Date(s): November 4, 2011, February 27, 2013, March 10, 2014

Policy:
Students who are admitted to the nursing major must maintain a 2.0 cumulative GPA in order to progress. A minimum grade of 74% (C) is required in all courses (NURS XXXX) three credits or greater. Any student (whether Traditional, Accelerated, RN-BSN or Dual Enrollment option) who does not meet this requirement can no longer continue in the nursing program (See: Academic Progression, Retention and Appeal Policy).

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 -100</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>D</td>
<td>64-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Academic Expectations:
Promotion through the nursing courses occurs if the student meets the criteria set forth by faculty for completion of courses and maintains a cumulative undergraduate grade point average (GPA.) of 2.0.

Graduation Requirements:
In order to receive a Bachelor of Science in Nursing (BSN), the student must meet the following graduation requirements:

Complete 126 credit hours in the nursing curriculum including all required nursing and general education courses (natural science, behavioral science, social science and humanities).

1. Meet minimum scholarship requirements by completing all course work in nursing and specified general education courses with a minimum grade of C.
2. Complete all incomplete grades.

All basic baccalaureate students who meet graduation requirements and receive a Bachelor of
Science in Nursing (BSN) degree may apply to take the State Board of Nursing Test (NCLEX) to become a registered nurse (RN).

**Rationale:** The faculty of Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences has determined that a grade point average (GPA) of 2.0 is the minimum acceptable GPA for safe, competent nursing practice. The student must successfully complete a broad liberal arts, sciences, and humanities curriculum, in addition to nursing courses in order to prepare him or her for the generalist professional nursing practice role.

**Key Words:** Academic progression, graduation requirements, minimum grade point average, GPA
Honors for Baccalaureate Degrees

In an attempt to recognize excellence, the college has an honors designation.

Minimum cumulative grade point averages to be earned for honors are indicated below. Both nursing and non-nursing courses will be included in the GPA.

Cumulative GPA:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50 - 3.74</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75 - 3.89</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90 or higher</td>
</tr>
</tbody>
</table>
**HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES**

**Undergraduate Nursing Student Policy and Procedure**

**Policy Title: Technical Standards for Admission, Progression and Graduation**

**Date of Origin (if available): October 3, 2011**
**Date(s) of Revision:**
**Faculty Sponsor(s):** Trellis Moore
**Undergraduate Department Approval Date(s):** January 23, 2012

**Policy:** Students applying for admission to the Undergraduate Nursing program and students who are in the nursing program must be able to meet these minimum standards with or without reasonable accommodation for successful completion of the degree requirements. The Undergraduate department will consider any applicant who demonstrates the ability to perform, or to learn to perform the skills listed here. Any applicant with concerns about these technical standards is encouraged to discuss the issue with the option coordinator for the program. If appropriate and upon request of the individual, reasonable accommodation for a disability may be provided.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Necessary Activities</th>
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<tbody>
<tr>
<td>Critical thinking abilities sufficient for clinical judgment</td>
<td>• Identify cause/effect relationships in clinical situations.</td>
</tr>
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<td></td>
<td>• Select clients with identified problems, prioritize the problems and create appropriate plans of care.</td>
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<td>• Relate the pathophysiological and psychological basis of disease to client’s status.</td>
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<td></td>
<td>• Identify salient clinical findings, interpret them and initiate appropriate actions in a timely manner.</td>
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<td>• Incorporate data from multiple patient sources in a prompt manner in order to provide appropriate,</td>
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<tr>
<td>Interpersonal abilities sufficient to interact with individuals, families, and target populations from all backgrounds</td>
<td>• Establish and maintain rapport with clients, colleagues and faculty;</td>
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<td></td>
<td>• Apply appropriate psychosocial, spiritual, and cultural concepts with clients.</td>
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<td></td>
<td>• Participate in clinical group activities and discussions/conferences appropriately</td>
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<td>• Demonstrate respect for others.</td>
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<td>• Demonstrate ability to work with community populations.</td>
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<tr>
<td>Standards</td>
<td>Necessary Activities</td>
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| Abilities sufficient for physical assessment and clinical interventions   | • Observation necessitates the functional use of vision, hearing, tactile and somatic senses.  
• Complete physical examination including inspection, auscultation, percussion, and palpation of all systems on assigned clients and document findings according to facility standards.  
• Possess fine motor coordination and physical ability to perform patient interventions (examples of this may be insertion of a catheter, initiation of an intravenous line, administration of medications, intravenous fluids, and wound care.) |
| Abilities sufficient to provide safe and effective nursing care.          | • Move safely in client’s environment, work spaces, and treatment areas.  
• Calibrate and use equipment as required for each clinical site.  
• Maintain a sterile field and use aseptic technique when providing care.  
• Possess the physical strength and stamina required to perform clinical tasks safely.  
  o Provide safe and timely care to all assigned clients, for the required number of clinical hours (up to 12 hours per clinical day).  
  o Ensure safe lifting and transferring of patients.  
• Possess the sensory ability with the use of assistive devices if needed to perform clinical tasks safely.  
• Administer medications safely to include giving intramuscular and subcutaneous injections.  
• Sufficient motor and sensory function to elicit information from patients by:  
  o Tactile palpation  
  o Auscultation using a stethoscope  
  o Direct hand percussion  
  o Indirect percussion using a percussion hammer  
  o Other diagnostic maneuvers.  
• Perform basic patient care procedures (eg. Tracheostomy care, urinary catheterization, insertion of intravenous catheters, and using oxygen/respiratory equipment.  
• Practice with integrity. |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Necessary Activities</th>
</tr>
</thead>
</table>
| Oral and written communication abilities sufficient for interactions with others | • Communication includes speech, hearing, reading, writing and computer literacy.  
• Communicate clearly and effectively in English with clients, teachers and all members of the health care team.  
• Document patient information according to the healthcare facility standards.  
• Discuss with the Health Care Team and/or client treatment procedures, initiate health teaching, identify nursing actions, and interpret client responses.  
• Be responsible, accountable, and ethical in all interactions |
| Abilities sufficient to assess and monitor health needs.                  | • Modify decisions, and actions when indicated by new relevant data or analysis of existing data.  
• Communicate relevant data to clinical faculty and clinical site healthcare professionals in a timely manner.  
• Access and record data in the Electronic Health Record (EMR).  
• Be able to function in stressful situations.  
• Recognize and respond to life-threatening emergencies.  
• Initiate emergency procedures according to site protocol. |

Adapted from “Essential Eligibility guidelines for Participation in the Undergraduate Program” Washington State University, Nursing Program.

**Procedure:**
1. If a nursing student is observed by a qualified nursing or other health care professional to be unsafe in the clinical environment due to an inability to meet the Technical Standards, it is the duty of the qualified nursing or other health care personnel to report these observations to the respective Options Coordinator.
2. The Option Coordinator will research the question and determine if conditions warrant a professional evaluation which may include the assessment of the student in question by a variety of professionals capable of assessing the situation.
3. The Option Coordinator will then respond to the evaluation report from the qualified professional. Responses may range from  
   a. Making needed accommodations, taking no action, mandatory changes in the student behavior, requiring the student to take a Leave of Absence from the program in order to address specific concerns, referral to the Office of Disability Services or mandatory student withdrawal or administrative withdrawal of the student from the program.
4. If the student does not agree with the decision of the Option Coordinator, he/she may follow the Grievance Policy.
**Rationale:** The technical standards will assist students and faculty in determining whether accommodation or modification is necessary for successful completion of the program. The Americans With Disabilities Act requires that reasonable accommodation be considered when a student has a disability.

**Key Words:** Technical Standards, Requirements for Admission, Admission, Required Skills, Disability
**Disability Statement**

A student with a disability who will need accommodations for a course must contact and register with the Disability Services Office, and provide them with documentation of the disability, so that appropriate accommodations for the student’s situation can be determined. To avoid any delay in the receipt of accommodations, the student should contact the Disability Services Offices as soon as possible. Please note that accommodations are not retroactive and that disability accommodation cannot be provided until an accommodation letter has been given to the faculty member. The student may contact Disability Services at Main Hall, room 105, 719-255-3354 or dservice@uccs.edu for more information about receiving accommodations.

This applies to both classrooms and clinical sites.
Policy Title: Academic Freedom

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences provides nursing and health science education for the community and southern Colorado. This mission can best be accomplished in an atmosphere of free inquiry and discussion, referred to as academic freedom.

The University Of Colorado Board Of Regents declares the University of Colorado was created and is maintained to afford men and women a liberal education in several branches of literature, arts, sciences, and the professions. These aims can be achieved only in that atmosphere of free inquiry and discussion, which has become a tradition of universities and is called "academic freedom." (Laws of the Regents 5.D.1)

Academic freedom does not, however, give students or faculty the right to disregard their standards of conduct. Students are guaranteed the freedom to study and discuss in an open accepting academic setting and be evaluated on their performance, while complying with all Beth-El Standards of Professional Behavior and all UCCS Student Codes of Conduct and Academic Ethics.

Students and faculty members are citizens and participants in a learned profession at an educational institution. When speaking or writing as citizens, they should be free from university censorship or discipline, but their special position in the community imposes special obligations. Remember that the public may judge their profession and institution by their utterances. Hence students and faculty members should be accurate at all times, should exercise appropriate restraint and show respect for the opinions of others, and when speaking or writing as private citizens should make every effort to indicate that they are not speaking for the institution or Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. (Laws of the Regents 5.D.2)

Rationale:

The best insurance against academic error is the widest exposure to differing and conflicting opinions.

Key Words: Academic freedom
HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF
NURSING AND HEALTH SCIENCES
Undergraduate Nursing Student Policy and Procedure

Policy Title: Classroom and Clinical Attendance

Date of Origin (if available): Attendance 11/15/2010; Absence 05/31/2012
Date(s) of Revision: November 13, 2013
Faculty Sponsor(s): Mary Jo Stanley, Eileen Gerrard-Gough, Sherry Lee
Undergraduate Department Approval Date(s): March 10, 2014

Policy: Passing a course requires attainment of course and clinical objectives as evaluated by faculty. Multiple absences may prevent successful completion of the objectives and result in a failing grade (below 74%) for the course. Students are expected to consult the course syllabus and adhere to specific attendance requirements necessary for each course.

Procedure:

Class: Students are expected to participate in the learning process which includes, but is not limited to, attendance, preparation for class, completion of assignments and exams, and participation in the classroom experience.

Clinical/Practicum: Attendance in clinical/practicum is mandatory in order to be proficient in clinical objectives and pass the course.

1. Absences may require that the student drop the course (if in good standing) or receive a failing grade for the clinical portion if the absences exceed the make-up period or venues as permitted for the course by Lead Faculty.
2. Participation in professional and University sponsored events necessitating an absence will require prior consultation with the clinical faculty to address clinical needs.
3. The student’s performance during the make-up period will be evaluated by clinical faculty/Lead Faculty who will determine that clinical objectives are satisfactorily met.
4. A failure in the clinical portion results in a course failure, per the Clinical Failure Policy.

Rationale: Nursing, as a practice discipline, is best learned in an integrated academic and clinical approach.

Key Words: Attendance, absence, make-up, preparation, participation

ROUTING: DATE ________ To Students, Faculty, Staff as indicated above
DATE ________ For inclusion in Student Handbook
Policy Title: Clinical Probation

Date of Origin (if available):
Date(s) of Revision: 9/29/2011, 3/31/2014
Faculty Sponsor(s): Mary Stanley, Sherry Lee, Eileen Gerrard-Gough
Undergraduate Department Approval Date(s): December 13, 2011, March 10, 2014

Policy:
Clinical probation is a tool used in the evaluation process to assist students to be successful in their clinical rotations. Clinical probation will be designed to assist the student in achieving measurable and attainable goals and to assure readiness for ensuing levels of nursing courses.

Procedure:
Undergraduate students will receive a progress evaluation at midterm and/or at the end of the clinical rotation. Some courses less than a full semester may receive only one evaluation at the end of the clinical rotation. If a student receives an unsatisfactory rating on the midterm evaluation and/or at any time during the clinical rotation when an area of concern develops that would preclude the student from successful completion of the clinical rotation, the student will be placed on clinical probation (see attached form).

The process of clinical probation will include:
1. Identification of clinical objectives that are not being met.
2. Development of measurable and attainable clinical outcomes with completion date(s).
3. Outcomes designed to assist the student in performance improvement resulting in satisfactory clinical evaluation ratings.
4. A clinical probation document signed by both the clinical faculty and student.
5. Responsibility by the student for improving his or her performance to meet the outcomes set forth in the clinical probation document by the predetermined completion date in order to pass clinical.

Being placed on clinical probation is not a requirement for either passing or failing a clinical and/or course. It is possible for a student to receive a failure in clinical without having previously been placed on probation. Failure of clinical results in failure of the course per Clinical Failure Policy.

Rationale: Clinical probation is an invaluable tool to assist the student to achieve success with appropriate evaluation and remediation of his or her performance.

Key Words: Clinical Probation, Performance, Goals, Evaluation
Notification of Clinical Probation

Student Name: ___________________________ SID #: __________________

Faculty Member: ___________________________

Date: ___________________________

Course: ___________________________

This is a notification of clinical probation. The following clinical objectives are not being met:

In order to achieve a grade of satisfactory in clinical, the following must be completed by ____________ (time of completion):

Faculty Signature: ___________________________

Student Signature: ___________________________

Lead Faculty: ___________________________

Date: ___________________________
Clinical Probation Follow-up:

Student is meeting the clinical objectives and has satisfactorily completed the items outlined in the remediation plan above.

Yes_______  
No_________

Comments:

I understand that this remediation plan and the course evaluation will be shared with the course coordinator and the clinical faculty of future semesters.

Student Signature: ___________________________ Date: __________
Clinical Faculty: _____________________________ Date: __________
Lead Faculty: _________________________________ Date: __________
Policy Title: Clinical Failure

Date of Origin (if available): September 26, 2011
Date(s) of Revision:
Faculty Sponsor(s): Mary Jo Stanley, Eileen Gerrard-Gough, Sherry Lee
Undergraduate Department Approval Date(s): November 4, 2011, January 13, 2013

Policy:

A student who does not satisfactorily meet the clinical evaluation requirements, including attendance, professional conduct, and safety expectations, of any clinical rotation, within the time frame established by the lead faculty member for the course, will be considered to have failed that clinical rotation. Failure of the clinical component of any course constitutes an academic failure of the course. The grade assigned for the course will be C-, unless the student is also failing the class and/or theory portion of the course, in which case the lower grade will be assigned.

Rationale: Nursing, as a practice discipline, is best learned in an integrated academic and concurrent clinical experiential approach. Failure in the clinical setting means that the student has not competently applied the academic material presented in the classroom setting.

Key Words: Satisfactory performance, failure

ROUTING: DATE ________ To Students, Faculty, Staff as indicated above
DATE ________ For inclusion in Student Handbook
Policy Title: Academic Progression, Retention, and Appeal in the Nursing Program (Accelerated, Traditional, RN-BSN and Dual Enrollment Options)

Date of Origin (if available): October, 2013
Date(s) of Revision: March 25, 2016
Faculty Sponsor(s): Eileen Gerrard-Gough
Undergraduate Department Approval Date(s): December 9, 2013, April 11, 2016

Policy: This document delineates the process for academic progression, retention, and appeal for the Beth-El Undergraduate Nursing Program.

Procedure:

1. Students who fail, drop, withdraw, or take a leave of absence while in the Accelerated, Traditional, RN-BSN and Dual Enrollment option, impede their progression through the nursing program and may delay their graduation by up to two years. Sequential progression through the nursing option ensures preparation for each semester’s course work; it is, therefore, detrimental if course work is not completed as indicated in the program option.
   a. Course Failure- Students must maintain a “C” (74%) or better in all required nursing courses. Students with one course failure (this applies only to NURS XXXX, non-elective, 3 credit or greater classes, except NURS 2060 Statistics for Nurses) including failures related to safety or professional conduct in any undergraduate nursing option can no longer progress in the nursing program. If students incur a course failure they may appeal once through the Admissions and Progressions Committee (see process below) for continuation in the nursing program.
   b. Drop- Students who drop a course must follow university processes and deadlines. After the add/drop period, students may not drop a class unless there are circumstances clearly beyond the student’s control.
      i. Traditional students who drop a class will have interrupted their progression through their option and may no longer complete courses with their admission cohort. Students will be placed off-cycle and will resume nursing classes on a space available basis.
      ii. RN-BSN & Dual Enrollment students who drop a class will have interrupted their progression through their option. Students will resume nursing classes on a space available basis.
      iii. Accelerated students who drop a class forfeit their position and are dismissed from the program. They may appeal for retention through the Admissions and Progressions Committee (see process below).
   c. Withdrawal- Students must follow university policy for withdrawal processes and deadlines (a student is no longer registered for any classes and has not completed courses for the semester). Students who withdraw terminate their enrollment for the semester.
i. Traditional students who withdraw will have interrupted their progression through their option and may no longer complete courses with their admission cohort. Students will be placed off-cycle and will resume nursing classes on a space available basis.

ii. RN-BSN & Dual Enrollment students who withdraw will have interrupted their progression through their option. Students will resume nursing classes on a space available basis.

iii. Accelerated students who withdraw forfeit their position and are dismissed from the program. They may appeal for retention through the Admission and Progression Committee (see process below).

d. Leave of Absence- Students must follow the Leave of Absence policy. Those students whose leave of absence is longer than two semesters must appeal for retention in the nursing program through the Admissions and progressions Committee (see process below).

2. Admissions and Progressions Committee Appeal:

   a. Students seeking retention in the nursing program must submit a letter of appeal to their option coordinator in support of their case upon notification of a failure. A Word document shall be emailed by the student in 10 business days or sooner, as directed by the option coordinator. An appeal that is not delivered as defined by the policy, may be dismissed as untimely. The letter of appeal must include identification of problems and corrective action to be taken. Students should seek advisement from the nursing advisors and option coordinator in formulating the appeal. The option coordinator will present the request to the Admissions and Progressions Committee which will consider the request and supporting data and make a final decision as to whether the student can continue in the nursing program. Fall semester appeals will be reviewed prior to spring semester, and spring semester appeals will be reviewed prior to fall semester. The student, Option Coordinator, Undergraduate Nursing Chair, and College Dean will be notified of the decision.

Rationale: Sequential progression through the nursing program ensures preparation for each semester’s course work. It is essential to student success that course work is completed as indicated in their program option.

Key Words: Academic progression, retention, and appeal

ROUTING: DATE ___________ To Students, Faculty, Staff as indicated above

DATE ___________ For inclusion in Student Handbook
Policy Title: Retention in the RN to BSN Dual Enrollment option

Date of Origin (if available): April, 2014
Date(s) of Revision:
Faculty Sponsor(s): Sherry Lee, Eileen Gerrard-Gough, Mary Jo Stanley
Undergraduate Department Approval Date(s): May 19, 2014

Policy: In addition to all requisites for undergraduate nursing at Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences, students in the Dual Enrollment option for Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences must maintain good standing at the dually enrolled community college and pass all community college nursing courses to continue taking dual enrollment BSN courses at Beth-El.

Procedure:
1. Students who have failed a dually enrolled community college course will not be allowed to continue taking courses in Helen and Arthur E. Johnson Beth-El’s Dual Enrollment option until after the student successfully completes one subsequent semester of nursing course work at the community college.
2. The student must provide a letter from the community college stating the student is ready to resume Dual Enrollment nursing course work at Beth-El.

Rationale: To be in the Dual Enrollment option, students must be attending or have completed all courses required by their community college to obtain an Associate of Applied Science (AAS) in Nursing. Students must have successfully passed the NCLEX™ exam and be a licensed registered nurse prior to enrolling in NURS 4480 the capstone course; thus completion of the AAS in Nursing program is a pre-requisite to being able to complete the Bachelors of Science in Nursing.

Key Words: Course failure, Dual Enrollment

ROUTING: DATE ________  To Students, Faculty, Staff as indicated above
       DATE ________  For inclusion in Student Handbook
Policy Title: Dismissal from the Undergraduate Nursing Program

Date of Origin (if available): not available
Date(s) of Revision: September 26, 2011, February 2013
Faculty Sponsor(s): Eileen Gerrard-Gough, Mary Jo Stanley, Sherry Lee
Undergraduate Department Approval Date(s): December 12, 2011, February 27, 2013, December 9, 2013

Policy:
The Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences Undergraduate Nursing Department Chair may recommend dismissal of a student from the nursing program, regardless of academic standing, for a violation of the Undergraduate Nursing Department Standards of Professional Behavior and/or the National Student Nurses Association Code of Academic and Clinical Conduct, or when the student is deemed a threat to the safety and well-being of themselves, other students, the department, the college, the community, and/or patients/clients.

Dismissal of the student is contingent upon review by the Admissions and Progressions Committee. The review will include written, pertinent data submitted by both the Undergraduate Nursing Chair and the student to the Chair of the Admissions and Progressions Committee. An appeal of a decision made by the Admissions and Progressions Committee must be submitted in writing to the Dean of the College within 10 business days of receiving the Admissions and Progressions written decision.

Dismissal from the Undergraduate Nursing Program does not imply dismissal from the University of Colorado Colorado Springs.

Rationale:
The Nursing Department of Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences is committed to providing the safest environment possible for students, faculty, and the patients that we serve.

Key Words: Dismissal, failure, safety, code of professional conduct
Policy Title: Academic Ethics

Date of Origin (if available):
Date(s) of Revision: October 2010, November 15, 2010
Faculty Sponsor(s): Eileen Gerrard-Gough, Mary Jo Stanley, Sherry Lee
Undergraduate Department Approval Date(s): February 15, 2010; November 15, 2010, February 5, 2014

Policy: The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences has a commitment to maintain and encourage academic integrity. Forms of academic dishonesty include plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. These examples of academic dishonesty are not comprehensive, and infractions will be dealt with on an individual basis. Each student is expected to assist in the enforcement of academic standards.

Procedure: If any member of the academic community (students, faculty, staff) believes that the UCCS Academic Honor Code (UCCS Students Academic Ethics Code Policy 200-019) has been violated by a student, the infraction should be reported, in writing, using UCCS email, to the Lead Faculty within five (5) business days of its occurrence.

1. The student and Lead Faculty should first attempt to reach a mutually satisfactory resolution of the concern.
2. If the Lead Faculty believes that the evidence of the infraction is sufficient to warrant a penalty, he or she will check for previous honor code infractions before determining the severity of the penalty.
3. If a satisfactory resolution regarding the issue cannot be reached, the matter will be referred in writing by the unsatisfied party to the Option Coordinator within 5 business days.
4. Continued dissatisfaction with the resolution will follow the chain of command represented by the flow chart that follows (see attachment).
5. All parties will receive a written copy of the allegation.
6. A notation regarding the violation will be placed in the Helen and Arthur E. Johnson Beth-El College student file.
7. Examples of potential consequences may include but are not limited to:
   a. Lowering an assignment grade or course grade
   b. Failure of the course
   c. Probation, suspension, and/or dismissal from the Undergraduate Nursing Program
8. The decision made by the College is final. For any further appeals, consult UCCS Student Academic Ethics Code Policy 200-019.

**Rationale:** The responsibility for professional conduct rests with each individual member of the academic community: students, faculty and staff. Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences supports the university in upholding academic honesty and integrity as part of the socialization to the nursing profession.

**Key Words:** Academic Honor Code, academic ethics, plagiarism, cheating
Academic Ethics Flowchart

Written Academic Dishonesty Issue

Issue presented in writing to Lead Faculty

Resolution achieved?

YES

NO

Issue presented in writing to Option Coordinator

Issue presented in writing to Nursing Department Chair

NO

Resolution Achieved?

YES

No additional action required

No additional action required

Dean reviews the issue and makes a final decision. Consult UCCS Policy 200-019 for further appeal.
HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES
Undergraduate Nursing Student Policy and Procedure

Policy Title: Academic Grievance

Policy:
It is the policy of Helen and Arthur E. Johnson Beth-El College of Nursing to promote prompt and equitable resolution of student academic grievances, respecting the academic freedom of both student and faculty members without reprisals for any party. A student may grieve a grade or another method of evaluation as defined in a nursing course syllabus.

Procedure:
To initiate a grievance, the student will:
1. Report the issue, in a Word document using UCCS email, to the clinical instructor, if appropriate, and to the Lead Faculty within five (5) business days of the occurrence or grade posting. Failure to promptly address and follow through on a grievance will impact its resolution.
2. Any further grievance will follow the chain of command (see attached flow chart).
3. All communication with the chain of command will be via UCCS email with a Word document, within five (5) business days of any previous unsatisfactory resolution and will contain the nature of the grievance, the steps taken to resolve the grievance, and what the student hopes to achieve.
4. Faculty and the student involved in the process will attempt to facilitate resolution.
5. All parties will provide a written copy of the grievance resolution.
6. Documentation of the grievance will be placed in the student’s Undergraduate Nursing Department file.
7. The decision made by the College is final. For any further grievances, consult UCCS policy.

Rationale: The policy, procedure and flow chart of the chain of command provide students with guides for prompt and equitable resolutions academic grievances.

Key Words: Grievances, academic freedom

ROUTING: DATE ________ To Students, Faculty, Staff as indicated above
           DATE ________ For inclusion in Student Handbook
Academic Grievance Flowchart

Written Academic Grievance

Issue presented in writing to lead faculty

Resolution Achieved?

YES
No additional action required

NO

Issue presented in writing to Option Coordinator

Resolution Achieved?

YES
No additional action required

NO

Issue presented in writing to Nursing Department Chair

NO

Issue presented in writing to the Dean

Dean reviews the issue and makes a final decision.
Policy Title: Leave of Absence in the Undergraduate Nursing Program

Date of Origin (if available): September 23, 2010
Date(s) of Revision: January 2011, February 2013, April 2014, June 2017
Faculty Sponsor(s): Eileen Gerrard-Gough, and Sherry Lee
Undergraduate Department Approval Date(s): January 13, 2014

Policy: This document delineates leave of absence procedures for the Beth-El Undergraduate Nursing Program. Continued registration is a requirement for active status in the College of Nursing. If a student needs to interrupt her/his progression in school, the student may request a Leave of Absence for not more than one academic year (fall, spring, summer) provided s/he is in good academic standing and intends to return to the College of Nursing. Taking a leave of absence interrupts and delays progression and may change graduation dates. Upon return from a leave of absence, students will be designated as off-cycle students (see Off-Cycle Policy).

Procedure:

3. Students with a leave of absence must follow the leave of absence procedure (see below).
   a. Leave of Absence Procedure:
      i. The student will notify the Nursing Advisor and the Option Coordinator of the need for leave of absence.
      ii. The Nursing Advisor, program Option Coordinator or Chair of the Undergraduate Nursing Department may explain the policy to the student.
      iii. The student will meet with the Nursing Advisor to review the policy and complete the leave of absence request form.
      iv. The student will obtain required signatures of the Nursing Advisor and Option Coordinator on the leave of absence request form.
      v. The Program Option Coordinator, in collaboration with the Nursing Advisor, will notify the student of the results/response to the request.
      vi. The Nursing Department Program Assistant will make copies of the completed request form for the student, Option Coordinator and Chair of the Undergraduate Nursing Department. A copy will be placed in the student’s file at the college.
      vii. The student is responsible for returning the original request form to the Nursing Advisor.
      viii. It is the responsibility of the student to request renewal/extension of the leave of absence each semester and notify the Option Coordinator and Nursing Advisor of the intended semester of return to the nursing program (this must be done 30 days prior to end of the semester).
Failure to do so will result in administrative dismissal from the program and require reapplication to the nursing program.

ix. If the leave of absence is greater than one academic year, the student must reapply to the nursing program.

x. Professional requirements must be maintained and uploaded to My Clinical Exchange during the LOA period in order to be eligible for clinical placement.

xi. Students must meet technical standard requirements for progression in the nursing program at all times, including after the return from any leave of absence.

xii. Students must contact the Option Coordinator and Nursing Advisor 30 days before the end of the semester prior to return to confer and approve a plan for returning to the program. Failure to do so will result in administrative dismissal from the program.

xiii. It is the Beth-El College of Nursing’s discretion as to where the student is placed for academic progression. Once a plan for returning to the nursing program has been created, the Option Coordinator and Nursing Advisor will confer and approve registration for the selected or identified courses. The student may be directed to repeat courses that have time-sensitive information (i.e. Pharmacology). Students may also be required to repeat other courses, complete a certified background check and drug screen test prior to returning to the nursing program. Failure to pass the drug screen or background check may result in denial of the students’ return to the nursing program in accordance with the Background Check Policy.

**Rationale:** The leave of absence process and all repercussions related to taking a leave of absence must be fully understood as the decision will interrupt and delay progression in the nursing program.

**Key Words:** Leave of Absence
LEAVE OF ABSENCE REQUEST FORM

Student: _______________________________ UCCS Student ID: ____________________

Phone Number: ________________________ UCCS
Email: _______________________________

Time of Leave (Semester(s) Absent and Projected Return): _______________________

Reason for Request: ____________________________________________________________

Leave of Absence Procedure:
1. The student will notify the Nursing Advisor and the Option Coordinator of the need for leave of absence.
2. The Nursing Advisor, program Option Coordinator or Chair of the Undergraduate Nursing Department may explain the policy to the student.
3. The student will meet with the Nursing Advisor to review the policy and complete the leave of absence request form.
4. The student will obtain required signatures of the Nursing Advisor and Option Coordinator on the leave of absence request form.
5. The Program Option Coordinator, in collaboration with the Nursing Advisor, will notify the student of the results/response to the request.
6. The Nursing Department Program Assistant will make copies of the completed request form for the student, Option Coordinator and Chair of the Undergraduate Nursing Department. A copy will be placed in the student’s file at the college.
7. The student is responsible for returning the original request form to the Nursing Advisor.
8. It is the responsibility of the student to request renewal/extension of the leave of absence each semester and notify the Option Coordinator and Nursing Advisor of the intended semester of return to the nursing program (this must be done 30 days prior to end of the semester). Failure to do so will result in administrative dismissal from the program and require reapplication to the nursing program.
9. If the leave of absence is greater than one academic year, the student must reapply to the nursing program.
10. Professional requirements must be maintained and uploaded to My Clinical Exchange during the LOA period in order to be eligible for clinical placement.

11. Students must meet technical standard requirements and professional requirements for progression in the nursing program at all times, including after the return from any leave of absence.

12. Students must contact the Option Coordinator and Nursing Advisor 30 days before the end of the semester prior to return to confer and approve a plan for returning to the program. Failure to do so will result in administrative dismissal from the program.

13. It is the Beth-El College of Nursing’s discretion as to where the student is placed for academic progression. Once a plan for returning to the nursing program has been created, the Option Coordinator and Nursing Advisor will confer and approve registration for the selected or identified courses. The student may be directed to repeat courses that have time-sensitive information (i.e. Pharmacology). Students may also be required to repeat other courses, complete a certified background check and drug screen test prior to returning to the nursing program. Failure to pass the drug screen or background check may result in denial of the students’ return to the nursing program in accordance with the Background Check Policy.

Student’s signature below indicates that they understand the leave of absence process and all repercussions related to taking a leave of absence. It is the student’s responsibility to maintain communication with both the Nursing Advisor and the Option Coordinator.

________________________________________
Student Signature/Date

________________________________________
Advisor Signature/Date

________________________________________
Undergraduate Nursing Option Coordinator
Policy Title: Registration of Off-Cycle Students

Date of Origin (if available): February 16, 2008
Date(s) of Revision: February 7, 2012, September 11, 2012
Faculty Sponsor(s): Eileen Gerrard-Gough, Mary Jo Stanley, Sherry Lee
Undergraduate Department Approval Date(s): February 7, 2012, October 8, 2012
January 13, 2014

Policy:
Students who take a leave of absence, withdraw from courses due to serious illness or extenuating circumstances, or have successfully appealed to Admissions and Progressions for retention in the nursing program are considered off-cycle students. An off-cycle student is blocked from registration until all on-cycle students are registered and the following semester’s clinical places have been identified. Students will be allowed to register on a space-available basis. Off-cycle status delays a student’s anticipated date of graduation. The Traditional Option Coordinator and the Nursing Advisor in Student Success will track all off-cycle students.

Procedure:
1. The student will notify the Traditional Option Coordinator and the Nursing Advisor regarding expected return.
2. The student will be blocked from registering for courses until notified by the Nursing Advisor.
3. Additional evaluation or preparatory work may be required as determined by the Admissions and Progressions Committee in collaboration with Lead Faculty and Option Coordinators.
4. Current degree requirements must be satisfied.
5. Admitted off-cycle students will be notified when to register by the Nursing Advisor based on the priority below:
   a. students taking a LOA.
   b. students withdrawing from courses because of a serious illness or extenuating circumstances.
   c. students who have successfully appealed for retention in the nursing program. Of these students, the first priority will go to those who have been waiting the longest for the identified course.
2. Students withdrawing (drop) from a class for illness or extenuating circumstances.
3. Students receiving a failure in a previous course. Of these students, the first priority will go to those who have been waiting the longest for the identified course.

Rationale: Due to limited clinical placement slots, a prioritization system is needed.

Key Words: Off-cycle, leave of absence, clinical failure, withdrawal, blocked registration
APA Formal Paper Guidelines

Formal Paper Guidelines
Helen and Arthur E. Johnson
Beth-El College of Nursing

1. Title page: Use Helen and Arthur E. Johnson Beth-El specific title page as shown in the student handbook.
2. Typeface-only 12 point Times New Roman
3. Paraphrasing: According to the Publication Manual of the American Psychological Association, students should cite the source each time material is paraphrased (2005, p. 349). Helen and Arthur E. Johnson Beth-El College interprets this statement to mean reference to the source once in each paragraph. If the paragraph contains material from several sources, each must be clearly identified.
4. In general sophomores will work on citing references correctly (paraphrase vs. quote). Students will progress to using primarily paraphrasing for papers in their senior year.
5. Direct quotes must include the page number or paragraph number from the source (American Psychological Association, 2010, p. 170)
6. Secondary sources are allowed if cited correctly
7. Students should cite the correct parts of a source if referring to whole chapters or edited books.
8. In text tables, graphs and other objects for which APA requires footnotes are not accepted.
9. First person voice is not allowed in professional writing except as directed by the professor.
10. Only single-sided copies will be accepted.

Reference

Title of Paper

Author’s Name

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs

A paper submitted in partial fulfillment of NURS XXXX: Course Name

Spring 2012
LAB POLICIES

General Lab Policies
Policy Title: Lab Equipment

Date of Origin (if available): December 2012
Date(s) of Revision:
Faculty Sponsor(s): Lynn Phillips
Undergraduate Department Approval Date(s): December 10, 2012

Policy:
Faculty may choose to have students check out equipment as a part of course requirements. In this case, faculty will identify and authorize time limitations for equipment to be released so that all students will have opportunity to access equipment. Students may also check out basic assessment equipment to augment their learning opportunities. It is the student's responsibility to see that all equipment is returned in operable condition and in a timely manner. Liability for lost equipment is the responsibility of the student.

Procedure:
1. All equipment must be released by laboratory or office personnel so that accurate records can be maintained related to inventory of such items.
2. Students will check out equipment from the Nursing Dept. workroom. If no one is available in the workroom, students may contact the program assistant for undergraduate nursing or the program assistant for graduate nursing for assistance. (Look up office location or phone number in the UCCS directory)
3. Equipment will be available for release and return only during office hours (9:00 a.m. to 3:30 p.m.), Monday through Friday.
4. Students will be required to sign for all equipment that is released.
5. Students must turn in equipment to personnel in the nursing department workroom or to office personnel and record the date of return in the sign-out book.

Rationale: Student learning experiences can be enhanced through practice with nursing equipment. Faculty will assure that the opportunity to use equipment outside the classroom is available to all students.

Keyword: Laboratory equipment
Simulation Lab Policies
Policy Title: Simulation Learning Center Policy and Procedure

Date of Origin (if available): May 2012
Date(s) of Revision: March 2016
Faculty Sponsor(s): Lynn Phillips
Undergraduate Department Approval Date(s): December 10, 2012, April, 2016

Policy:
- Faculty will pre-schedule the Simulation Learning Center (SLC) for student use. Students must have a qualified faculty member present when using equipment or mannequins.
- The simulation center will be treated as a patient care environment. Students will be in uniform as defined by the course syllabus (either Acute Care or Business Casual attire). Students will conduct themselves in accordance with the Standards of Professional Behavior.
- Food, drink and ink pens will not be allowed in the simulation center.
- Equipment may not be removed from the rooms without consent from the SLC Director.

Procedure:

1. Each semester students will complete the Video Consent form and the Confidentiality Agreement. This agreement will be uploaded to the simulation management system.
2. Students will complete the pre-scenario activities and view the online orientation material as required.
3. Students may be assigned different roles during the simulation. These roles will be enacted with the intent to provide learning opportunities to peers.
4. Videos of the simulation may be accessed by the students following the simulation experience for educational purposes only. Specific assignments related to these videos will be posted by course faculty.
5. Post simulation evaluations will be completed by all students and faculty.

Rationale:

Students can benefit from learning psychomotor skills as well as communication, teamwork and clinical judgment in simulated and laboratory environments. In order to support the learning process, the simulation environment must be viewed as realistic and safe by the participants.

Key Words: Simulation center, Simulation laboratory, Sim Lab
PROFESSIONAL STANDARDS POLICIES
Policy Title: Standards of Professional Behavior

Policy: All nursing students are expected to conduct themselves in a legal, ethical, and appropriate manner during all phases of their education. Therefore, students must possess and apply a working knowledge of the American Nurses Association (ANA) Code of Ethics for Nurses (2015) and other applicable standards of professional nursing behavior (See reference list).

A. Standards of Professional Behavior will be reflected in all courses with behavior congruent with professional practice measured by Core values that reflect the philosophy and framework of Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences.

1. Development of a relationship that exhibits a caring philosophy.
2. Respectful and collaborative decision making as a foundation for relationships with clients, patients, colleagues, faculty, staff, preceptors and health care providers and community.
3. An ethic of caring reflected by appropriate emotional responses, communication, punctuality, hygiene and attire that seeks to preserve the wholeness and dignity of self and others.
4. Appropriate self-disclosure and adherence to confidentiality of clients, patients and others.
5. Behavior that reflects responsibility and accountability for the safety of clients, patients, self and others.
6. Authenticity and trust which are key attributes of caring students.
7. Accountability to professional and ethical behavior in all means of communication including the educational online environment and social media platforms.

B. The following represent examples of illegal, unethical, and/or inappropriate professional behavior:

1. Acting in a manner inconsistent with ethical or legal guidelines
2. Failure to follow program and clinical education guidelines
3. Failure to appear for scheduled clinical without approval or proper notification
4. Violating patient confidentiality (e.g. discussing a patient/client in a public area or with persons not involved in the healthcare of that patient/client)
5. Withdrawing from clinical for any reason without permission of the instructor
6. Failure to respond in a timely manner to emails and other communications from instructors, program staff, or college personnel

C. Consequences of such behavior range from disciplinary letters from the instructor, option coordinator and/or department chair to dismissal from the program.

D. Behavioral Descriptions:

1. *Public Professional Conduct*: This includes behavior on websites, blogs, email, and voicemail. Potential employers are conducting online searches to evaluate candidates and make decisions about job interviews or offers. Legal authorities also view websites for evidence of illegal activities. Students should note that if they identify themselves as a student in the program in email signatures, voicemail files, website/blog information, then this information becomes part of their program-related behavior and may be used in the student evaluations.

2. *Students Demonstrating Lack of Clinical Competency and/or Judgment*: Professional impairment is defined broadly as “an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning.” (Lamb et al., 1987; p. 598).

E. Procedure for Allegations of Professional Behavior Misconduct:

1. Concerns about a student’s behavior being unsuitable for clinical experiences may be raised by the Instructor/Preceptor, clinical site staff, and student peers and if necessary brought as a formal allegation to the Student Conduct Committee of the Department of Nursing. When emotional or behavior problems result in a student being unsuitable for clinical practice, the student may be removed from the clinical experience. Once a concern is raised, information will be gathered by the faculty member who is teaching the course in which the behavior occurred. The information may include:

   a. Expert opinions from clinical and academic faculty and/or professional resources to the faculty
   b. A review of the student’s acceptance of meaningful remediation
   c. Consideration of the extent to which continued enrollment places unreasonable or excessive demands upon other students, faculty, and clinical sites
   d. An assessment of the student’s ability to function as a nursing student in direct contact with clinical populations
   e. A written student response to the allegation.
2. When information has been compiled a written allegation descriptive of the concern may be brought forth by the Lead/Course Faculty to the appropriate program level Option Coordinator of the Department of Nursing. A collaborative review of the concern will be conducted by the Department to determine whether a formal evaluation by the Admissions and Progressions Committee is warranted.

3. If a formal review of the issue is warranted, all evaluation documents will be presented to the Admissions and Progressions Committee for review and determination.

4. The student will be informed of the determination and recommended consequences in writing within 10 business days of the allegation with copies forwarded to the Lead/Course faculty, the Option Coordinator, Nursing Chair, Associate Dean and Dean of the College.

F. Appeals: The determination and recommended consequences of the Admissions and Progressions Committee may be appealed by the student within 10 business days to the Department Chair according to the policy in the Helen and Arthur E. Johnson Beth-El Graduate and Undergraduate Nursing Student Handbooks.

G. Further appeals may be addressed to the Graduate School by graduate nursing students and the Academics Ethics Code Committee (AECC) by undergraduate nursing students.

Rationale: The Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences’ Standards of Professional Behavior Policy reflects the philosophy of the Department of Nursing and the profession of nursing which require ethical, legal and professional behaviors that affect integrity in the field of practice.

Key Words: Professionalism, Professional Behavior, Standards of Behavior, Ethics.

Reference List:
- Guide to Professional Boundaries
- Nursing Department Mission, Vision, Values Statement
- National Council of State Boards of Nursing (NCSBN) A Nurse’s Guide to the Use of Social MediaNCSBN What You Need to Know About Substance Use Disorder in Nursing
- Peer Assistance Services, Colorado
Start here if not a Clinical Course

Graduate Course Instructor / Undergraduate Lead Faculty

Graduate / Undergraduate Option Coordinator

Associate Dean for Academic Affairs

Department of Nursing Chair

Dean of College of Nursing & Health Sciences

Undergraduate Students:
Academic Ethics Code Committee (AECC)

Graduate Students:
Graduate School
Policy Title: HIPAA and Confidentiality (Student)

Policy: The student is expected to maintain all relationships with persons in the clinical/practicum area on a professional level. Disclosure of information concerning patients' health status or personal lives is a breach of professional ethics and a violation of the Health Insurance Portability and Accountability Act of 1996. Any information related to the patient or family is considered confidential. Individually identifiable health information must not be discussed in public places such as the cafeteria, shuttle, and hallways. Personal identifiers such as name, birth date, address or social security number must not appear on any assignments completed by the student. When a violation of patient confidentiality is suspected, the incident will be investigated by the lead faculty and the option coordinator. Disciplinary action may be warranted and will be referred to the Student Affairs Council. Disciplinary action may include dismissal from the program.

Procedure: At the beginning of each semester, the student will

1. View the video regarding HIPAA.
2. Successfully complete the HIPAA quiz.
3. Discuss with their clinical instructor HIPAA and the nuances related to their clinical setting.
4. Sign a confidentiality statement for the appropriate clinical facility if required by the clinical agency.
5. Scan the signed confidentiality statement and upload to their Blackboard Portfolio.
6. If the clinical agency is Penrose/St. Francis, give the signed confidentiality statement to the lead faculty.

Rationale:

Key Words: Confidentiality, HIPAA
Clinical Practicum Policies Related to Unlicensed Students
Policy Title: Student Nurse Scope of Practice - Legal Limitations

Date of Origin (if available):
Date(s) of Revision: 4/20/2010; 9/23/2010
Faculty Sponsor(s): Norma Brown, MSN, RN
Undergraduate Department Approval Date(s): August 15, 2011

Policy: The guidelines set forth in this policy, are intended to ensure delivery of safe, competent nursing care during a clinical rotation/practicum by the student nurse. Failure to adhere to the policy guidelines may result in disciplinary action.

Scope of Practice: Performance of any clinical skills and activities by the nursing student is contingent on Hospital Policy and Instructor discretion. Clarification of scope of practice with the primary RN or community supervisor will be established at the beginning of each shift during the clinical rotation/practicum.

<table>
<thead>
<tr>
<th>Skill/Activity:</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intravenous Devices and Medications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start IVs</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>D/C IVs</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Flush MAPs</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Administer IVPBs</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Administer IV Push</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Central Line Dressing Change</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Central Line Flush</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Central Line Tubing Change</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Blood Draw From Central Line with Direct Supervision</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Medications</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO Medications</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>IM Medications</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>SQ Medications</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Topical Medications</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Specific Medications with Double Check from RN or Instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insulin</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Heparin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double Check All Pediatric Dosages with RN or Instructor</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Treatments and Procedures</td>
<td>YES - per Instructor Discretion and Student Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suctioning of Nasopharyngeal/Nasotracheal and Tracheal</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Trach Care</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Care of patient with Chest Tubes</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
Skills and Procedures that MAY NOT be done by any UCCS nursing student:

1. Blood or Blood Product Transport or Administration
2. Epidural Catheter Medications
3. Fingerstick Blood Sugars (in hospital settings)
4. Hemocult Stools
5. Infusaport Access
6. Intravenous Administration of
   a. Antihypertensives
   b. Antidysrhythmics
   c. Cardiac Stimulants
   d. Cardiac Depressants
   e. Cytotoxins
   f. Chemotherapy
   g. Iron Preparations,
   h. Neuromuscular Blocking Agents
   i. Thrombolytics
   j. Vasoconstrictors
7. Patient-Controlled Analgesia Pump Initiation or Maintenance
8. PICC Line Insertion

Legal Limitations:

1. Students may not give medications with an outdated order.
2. Students may not transfer/transport narcotics from pharmacy or other nursing units.
3. Students may not carry narcotics keys.
4. Students may not take verbal or telephone orders from any physician.
5. Students may not sign or witness any legal document while in student role (i.e. consent to treat, informed consents, wills, etc.).
6. Students may not accept gifts from patients. Students may accept notes/letters of thanks from patients.

Rationale: Adherence to the guidelines set forth in this policy will ensure delivery of safe, competent patient care by the student nurse.

Key Words:   Scope of Practice, Legal Limitations
Policy Title: Responding to a Patient Medical Emergency in the Clinical Setting

Date of Origin (if available): Unknown
Date(s) of Revision: September 19, 2011, May 13, 2013,
Faculty Sponsor(s): Deborah Tuffield
Undergraduate Department Approval Date(s): May 13, 2013

Policy:
1. If there is a health care provider’s order for NO resuscitation (DNR), all levels of students should turn on the call bell or staff emergency bell, or send someone for assistance from the floor.
2. If resuscitation is indicated, all levels of students should:
   a. Remain with the patient
   b. Initiate the medical emergency notification as directed by the specific institution’s policy. If in the community, call 911.
   c. Before the arrest team arrives, immediately initiate basic life support.
3. The following policies differ for each level of student. After the arrest team arrives:
   a. Sophomores may remain as observers, space permitting.
   b. Juniors may gather equipment needed and observe other procedures.
   c. Seniors may assist in any way needed, including use of the ambu bag. They cannot start IV’s or give IV push stimulants or antiarrhythmic drugs.
   d. Refer to specific course syllabi for policies regarding clinical experiences.
4. Once the medical emergency has resolved, all levels of students need to debrief with their clinical faculty.

Rationale:
1. Basic life support should be initiated immediately, with the initiation of advanced life support as soon as possible after recognition of an arrest. If a student is caring for a patient who arrests, the student must initiate basic life support. The student must notify the facility staff appropriately so advanced life support can be initiated as soon as possible.
2. Students must learn coping skills that enable them to deal emotionally with medical emergencies and patient deaths.

Key Words: Medical Emergency, Code Blue, Cardiac Arrest, Respiratory Arrest
Policy Title: Patient/Client Incident Reports and Medication Errors

Date of Origin (if available): Not Available
Date(s) of Revision: October 2011, October 2012
Faculty Sponsor(s): Sue Davis, Eileen Gerrard-Gough
Undergraduate Department Approval Date(s): December 12, 2011, October 8, 2012

Policy: Incident Reports and Medication Errors

Procedure:
1. The student gives a verbal report of the incident or medication error directly to:
   a. Instructor
   b. Primary Nurse
   c. Charge Nurse/Resource Nurse/Clinical Manager
   d. Patient (As per facility policy)
2. A facility-specific written and/or computer report will be completed by the student and clinical instructor.
3. A Beth-El Incident Form will be completed by the student and returned to the instructor for signature and follow-up (See attached form).
4. The Beth-El Incident Form will be handled according to the department chain of command.
5. The completed incident form will be given to the Program Assistant. The Program Assistant will notify faculty on the distribution list and send a copy of the report to University Professional Risk Management at FAX 303-724-0457.
6. A record will be kept by the department.
7. All persons involved with the incident or its procedure will maintain confidentiality.

Rationale: The purpose of this policy is to ensure patient/client safety in the clinical setting and follow university reporting requirements for professional risk management.

Key Words: Incident report, medication error, professional risk management
**HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES**
**UNIVERSITY OF COLORADO COLORADO SPRINGS**

**Undergraduate Nursing Department INCIDENT FORM (Patient, Confidential)**

<table>
<thead>
<tr>
<th>STUDENT AND ID#:</th>
<th>FACULTY MEMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT PHONE/EMAIL CONTACT:</td>
<td>FACULTY PHONE/EMAIL CONTACT:</td>
</tr>
</tbody>
</table>

Date/time of incident: ________________________________
Professional Risk Management notified Date/time: ________________________________

FACILITY AND UNIT:

PATIENT NAME:

PATIENT MEDICAL RECORD NUMBER:

**PATIENT MEDICATION ERROR, TREATMENT ERROR, OR INJURY (check all that apply)**

- □ Medication/IV
  - Wrong: ________________________________
    - dose __________
    - drug __________
    - time __________
    - route __________
    - patient __________
    - rate __________
    - solution __________

- □ Treatment Error (Specify):

- □ Patient Injury

**SPECIFIC DETAILS OF INCIDENT:**

INTERVENTION/OUTCOME if applicable:

PHYSICIAN’S FULL NAME (opt. contact #):

PHYSICIAN NOTIFIED: □ YES □ NO

Physician notified by:

Student Signature /date ________________________________

Instructor Signature/date ________________________________

**Distribution:** (1) Department Chair (2) Option Coordinator (3) Course Lead Faculty (4) UG Prg Asst (5) University Professional Risk Management
Policy Title: Dress Code – Acute Care Setting

Date of Origin (if available): Unavailable
Date(s) of Revision: December 2010; March 2017
Faculty Sponsor(s): Denise Millot
Undergraduate Department Approval Date(s): January 24, 2011, March 13, 2017

Policy:

The Undergraduate Nursing Department Uniform for Clinical Areas is as follows:

1. All students will wear a scrub uniform that is embroidered with the UCCS Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences logo. Official logo available at AAA Uniforms only.
2. Students need to purchase two sets of Cherokee scrubs with the following item numbers:
   a. Tops – Female #4824 (XS to 3XL) or #4700 (XXS to 5XL); Males #4777 (white only)
   b. Pants – Female #4200; Male #4000. (Black only)
   c. Uniforms can be purchased from the Cherokee website or AAA Uniforms.
3. Uniforms must be the appropriate size, neat, clean, in good condition, and acceptable.
4. Undergarments must be worn, should not be visible and should be completely covered by the uniform.
5. A plain white scrub jacket (Cherokee # 4350 - Unisex) may be worn with the uniform in accordance with hospital policy and must also be embroidered with UCCS Helen and Arthur E. Johnson Beth El College of Nursing and Health Sciences logo.
6. All students will wear the UCCS Beth-El Photo ID which will be affixed to the upper left front of the uniform.
7. Solid black shoes (without additional colors), including a black leather sport shoe, must be worn with uniforms. If clogs are worn they must be closed-back.
8. No open toed shoes are allowed in the clinical area. Solid black socks, stockings, or acceptable foot wear may be worn with pants.
9. Hair should be clean, professional in appearance, and in a natural occurring hair color. Hair should be worn back away from the face and secured so as to not interfere with professional duties. Beards and mustaches must be clean and neatly trimmed.
10. Jewelry must not jeopardize or interfere with patient safety and must be discreetly worn.
11. If the ears are pierced, only one pair of small post earrings which do not cover the ear lobe is permitted. Facial jewelry such as nose rings/studs or tongue rings/studs are not permitted. Other jewelry permitted include wedding rings, watches, and class rings.
12. The full black and white uniform is required for all hospital visits, including going to the hospital to pick up patient assignments unless otherwise stated in the course syllabus.
13. Students will be allowed to wear Pro Packs/Nurse Packs in the clinical setting in the color of their choice.
14. Fingernails may be no longer than ¼ inch above the fingertip. If nail polish is worn, it should only approximate skin color and should be un-chipped. Artificial nails may NOT be worn at any time.
15. Perfume and gum chewing are not permitted in the clinical setting.
16. Helen and Arthur E. Johnson Beth-El student nametag or agency volunteer name tag must be worn at all times.
17. Tattoos may not be visible in any clinical area.
18. NO JEANS AT ANY CLINICAL SITE

The consequences of violations of the Undergraduate Nursing Student Dress Code will be determined by the clinical faculty member.

Rationale: Dress plays a significant role in a professional career. When students are in uniform, they represent the profession of nursing and Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. It is important for the student to project a professional image.

Key Words: Dress code, acute care dress code
Policy Title: Dress Code – Business Casual Attire

Date of Origin (if available): Unknown
Date(s) of Revision: January 24, 2011, March 13, 2017
Faculty Sponsor(s): Denise Millot
Undergraduate Department Approval Date(s): January 24, 2011, March 13, 2017

Policy: The Beth-El Undergraduate Nursing Department Uniform for Business Casual for men and women is as follows:

1. Pants: Khaki or Navy pants of a traditional/conservative style. No low rise or cargo pants. Appropriate style where shirts can be tucked in with belt loops and belt.
2. **NO JEANS AT ANY CLINICAL SITE**
3. Khaki or navy walking shorts (four inches above the knee) maybe worn at summer camp clinical experiences.
4. Shirts: Black oxford button-down collar, long or short sleeved shirt, golf style shirt or BSNA golf style shirt with College Logo. Shirt must be long enough to be tucked into pants. **All shirts must be tucked in.**
5. Uniforms must be the appropriate size, neat, clean, in good condition, and acceptable.
6. Undergarments must be worn, should not be visible and should be completely covered by the uniform.
7. Shoes: Solid black, clean tennis shoes or shoes as specified.
8. Name tag: College photo student name tag and agency volunteer name tag must be worn at all times.
9. Fingernails may be no longer than ¼ inch above the fingertip. If nail polish is worn, it should only approximate skin color and should be un-chipped. Artificial nails may NOT be worn at any time.
10. Perfume and gum chewing are not permitted in the clinical setting.
11. Hair should be clean, professional in appearance, and in a natural hair color. Hair should be worn back away from the face and secured so as to not interfere with professional duties. Beards and mustaches must be clean and neatly trimmed.
12. Jewelry must not jeopardize or interfere with patient safety and must be discreetly worn.
13. If the ears are pierced, only one pair of small post earrings which do not cover the ear lobe is permitted. Facial jewelry such as nose rings/studs or tongue rings/studs are not permitted. Other jewelry permitted is wedding rings, watches or class rings.
14. Tattoos may not be visible in any clinical area.
15. Please read course syllabus for any additional specific guidelines.

The consequences of violations of the Undergraduate Nursing Student Dress Code will be determined by the clinical faculty member.
**Rationale:** Dress plays a significant role in a professional career. When students are in uniform, they represent the profession of nursing and Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. It is important for the student to project a professional image.

**Key Words:** Dress code, business casual dress code
**Affiliating Agency Policies**

The College personnel and students are expected to abide by the rules and regulation of any affiliating agency utilized for clinical experiences.

Affiliating agencies utilized by the College are on a contractual basis. All contracts contain an agreement that college personnel, nursing and health science students will conform to the rules and regulations of those agencies.

College of Nursing personnel or students failing or refusing to abide by the hospital policies will not be permitted to care for patients and may be dismissed from the College under the provisions for non-compliance of rules and regulations of any of the affiliating agencies.

**Protection of Vulnerable Populations**

Several of the clinical agencies that Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences utilizes require background checks for the protection of vulnerable populations. The College complies with all policies for this purpose. Students who have a previous conviction for a misdemeanor or felony may not be eligible for placement in clinical assignments.

**Colorado Mental Health Institute at Pueblo**

"In accordance with Colorado Department of Human Services policy, the Colorado Mental Health Institute at Pueblo requires all prospective employees and students to have a background check. If the background check reveals information, such as outstanding warrants or pending charges, the pending employee or student must seek clearance through the Institute's Public Safety Office. If the circumstances are serious, the potential employee or student may be denied admission for employment of clinical practice".
Safe Environment Policies
Policy Title: Safety

Date of Origin (if available): Date(s) of Revision: June 6, 2011
Faculty Sponsor(s): Linda Weaver, RN, MSN
Undergraduate Department Approval Date(s): November 15, 2011

Policy: The University of Colorado at Colorado Springs Department of Public Safety maintains a full-service Police Operation to respond to reports of criminal acts and emergencies on campus. These officers are state- certified and hold police commissions within the State of Colorado. The Department of Public Safety Office, located on the lower level of the UCCS parking garage, is also responsible for responding to all incidents that occur on campus involving police, parking, traffic, fire prevention, and protection, environmental health and safety, emergency disaster coordination and insurance/risk management services. In addition, Public Safety provides several community services upon request:

1. Escorts to and/or from vehicles or buildings
2. Lost and Found service
3. Student notification for family emergencies

Procedure:
1. For emergent or non-emergent situations, notify the University Police/Public Safety at 3111 if using the University phone system or 719.255.3111 if using a personal phone, on or off Campus.
2. All students should locate and be familiar with the multi-colored Quick Reference: Campus Emergency Procedures card located at the front of every classroom.
3. In a family emergency, one person in your family should call the Public Safety Office at 719-255-3111. It is important for your family to provide your current location, if possible.
4. To be notified of emergency situations on Campus, students may enroll in the EmergencyNotification System.
5. For additional information, visit the Public Safety Office website.

Rationale: All students should have access to full range of emergent and non-emergent services to provide an environment that is safe and conducive to learning.

Key Words: safety, security, emergency assistance, campus police
Policy Title: Clinical Rotation Cancellation

Policy:
Clinical Rotation Cancellations due to weather or local circumstances (e.g. water pipe breaks, police activity, etc.) will be determined by the facility/agency in which the student is assigned for a course clinical rotation (“assigned facility/agency”). This clinical rotation cancellation policy is not related to personal student, clinical instructor or preceptor circumstances (e.g. illness) that may require cancellation.

Procedure:
1. Students are required to attend clinical on the day scheduled, unless the assigned facility/agency determines that it will be closed.
2. In the event that the assigned facility/agency is open and a student determines conditions are not safe to travel to attend clinical, the student is required to notify the assigned facility/agency and the clinical instructor.
3. Lead Faculty for each course, in consultation with clinical faculty and the College, has the discretion to cancel clinical rotations for reasonable risk situations due to weather conditions.
4. UCCS Delay/Late Start or UCCS Campus Closures for campus activities and classes will not apply to clinical attendance.
5. In the above cases, make-up time will be required to meet the clinical hour requirement for the course.

Rationale: Nursing clinical rotation experiences are a unique component of a nursing education, requiring collaboration among the department, college and community health facilities and agencies where students are placed. Nursing students are educated through professional practice development into the professional behavior necessary to work in hospitals and other health care facilities in which nurses are deemed essential personnel. As such, decisions to cancel clinical rotations should be made by the specific assigned facility/agency receiving nursing students.

Key Words: Clinical rotations, clinical cancellation, inclement weather
Student Evaluation of Faculty

Faculty Evaluation by Students (FCQ)

All students are expected to evaluate individual lead faculty on teaching effectiveness. Faculty value this process as a way to implement positive change and promote excellence in teaching.
Policy Title: Clinical Lecturer Evaluation

Date of Origin (if available): September 19, 2011  
Date(s) of Revision: September 19, 2011  
Faculty Sponsor(s): Trellis Moore  
Undergraduate Department Approval Date(s): November 4, 2011

Policy: Each semester clinical lecturers will be evaluated by students, the facility and lead faculty. These evaluations will be compiled and shared with the clinical faculty. A copy will be placed in their personnel file.

Procedure:
1. Either during the theory class or by using the course management system, the lead faculty will ask each student to complete the “Student Evaluation of Clinical Faculty.”
2. The evaluations will be compiled by the Clinical Facilities Coordinator.
3. Each clinical lecturer or lead faculty member will ask representatives of the facility to evaluate the lecturer using the “Facility Evaluation of Clinical Faculty”.
4. The evaluations by the facility will be mailed to the Clinical Facilities Coordinator who will compile them.
5. The lead faculty will complete the “Lead Faculty Evaluation of Clinical Faculty” form and share with the Clinical Lecturer.
6. The evaluations will be reviewed by the Clinical Facility Coordinator and the U.G. Department Chair.
7. A copy of the evaluations will be given to the Clinical Lecturer and a copy placed in their personnel file.

Rationale: Evaluation of faculty members provides an opportunity for clinical faculty members to continuously improve teaching skills and strategies.

Key Words: evaluation, clinical faculty, clinical lecturer
Professional Organizations
**Beth-El Student Nurses Association (BSNA)**

**Purpose and Function**

**Section 1 – Purpose**

A. To assume responsibility for contributing to nursing education in order to provide for the highest quality of health care.
B. To provide programs representative of fundamental current professional interests and concern to nursing students.
C. To aid in the development of the whole person, his/her professional role, and his/her responsibility for health care of people in all walks of life.
D. To enhance the positive image of nursing in the media, community, and among all health care professionals.

**Section 2 – Function**

A. To have direct input into standards of nursing education and influence the educational process.
B. To influence health care, nursing education and practice through legislative activities as appropriate.
C. To promote and encourage participation in community affairs and activities towards improved health care and the resolution of related social issues.
D. To represent the positive image of nursing to the consumer, institutions, the media, and other organizations.
E. To promote and encourage students’ participation in interdisciplinary activities.
F. To promote and encourage recruitment efforts, participation in student activities and educational opportunities regardless of a person’s race, color, creed, sex, lifestyle, national origin, age, or economic status.
G. To facilitate communication among nursing students and community representatives.
H. To promote and encourage collaborative relationships with nursing and health care organizations.
I. To promote unity and professionalism among nursing students.

BSNA members are selected to represent the nursing student body at the Undergraduate Faculty meeting and the UCCS Student Government Association. Membership in BSNA supports students’ socialization to the profession of nursing.

**Colorado Student Nurses Association (CSNA)**

“The Colorado Student Nursing Association (CSNA) is a pre-professional organization for pre-nursing and nursing students enrolled in Colorado accredited diploma, associate and baccalaureate degree programs.”
Students are eligible for membership in the association and are encouraged to actively participate on the district, state and national levels of the professional organization. Helen and Arthur E. Johnson Beth-El has more active student involvement in the Colorado student organization that any other college in Colorado. Helen and Arthur E. Johnson Beth-El students hold several state and national positions. State and national conventions provide an opportunity for fun as well as professional leadership.

**National Student Nurses Association (NSNA)**

“With a membership of 60,000 nationwide, the National Student Nurses’ Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.”

**Sigma Theta Tau International Honor Society of Nursing - XiPhi Chapter**

Students with high academic performance (have at least a 3.5 GPA and are in the top 35% of their class) and who have completed 50% of their nursing credits are inducted into the honor society, along with community leaders, at an annual meeting. Meetings throughout the year provide an opportunity for research and other scholarly presentations and exchange.

Sigma Theta Tau International Honor Society is an organization which recognizes the achievement of academic scholarship. Because achievement of superior scholarship demonstrates leadership, creativity and overall ability in nursing, membership at this level is based upon the student's grade point average.
APPENDIX A

Student Request for Faculty Reference Letter
HELEN AND ARTHUR E. JOHNSON BETH-EL COLLEGE OF NURSING AND HEALTH SCIENCES
Undergraduate Nursing Student Policy and Procedure

Student Request for Faculty Reference Letter

I, __________________________ request the following named faculty member __________________________ to write a letter of reference for the purpose of answering reference requests from employers or academic institutions. I am including the following personal information for your use in writing my reference letter. I can be reached at ________home _________ work for questions.

PERSONAL INFORMATION RELATED TO MY NURSING EDUCATION:

1. Leadership Activities:

2. Community and College Service:

3. Additional Information as appropriate:

Faculty may include but are not limited to the following information for the reference letter:

1. Faculty involvement with the student; i.e. classroom, clinical, student-faculty committees.
2. Information related to clinical practice and classroom achievement.
3. Communication skills; written verbal, interpersonal.
5. Leadership ability; planning, teaching, supervisory skills.
6. Knowledge; application of principles, judgment.
7. Personal qualities; dependability, acceptance of criticism, self-assessment, interpersonal relationships, grooming.
8. Students should receive the original or a photocopy of the letter from faculty. Students are responsible to maintain a personal file for future use.