# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>5</td>
</tr>
<tr>
<td>Health Sciences Division Mission, Vision and Goals</td>
<td>6</td>
</tr>
<tr>
<td>Mission</td>
<td>6</td>
</tr>
<tr>
<td>Vision</td>
<td>6</td>
</tr>
<tr>
<td>Goals</td>
<td>6</td>
</tr>
<tr>
<td>End of Nursing Program Student Learning Outcomes</td>
<td>7</td>
</tr>
<tr>
<td>Nursing Program Administration, Faculty and Staff</td>
<td>8</td>
</tr>
<tr>
<td>Health Science Division Organizational Chart</td>
<td>10</td>
</tr>
<tr>
<td>Organizational and Administrative Plan</td>
<td>11</td>
</tr>
<tr>
<td>Internal Organization of the Program</td>
<td>11</td>
</tr>
<tr>
<td>Procedures for Communication with the Governing Body</td>
<td>11</td>
</tr>
<tr>
<td>Nursing Advisory Board</td>
<td>11</td>
</tr>
<tr>
<td>Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>Organizing Framework</td>
<td>13</td>
</tr>
<tr>
<td>Required Nursing Courses</td>
<td>14</td>
</tr>
<tr>
<td>NUR 118 Introduction to Professional Nursing (LPN)</td>
<td>14</td>
</tr>
<tr>
<td>NUR 130 Fundamentals of Nursing</td>
<td>15</td>
</tr>
<tr>
<td>NUR 131 Fundamentals of Nursing Lab (1st 7 weeks)</td>
<td>15</td>
</tr>
<tr>
<td>NUR 132 Fundamentals of Nursing Clinical (2nd 7 weeks)</td>
<td>16</td>
</tr>
<tr>
<td>NUR 140 Nursing Care of the Childbearing Family</td>
<td>16</td>
</tr>
<tr>
<td>NUR 141 Nursing Care of the Childbearing Family Clinical</td>
<td>16</td>
</tr>
<tr>
<td>NUR 145 Nursing Care of Children and Families</td>
<td>17</td>
</tr>
<tr>
<td>NUR 146 Nursing Care of Children and Families Clinical</td>
<td>17</td>
</tr>
<tr>
<td>NUR 240 Nursing Care of Patients with Mental Health Alterations</td>
<td>17</td>
</tr>
<tr>
<td>NUR 241 Nursing Care of Patients with Mental Health Alterations Clinical</td>
<td>18</td>
</tr>
<tr>
<td>NUR 245 Nursing Care of Patients with Medical Surgical Health Alterations</td>
<td>18</td>
</tr>
<tr>
<td>NUR 246 Nursing Care of Patients with Medical Surgical Health Alterations Clinical</td>
<td>19</td>
</tr>
<tr>
<td>NUR 250 Advanced Concepts of Nursing Care</td>
<td>19</td>
</tr>
<tr>
<td>NUR 251 Advanced Concepts of Nursing Care Clinical</td>
<td>19</td>
</tr>
<tr>
<td>NUR 216 Management and Professional Issues</td>
<td>20</td>
</tr>
<tr>
<td>NUR 220 Nutrition in Nursing and Healthcare</td>
<td>20</td>
</tr>
<tr>
<td>NUR 303 Pharmacology for Nursing</td>
<td>20</td>
</tr>
<tr>
<td>Progression Guideline</td>
<td>21</td>
</tr>
<tr>
<td>Day and Evening/Weekend program</td>
<td>21</td>
</tr>
<tr>
<td>Participation Guideline</td>
<td>22</td>
</tr>
<tr>
<td>NUR Credit Units</td>
<td>22</td>
</tr>
<tr>
<td>HESI Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Standardized HESI Case Studies and Exam Procedure</td>
<td>22</td>
</tr>
<tr>
<td>Remediation Procedure</td>
<td>23</td>
</tr>
<tr>
<td>Elsevier Exit Exam and Live Review</td>
<td>23</td>
</tr>
</tbody>
</table>
Accreditation

The Rowan College at Burlington County Nursing Program

is accredited by

The New Jersey Board of Nursing
124 Halsey Street, 6th Floor, Newark, New Jersey 07102
Telephone: (973) 504-6430

and

Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326
Telephone: (404) 975-5000 • Fax: (404) 975-5020
Website: www.acenursing.org
Welcome to the Nursing program at RCBC! Please read the following information related to nursing course policies and procedures. Ask your faculty member if you have questions about any of the information presented.

Health Sciences Division Mission, Vision and Goals
The Nursing program at RCBC is part of the Health Sciences Division.

Mission
The mission of the Health Sciences Division of Rowan College at Burlington County is to provide socially relevant health care education to our students while delivering compassionate, competent and safe patient care.

Vision
To be an academic leader through developing innovative health career programs. Objective: Support the college mission to provide accessible, affordable, quality education leading to student success.

Goals:
1. Increase enrollment in the health science programs as necessary to support the growth of the region’s population.
2. Increase student success on licensure and certification examinations required by accrediting agencies and state guidelines.
3. Develop new programs as determined by program viability reviews collaborating and partnering with Virtua Health System.
4. Increase student satisfaction in the educational and evaluative process.
5. Provide students with high-quality simulation and laboratory experiences to enhance their expertise.
6. Provide inter-professional education (IPE) for all health science programs.
7. Enhance student support services including advising and tutoring.
8. Increase program diversity to contribute to a global workforce.
9. Expand online learning opportunities.
10. Explore workforce partnerships to enhance course offerings and job opportunities for students.
11. Integrate non-degree certificate programs housed under the Workforce Development Institute related to healthcare under the Health Science Division umbrella.

End of Nursing Program Student Learning Outcomes

1. Apply critical thinking skills to guide decisions regarding nursing practice for individuals and groups within a complex health care delivery system.
2. Adapt therapeutic interventions to assist individuals and groups in the promotion maintenance and restoration of health.
3. Apply professional standards and cultural concepts in planning the care of patients with complex healthcare alterations.
4. Evaluate therapeutic communication strategies when caring for individuals and groups of patients with complex healthcare alterations.
5. Synthesize evidence-based research as it applies to the care of patients with complex healthcare alterations.
6. Demonstrate incorporation of professional nursing standards of practice and commitment to professional development into personal nursing practice.
Nursing Program Administration, Faculty and Staff

Rowan College at Burlington County
Phone: (856) 222-9311 Fax: (609) 726-0628
Location: 1000 College Circle, Mount Laurel, NJ 08054

Administration
Dr. Karen Montalto, PhD, RN Dean of Health Sciences
kmontalto@rcbc.edu

Dr. Patricia Price, EdD, RN Nursing Program Success Manager
pprice@rcbc.edu

Christine Kimber, MSN, RN Clinical Education and Simulation Manager and Liaison of Office of Clinical Education Administration ckimber@rcbc.edu

Mahirym Holguin, BA Health Sciences Division Coordinator
mholguin@rcbc.edu

Laura Skrabale, MSN Simulation Lab Manager
lskrable@rcbc.edu

Faculty
Elizabeth Brendle, MSN 100 Level Coordinator
ebrendle@rcbc.edu

Dr. Audrey Brooks, DNP
abrooks@rcbc.edu

Erica Gravina, MSN egravina@rcbc.edu

Dr. Maria Lauer-Pfrommer, PhD, DNP
mlauer@rcbc.edu

Dr. Martin Manno, DNP 200 Level Coordinator
mmanno@rcbc.edu

Amanda Mitchell, MSN
amitchell@rcbc.edu

Joyce Rittenhouse, MSN
jrittenhouse@rcbc.edu

Dr. Colleen Spiehs, PhD
cspiehs@rcbc.edu

Shannon Williams, MSN
swilliams@rcbc.edu
Adjunct Theory Faculty
Dr. Dona Barto, DNP
(Advanced Concepts, Theory)
dbaro@rcbc.edu

Kathleena M. Cohen, MSN
(Mental Health Theory)
Kcohen@rcbc.edu

Patricia Giuliana, MSN
(Fundamentals Theory)
PGiuliana@rcbc.edu

Kelly LaRocca, MSN
(Mental Health Theory)
Klarocca@rcbc.edu

Staff
Danielle Garcia
Secretary
dgarcia@rcbc.edu

Office of Clinical Education Administration
Catherine Korn, MSN
Director Office of Clinical Education Operations
ckorn@rcbc.edu

Rose Moore
Administrative Assistant
Rmoore@rcbc.edu
Organizational and Administrative Plan

Internal Organization of the Program
The Nursing program at Rowan College at Burlington County is managed by the Dean of the Division of Health Sciences who reports to the Senior Vice President / Provost.

Procedures for Communication with the Governing Body
The Dean of the Division of Health Sciences is a member of the administrative senate and the governance committee of the college. The Dean reports to the Senior Vice President / Provost. The Senior Vice President / Provost reports to the College President. The Dean of the Division of Health Sciences is responsible for oversight of all programs within the division and communicates with program directors and faculty. The Dean leads the division meetings as well as all nursing meetings. Full-time faculty are members of the Faculty Senate of the College and have an opportunity to be a representative to the Instructional Affairs Council (IAC). Within the program, the Nursing Clinical Education/Simulation Coordinator has oversight of all clinical and adjunct faculty hiring and administration as well as coordination of all initiatives for clinical learning within the Nursing program.

Nursing Advisory Board
Rowan College at Burlington County (RCBC) believes that the community it serves can fulfill an important role in program development and evaluation through program Advisory Boards. These boards provide advice and counsel to the college on matters relating to academic programs.

These tasks include, but are not limited to the following:
- Review program curriculum content to ensure that educational, workforce or community needs, and industry standards are being addressed.
- Suggest new methodologies and programmatic changes to keep the program current with industry standards.
- Promote the program within the community.
- Secure internships and clinical opportunities for students.
- Review safety policies as they relate to industry standards.
- Assist in facilities planning.
- Provide instructional assistance through guest lectures, demonstrations, job shadowing experiences, and field trips.

The Nursing Program Advisory Board convenes every spring to review and discuss the Nursing program, workforce issues and the needs of the community. The Dean of the
Division of Health Sciences chairs the Nursing Program Advisory Board, which is comprised of select nursing leaders from the school’s community of interest.

Philosophy
The philosophy of the Nursing program of Rowan College at Burlington County is consistent with the mission of the college in its commitment to meet the educational needs of the community at large. The program reflects the constantly changing patterns of healthcare delivery. Nursing is a dynamic, systematic science and art-based profession, which is a unique body of evolving knowledge influenced by the behavioral, physical and social sciences. Nursing provides a holistic approach to patient needs. Therapeutic interactions are utilized to assist patients to promote their optimal health.

Professional nursing involves accountability for the diagnosis and treatment of actual and potential human responses throughout their lifespan.

Nursing as a profession assists human beings in the management of these responses on a continuous basis to sustain life and health, recover from disease or injury, and/or die with dignity. Nursing focuses on health promotion, disease prevention, and health restoration. Nursing assists in the development of healthy communities. Working collaboratively with interdisciplinary teams, nurses ensure patients' rights to actively participate in planning their health care.

Critical thinking, communication skills and caring are integral to the nursing process. A primary objective of the Nursing program is to produce future nurses who have the knowledge skills and attitudes necessary to improve quality and safety in the healthcare setting while promoting an exceptional patient experience.

Every individual is a unique human being and has the ability to adapt to changing needs. Humans exist within the contexts of the individual, family, group, community, nation and world. They have the capacity for self-knowledge, the ability to choose, think critically and assume responsibility for themselves and others. Individuals must meet needs to maintain homeostasis. Adaptation is the mechanism used to compensate for unmet or partially met needs. Safety (the avoidance of harm), Security (protection from fear), Energy (required to meet basic physiologic needs), Sensory (the ability to send, perceive and receive stimuli), and Esteem (self-respect and positive recognition) are necessary for the well-being of each individual.

The environment is complex and dynamic and includes the physical, psychosocial, cultural, spiritual, economic and political context of the world. The effects of the environment on the health of individuals are addressed by nursing. Individuals can promote, maintain, enhance and restore their health. Health is a dynamic state of fluctuation within the wellness-illness continuum.

Learning requires readiness of the learner to set and achieve goals. The intent of this process is to acquire knowledge, skills and behavioral change through instruction, experience and interactions with the teacher and patient.

Teaching facilitates the achievement of the academic goals of the learner through an innovative mix of methodologies. Teaching strategies address the individualized
needs of a diverse student population. The goals to develop self-awareness, self-direction, critical thinking and accountability within the context of quality and safety in practice is achieved through methodologies that facilitate exchange of ideas, foster critical thinking, address individual learning styles and encourage mutual trust and respect.

Nursing education is a cooperative process to develop critical thinking and clinical judgment in the learner. Nursing education helps to develop the students’ knowledge, skills and behaviors. The structure of the Nursing program includes faculty who facilitate students’ nursing knowledge progressing from simple to complex, chronic to acute, and general to specific. Students are assisted to take professional responsibility and actively participate in the learning process. Advancement of the profession is encouraged by the expectation that the graduate will take responsibility for continued professional growth guided by ethical and legal principles of the profession.

The faculty also believes that concurrent education in the arts and humanities, as well as in the basic sciences, represents an essential element in providing the nursing student with an integrated body of knowledge. This integrated body of knowledge is essential to a holistic approach to identify patient needs. The nurse must have a broad knowledge base to intervene effectively in assisting patients to promote optimum health.

The graduate of the associate of Nursing program is educated to practice within the knowledge skills and attitudes to provide safe and quality nursing care.

The purpose of the Rowan College in Burlington County Nursing program is to provide the graduate with the necessary theoretical and clinical experiences to practice in a variety of settings. Academic mobility is facilitated by the design of the curriculum and transferability of credits into baccalaureate degree programs.

Organizing Framework

The nursing courses are organized into two levels, Level I and Level II. Level I encompasses simple, chronic, general needs of the patient and Level II encompasses complex, acute, needs of individuals and groups. The nursing scope and standards of practice and concepts of quality and safety education in nursing are woven through each course.

The two central concepts of the Rowan College at Burlington County organizing framework are the nursing process and human needs. Each of the nursing courses was developed based upon these concepts. The roles of Provider of Care, Manager of Care, and Member of the Profession, describe nursing practice and are addressed throughout each level. Students are guided in the development of these roles of the professional nurse.

The topical outline for each course is based in part on Maslow's hierarchy of needs as well as health and illness concepts, with content organized and presented according to the steps of the nursing process. The curriculum progresses from Level I encompassing simple, chronic, and general needs of the patient to Level II, encompassing complex, acute, and specific needs of patients and groups. Assigned experiences, such as learning activities and clinical assignments provide opportunities for students to develop required competencies. These experiences reflect the progression of objectives of each course to
the level and student learning outcomes that identify the competencies required for the successful entry of the graduate into practice.

**Nursing Process**
Nursing is a dynamic, systematic science, and art based upon a unique body of evolving nursing knowledge that is influenced by the behavioral, physical, and social sciences. Nursing is holistic in its approach to identified patient needs. The nurse collaborates with patients through therapeutic interactions designed to promote optimum health. This is accomplished through the nursing process, one of two central concepts of this program. This consists of assessing the healthcare needs of the patient and family, establishing nursing diagnoses and patient care goals, developing plans of care, implementing interventions, and evaluating and documenting patient care. Integral to the nursing process are communication skills, critical thinking, therapeutic management, accountability and caring. In collaboration with other healthcare professionals, nurses are advocates for patients and families in promoting health through direct and indirect care and education. The nursing process is a systematic method used to assist the patient in meeting identified needs. As a person interacts with the internal and external environment, basic human needs must be fulfilled. However, each individual is a unique human being whose needs at various developmental and health levels must be considered. The individual utilizes both internal and external resources to meet basic needs satisfactorily through adaptation resulting in homeostasis.

**Human Needs**
The individual is a unique being possessing worth and dignity and is constantly interacting with the internal and external environment to meet human needs. These human needs, the second central concept of this program, are threads throughout the curriculum and must be fulfilled to maintain individual homeostasis. Adaptation is the mechanism used by the individual to compensate for unmet or partially met needs. Safety (the avoidance of harm), Security (protection from fear), Energy (required to meet basic physiologic needs), Sensory (the ability to send, perceive and receive stimuli), and Esteem (self-respect and positive recognition) are necessary for the well-being of each individual.

A state of health exists when there is equilibrium in all areas of human functioning. Illness may result when adaptation is not achieved. Partially met or unmet needs are classified as physiological or psychological health problems and are addressed throughout the curriculum. Therapeutic nursing care results from utilizing the steps of the nursing process in assisting the individual in maintaining or restoring homeostasis.

**Required Nursing Courses**

**NUR 118 Introduction to Professional Nursing (LPN)**
This course is designed to facilitate successful entry of practical nurse graduates into the second semester of the registered nurse program. It provides theoretical content and skills testing in order to provide the student with the necessary knowledge skills and attitude to successfully progress into the registered nursing program. This course includes the essential elements of the nursing process, documentation, professionalism, and the
registered nurse practice act. Concepts essential in order to develop care plans and delegate care to members of the healthcare team are covered. The course is focused on preparing the licensed practical nurse for transition into the registered nursing program. This course is 3 credits and meets for three hours weekly. Licensed practical nurses admitted to the program may choose to take this course in place of the fundamental course sequence or may take the fundamental sequence (NUR 130, 131, 132).

1. Relate the advantage of utilization of the nursing process to patients of diverse cultures, nursing practice, and the profession of nursing.
2. Utilize the nursing process as the theoretical framework for the delivery of care.
3. Relate that the practice of nursing derives from the application of theories founded in the physical and social sciences, humanities, and nursing domains.
4. Communicate effectively with patients of diverse cultures.
5. Describe the relationship of learning theory and methodology to effective patient teaching.
6. Describe the ethical and legal implications relative to safe nursing practice.
7. Identify the different expectations between the LPN and RN role in actual practice.
8. Demonstrate calculations necessary for safe medication administration.
9. Demonstrate professionalism in written and verbal communication.
10. Integrate clinical judgment in developing nursing care plans.

PLEASE NOTE: students who are not successful in NUR 118 will take NUR 130/131/132 to remain in the program. There are no repeats of NUR 118. (Procedure new Spring 2019)

**NUR 130 Fundamentals of Nursing**

This initial nursing course provides the student with opportunities to explore and apply concepts basic to nursing. Fundamental psychomotor and communication nursing skills are developed and applied within a framework of the nursing process and Maslow’s human needs. This course is 5 credits and meets for five hours weekly.

1. Demonstrate critical thought in utilizing the nursing process.
2. Relate therapeutic interventions according to the standards of nursing practice to outcomes in promoting, maintaining and restoring the health of individuals.
3. Identify cultural concepts throughout the nursing process.
4. Identify therapeutic communication techniques as they apply to patient care.
5. Identify evidence-based practice related to specific nursing interventions.
6. Demonstrate understanding of professional standards of practice

**NUR 131 Fundamentals of Nursing Lab (1st 7 weeks)**

In this nursing lab course, students demonstrate psychomotor skills including safety, wound care, asepsis, assessment and medication administration. Students have the opportunity for practice and evaluation of skills prior to entering the clinical setting. Students receive 1 credit for three hours of lab, which is taken over seven weeks (six hours a week).

1. Demonstrate learned therapeutic interventions according to standards of nursing practice.
2. Apply therapeutic communication techniques during patient care scenarios.
3. Demonstrate professional behavior and dress in the lab setting.

**NUR 132 Fundamentals of Nursing Clinical (2nd 7 weeks)**

In this nursing clinical course, students have the opportunity to provide nursing care to patients in various settings. Professional nursing standards of practice are integrated in the clinical area. Students receive 1 credit for three hours of clinical, which is completed in seven weeks (six hours a week),

1. Apply the nursing process in the care of patients in various clinical settings.
2. Utilize therapeutic communication with all patients, families and staff.
3. Demonstrate professionalism at the clinical setting.

**NUR 140 Nursing Care of the Childbearing Family**

This course examines the health and social situation of today’s childbearing family. Areas of focus are the birth process, care of newborns and women’s health needs. The course emphasizes health promotion in the expectant family, the childbearing process and education during the post-partum period. This course is 2 credits and is two hours weekly for 14 weeks.

1. Use critical thinking skills to analyze trends in the care of the childbearing family.
2. Relate therapeutic interventions to promote, maintain and restore the health of the childbearing family.
3. Identify cultural concepts specific to the childbearing family throughout the nursing process.
4. Identify therapeutic communication techniques appropriate to learning and developmental needs of the childbearing family.
5. Identify evidence-based practice to assist the childbearing family to achieve optimal health.
6. Demonstrate understanding of professional standards of practice.

**NUR 141 Nursing Care of the Childbearing Family Clinical**

In this course, the student will continue to develop clinical skills in the care of families throughout the childbearing experience. Emphasis is placed on assessment, therapeutic interventions and medication administration according to established standards of nursing practice. This course is 2 credits (1 credit to three hours) and is six hours weekly for 14 weeks.

1. Apply the nursing process in the care of the childbearing family in various clinical settings.
2. Utilize therapeutic communication with all patients, families and staff.
3. Apply QSEN concepts (quality and safety education in nursing) to the care of the childbearing family.
4. Demonstrate professionalism in the clinical setting.
NUR 145 Nursing Care of Children and Families
This course examines the health and social situations of today’s children and their families. Children from birth through the adolescent phase are the focus. The course emphasizes health promotion, maintenance and restoration. Growth and development concepts are integrated throughout the course. This course is 2 credits and meets for two hours weekly.

1. Use critical thinking skills to analyze trends in the care of children and their families.
2. Relate therapeutic interventions to promote, maintain and restore the health of children and their families.
3. Identify cultural concepts specific to the children and their families throughout the nursing process.
4. Identify therapeutic communication techniques appropriate to learning and developmental needs of children and their families.
5. Identify evidence-based practice to assist children and their families to achieve optimal health.
6. Demonstrate understanding of professional standards of practice.

NUR 146 Nursing Care of Children and Families Clinical
In this course, the student will continue to develop clinical skills in the care of children and families. Emphasis is placed on assessment, therapeutic interventions and medication administration according to established standards of nursing practice. This course is 2 credits (1 credit to three hours) and is six hours weekly for 14 weeks.

1. Apply the nursing process in the care of children and their families in various clinical settings.
2. Utilize therapeutic communication with all patients, families and staff.
3. Apply QSEN concepts (quality and safety education in nursing) to the care of children and their families.
4. Demonstrate professionalism in the clinical setting.

NUR 240 Nursing Care of Patients with Mental Health Alterations
This course introduces students to mental health nursing and focuses on health restoration and maintenance of patients with mental health concerns across the lifespan. Concepts of critical thinking, evidence-based practice, therapeutic communication and collaboration, cultural awareness, and professional values are emphasized. The course is 2 credits and students participate in two hours weekly of theory for 14 weeks.

1. Apply critical thinking skills to appropriate interventions for the patient with mental health alterations.
2. Apply therapeutic interventions to promote, maintain and restore the health of patients with mental health alterations.
3. Apply culturally congruent concepts to patients and families experiencing mental health alterations.
4. Integrate therapeutic communication in plans of care for patients and groups experiencing mental health alterations.
5. Design plans of care, including evidenced-based practice specific to patients with mental health alterations.
6. Demonstrate understanding of professional standards of practice in the care of patients with mental health alterations.

NUR 241 Nursing Care of Patients with Mental Health Alterations Clinical
In this course, the student will continue to develop clinical skills in the care of patients with mental health alterations. Emphasis is placed on assessment and therapeutic interventions for patients and groups according to established standards of nursing practice. This course is 1 credit (1 credit to three hours) and is three hours weekly for 14 weeks or six hours a week for 7 weeks.
   1. Apply the nursing process in the care of patients with mental health alterations in various clinical settings.
   2. Utilize therapeutic communication with all patients, families and staff.
   3. Apply QSEN concepts (quality and safety education in nursing) to the care of patients with mental health alterations.
   4. Demonstrate professionalism in the clinical setting.

NUR 245 Nursing Care of Patients with Medical Surgical Health Alterations
This course focuses on the health promotion, disease prevention, and the restoration of optimal health in young adults through old age. The course emphasizes health promotion, maintenance and restoration. Health alterations, including common acute illnesses, chronic diseases and disabilities, are examined. The perioperative experience is integrated into the course. This course is 2 credits and meets for two hours weekly.
   1. Apply critical thinking skills to appropriate interventions for the patient with various medical surgical alterations in health.
   2. Apply therapeutic interventions to promote, maintain and restore the health of patients with medical surgical alterations.
   3. Apply culturally congruent concepts to patients and families experiencing medical surgical alterations
   5. Design plans of care, including evidenced-based practice specific to patients with medical surgical alterations.
   6. Demonstrate understanding of professional standards of practice in the care of patients with medical surgical alterations.
NUR 246 Nursing Care of Patients with Medical Surgical Health Alterations Clinical

In this course, the student will continue to develop clinical skills in the care of medical surgical patients. Emphasis is placed on assessment and therapeutic interventions for patients with selected medical surgical alterations according to established standards of nursing practice. This course is 2 credits (1 credit to three hours) and is six hours weekly for 14 weeks.

1. Apply the nursing process in the care of patients with mental health alterations in various clinical settings.
2. Utilize therapeutic communication with all patients, families and staff.
3. Apply QSEN concepts (quality and safety education in nursing) to the care of patients with mental health alterations.
4. Demonstrate professionalism in the clinical setting.

NUR 250 Advanced Concepts of Nursing Care

This course is the capstone of the Nursing program. This course focuses on the health promotion, disease prevention, and the restoration of optimal health in young adults through old age. Managing care for individuals as well as groups of patients with complex needs is emphasized.

Health promotion, maintenance and restoration is further developed as the student focuses on individuals with multiple complex health alterations. Concepts of interprofessional collaboration, delegation and leadership, evidence-based practice and health literacy continue to be emphasized. This course is 4 credits and meets for four hours weekly.

1. Apply critical thinking skills to guide decisions regarding nursing practice for individuals and groups within a complex health care delivery system.
2. Adapt therapeutic interventions to assist individuals and groups in the promotion, maintenance and restoration of health.
3. Apply professional standards and cultural concepts in planning the care of patients with complex healthcare alterations.
4. Evaluate therapeutic communication strategies when caring for individuals and groups of patients with complex healthcare alterations.
5. Synthesize evidence-based research as it applies to the care of patients with complex healthcare alterations.
6. Demonstrate incorporation of professional nursing standards of practice and commitment to professional development into personal nursing practice.

NUR 251 Advanced Concepts of Nursing Care Clinical

In this course, the student will refine clinical skills in the beginning practice of professional nursing. Emphasis is placed on developing the leadership role in the care of groups of patients with complex healthcare alterations. This course is 4 credits (1 credit to three hours) and is 12 hours weekly for 14 weeks.
1. Adapt therapeutic interventions to assist individuals and groups in the promotion, maintenance and restoration of health.
2. Utilize therapeutic communication with all patients, families and staff.
3. Apply QSEN concepts (quality and safety education in nursing) to the care of patients with complex healthcare alterations.
4. Demonstrate professionalism in the clinical setting.

**NUR 216 Management and Professional Issues**
This course covers current issues affecting health care delivery, management techniques, legal and ethical concerns, and political/legislative strategies. It involves discussion, roleplaying, and individual projects to analyze and synthesize the issues. This course is 1 credit and meets for one hour weekly.
1. Identify issues affecting delivery of quality patient care.
2. Appraise ethical, legal and regulatory decision-making practices within the health care community.
3. Articulate the issues affecting professional nursing practice today.
4. Initiate actions that will influence nursing practice and the delivery of healthcare in the United States.
5. Develop and implement a plan to meet life-long self-learning needs.

PLEASE NOTE: if a student is not successful in this course, it does not count as one of the student’s failed courses leading to program dismissal. Procedure changed spring 2019)

**NUR 220 Nutrition in Nursing and Healthcare**
This course focuses on the understanding of nutritional requirements throughout the lifecycle as well as modifications for disease states. Nutritional assessment techniques as well as specific diets for health and disease are discussed. This course is 3 credits and meets for three hours weekly. This course is taught by a registered dietician.
1. Understand the significant role of nutrition in health and disease.
2. Apply basic principles learned to self, patients and patients and the community.
3. Describe the basic scientific elements of nutrition; essential nutrients and their functions in the body.
4. Apply nutritional assessment techniques such as care planning and diet therapy for patient, patient and self-care.

PLEASE NOTE: if a student is not successful in this course, it does not count as one of the student’s failed courses leading to program dismissal. Procedure changed spring 2019)

**NUR 303 Pharmacology for Nursing**
This course will enhance current knowledge of a broad spectrum of pharmacologic agents. Emphasis is on the administration of drugs using QSEN competencies for safe, effective, and therapeutic drug therapy. Drug classifications studies are about safe drug administration, nursing implications and effects and precautions, drug interactions, and the
potential for toxicity. Pharmacologic considerations that involve, but are not limited to, the legal, ethical, age, cultural, and risk for dependence are discussed in the current context of our time. This course is 3 credits and meets for three hours weekly.

1. Discuss the therapeutic, pharmacologic, adverse effect and toxicity profiles of medications in various drug categories.
2. Correlate manifestations of pathophysiologic processes with their related pharmacologic interventions.
3. Describe the physiological effects of pharmacotherapeutics.
4. Describe the effects of age, gender, and or weight on drug absorption, metabolism, excretion and effectiveness.
5. Describe the legal, ethical, and accountability issues involved in the administration of various classes of medications.
6. Discuss patient education needs specific to various drug categories.
7. Discuss the physiological and psychological consequences of drug dependence.
8. Review weights and measures currently utilized in the measurement of drugs and be able to make appropriate conversions from one system to another.
9. Identify nursing research implications related to drug therapy.

PLEASE NOTE: This course is required for all students in all levels. Failure of this course does count as one of the required courses if grade is below 80%.

Progression Guideline
Students are required to successfully complete all theory, lab and clinical components of a nursing course in order to successfully pass the course. A student must achieve a grade of B or better in a nursing course in order to pass the course. A grade below B in any nursing course requires that the student repeat the entire course (theory and lab and/or clinical). A grade of Unsatisfactory (U) in the clinical or in the skills lab practicum will result in a grade of “F” being assigned for the course. An Unsatisfactory grade requires that the student repeat the entire course (theory and lab and/or clinical). Students who fail a nursing course will be permitted to repeat the course on a space-available basis and must meet with the Division Coordinator. Students who fail a second nursing course are dismissed from the Nursing program.

Day and Evening/Weekend program
At the time of admission the student must choose between the Day and Evening/Weekend program. Once the student is admitted to that program, they must stay in the program of their choice for the duration of the nursing program. Students cannot cross-register between two programs, no exceptions. If during the program the student’s circumstances change and they need to switch programs, they will need to contact the Health Sciences Division Coordinator. If space is available in the program requested, once approved the student can switch programs. We can only grant one switch during the duration of the student’s program.
Participation Guideline
Faculty believe that class participation is essential to succeed in the program. Students are encouraged to attend all classes, labs and clinicals. Students are expected to be on time and to be prepared. Students are evaluated on the attainment of objectives for the course and the program. Please be aware that failure to attend class and clinical may result in your inability to meet class and clinical objectives. Students are expected to be professional in all interactions in class, lab and clinical. Professional behaviors include class attendance, preparation for class and clinical/lab, and punctuality as well as other behaviors related to conduct and performance. This information will be outlined by your course faculty.

If a student misses a class or clinical experience, faculty will evaluate student progress individually. As per college guideline, class attendance may count for up to 10% of class grade. All clinical absences must be made up. A student who misses an assigned clinical day or experience must meet with their clinical faculty immediately upon return to class or clinical and arrange a make up day. No absences are “excused”. Absences from clinical are made up in the same clinical setting. Students who have not made up clinical absences will not pass the course. The grade for passing a clinical course satisfactorily is PS. Students who do not satisfactorily pass clinical receive a grade of X in the corresponding theory course. Students who are unsuccessful in either theory or clinical must retake all co-requisites (for example, a student who is not successful in NUR 130 must repeat NUR 130, 131, 132. A student who is not successful in NUR 140 must repeat NUR 140 and NUR 141, etc.).

NUR Credit Units
A credit hour refers to a 50-minute hour.
Theory credit hours are 1 to 1.
Clinical and lab credit hours are 1 credit to three hours.

HESI Requirements
Standardized HESI Case Studies and Exam Procedure
All students must purchase the HESI product and complete case studies as assigned in each course in the curriculum at 80% or better:
• NUR 130: All fundamental case studies
• NUR 140: three case studies as assigned (Maternity case studies)
• NUR 145: three case studies as assigned (Pediatric case studies)
• NUR 240: three case studies as assigned (Psychiatric case studies)
• NUR 245: three case studies as assigned (Medical surgical case studies)
• NUR 250: six case studies as assigned (Medical surgical case studies)
All students must purchase the HESI standardized exams and complete the practice exam the week prior to sitting for the standardized exam, for the following courses:

• NUR 130: Fundamentals exam
• NUR 140/145 combined maternity and pediatrics exam
• NUR 240: Psychiatric Mental Health exam
• NUR 250: RN Exit Exam 1 and 2

**Remediation Procedure:**
All students are responsible to complete remediation provided through the HESI/Elsevier site.

• Students must score at least 80% in the post tests provided through remediation
• Students must view all packets provided online
• Students must spend at minimum 2 hours on remediation
• NUR 250: Exit 1 will be administered within the first several weeks of the course
• NUR 250: Remediation must be completed as stated above, prior to sitting for Exit 2
• NUR 250: Exit 2 will be administered during the last week of class or finals week

Students should strive for score of 80% or higher on HESI standardized exams.

**Elsevier Exit Exam and Live Review**
Students entering NUR 250 Fall 2018 and beyond are required to purchase the Elsevier package containing the HESI RN Exit 1 and RN Exit 2 and the three day live review course for NCLEX-RN from the RCBC bookstore prior to the first day of class.

Students will be taking the RN Exit 1 within the first two weeks of the NUR 250 course each semester.

Students must complete remediation for the RN Exit 1 prior to taking the RN Exit 2 (taken within the last two weeks of the semester.)

Students must purchase and attend the Elsevier three day live review when scheduled at the college, planned for finals week each semester. Students who do not attend all three days of the live review or who omit any other part of this procedure will receive an incomplete in NUR 250.

**Summer Enrollment**
Students wishing to enroll in summer NUR courses must provide a recommendation from their current course faculty member to the Health Sciences Division Coordinator to gain permission to register.

This recommendation will be based on the following:

• Satisfactory performance in the spring nursing course
• HESI standardized exam score of 850 or above or a conversion score of 80% or higher in the most immediate HESI past exam.
  o Students wishing to enroll in NUR 140/141 and 145/146 Summer must have a standardized HESI score of 850 or 80% conversion score or greater on the Fundamentals HESI exam.
  o Students wishing to enroll in NUR 240/241 and 245/246 Summer must have a standardized HESI score of 850 or 80% conversion score or greater on the Pediatric and Maternity HESI exam.
  o Students wishing to enroll in NUR 300, 301 or 302 must have passed all nursing courses to date and have declared the 3+1 major through the office of Rowan Relations. Students who fail a nursing course in the semester preceding the semester they are registered or wish to register to take NUR 300, 301 or 302 will be withdrawn from the 300 level course until they successfully repeat the prior nursing course.

**Summer course offerings are not guaranteed and dependent upon faculty and clinical availability and decisions.**

Confidentiality HIPAA
Students are responsible for practicing within HIPAA guidelines. Patient information is confidential. When referring to a patient for any of your papers, use patient-initials only. Do not discuss a patient’s history in any public place. No cell phones, iPads, iPhones, iPhones, iWatches, tables, or other electronic devices are permitted in the clinical sites. No photos may be taken in the clinical area or in uniform. All information on patient’s charts is confidential. Students must take a HIPAA training module prior to starting clinical as part of their clearances currently through American Data Bank.

Course Syllabus
Please review the course syllabus. All forms students may need for clinical are posted on the blackboard site for the course; they can be downloaded and printed. Dates of exams and papers are delineated in the syllabus. Clinical faculty will review due dates of clinical papers and assignments.

PLEASE NOTE: Effective Spring 2019, The following statement will be included on all course syllabi (excluding clinical courses). "Students are required to achieve an 80% average on exams to pass this course. The percentages assigned to all other graded assignments in the course are only considered after the student has achieved an 80% average on exams"

Absence
• Students are expected to attend all class and clinical experiences.
• A student who is absent should call their instructor and relate the reason for the absence. They should not ask another student to tell the instructor they will not be in.
• Any student who is absent must make up the clinical day.
• Any student who is absent from class is responsible for any information covered.
• If a student misses an exam, an alternate exam will be given, usually including alternate format questions such as short answer and fill in the blank. Students must arrange testing with their faculty member prior to the next class day.

PLEASE NOTE: Beginning Spring 2019, clinical make up will occur during final exam week. Faculty will notify students as to the days and times of their make-up. Students will not have any preferences in relation to this. Any student who does not make up clinical will fail the course.

Transportation to Clinical Agencies
Each student is responsible for providing his/her own transportation to and from the clinical site and other health related facilities required and stated in the course syllabi. The student is responsible for additional fees if applicable to the site (i.e. parking, tolls, etc.)

Clinical Experiences
Orientation to your assigned clinical unit
1. Become familiar with layout of unit, fire exit route, and routine of unit.
2. Review charts, charting procedures, manner of giving and receiving report.
3. Review hospital policies and procedures, for example: medication administration.
5. All competencies assigned by clinical sites must be completed prior to walking into the hospital. Students who have not met clinical competencies for the hospital will be dismissed from the course.
6. Review charting procedures.
7. Where to find equipment.
8. Report procedure:
   • How report is given and place(s) report is given.
   • How students are to get report on their patients.
   • To whom students will give report before leaving.

Clinical experiences
• Students cannot be dismissed early from clinical.
• Students are permitted to use a basic calculator in clinical and for the Clinical Math Exam.
• Cell phones should not be taken into the clinical area. No pictures can be taken while in clinical uniform or with any identifying information from the hospital in the picture. You may not take a picture with your student ID in it. Please refer to the social media guideline.
• Students are expected to be on time for clinical.
• Students who are late for clinical will receive a verbal warning the first time, and written counseling notes on subsequent lateness.
• Students must follow their instructor’s guidelines for calling out of clinical due to illness. A student who is a “no call no show” may be dismissed from clinical course due to unprofessional behavior. It is not acceptable to ask another student to tell the instructor that you will not be in attendance.
• Students must follow the dress code. Students who are not dressed in the approved uniform will receive a warning and may be asked to leave the clinical area.
• Students are to adhere to a professional code of conduct and behavior.
• Students should address instructors, staff, and all patients using last names except in specific clinical settings such as pediatrics. When addressing administration within the college and at the clinical agencies, titles should be used (such as Dean, Doctor, President, Provost, Professor, etc.). This refers to face to face as well as written communication.
• Each student must complete a clinical self-evaluation and bring it when they come for their evaluation with their faculty.
• Clinical times are fixed and students must have full clinical experience each day/evening.
• Students and faculty must take a meal break and mealtime is not to be combined with post conference (For example: day lunch at 11 a.m./noon, dinner 5 p.m., 5:50 p.m., etc.). Lunch is a time when students can get away and eat (from each other, from the floor, from the RN, and from their instructor). Post conference is a time to explore what they have learned and discuss issues as a group.
• Clinical experiences may be three, four, six, eight, or 12 hours in length.
• Students may not have more than one clinical experience per day.
• When possible, each student (all levels) should have individual patient assignments and work independent from other students.
• Satisfactory clinical performance is when a student demonstrates specific expected course behaviors that are skills, actions, and written assignments in accordance with accepted policies, procedures, and standards. Unsatisfactory clinical performance is the inability of the student to demonstrate expected behaviors and/or to complete written assignments in accordance with accepted policies, procedures and standards. Students must be counseled for unsatisfactory clinical behavior and follow up is weekly.
• Unsafe performance is always unsatisfactory. Unsatisfactory performance in clinical will result in a course grade of “F.”
• Patient safety is of paramount importance. Safe clinical performance is that in which the patient’s physical and/or psychological welfare are paramount. Unsafe clinical behavior places a patient in physical and psychological jeopardy. Student may be dismissed at any time for clinically unsafe behavior without a chance of readmission.
• Students are required to achieve an “S” (Satisfactory) in all objectives on the clinical evaluation tool by the completion of the course. The final clinical evaluation for each course is summative.
• If a student receives an “NO” (no opportunity), it indicates that the student has not had the opportunity to demonstrate a behavior, but has been present for clinical experiences.
Clinical Evaluation Tool

- The Clinical Performance Evaluation Tool is reviewed the first day of class/clinical to make students aware of the objectives on which they will be graded.
- The student is responsible for keeping a record of his/her objectives successfully completed on his/her form.
- The instructor plans a time to meet with each student individually on the scheduled evaluation day during week 15.
- Formative evaluations are made at mid-semester to inform students of their progress. If all work is satisfactory, the student will receive a "P" (see below ratings system).
- The final clinical evaluation is summative. The student will receive "S" or "U" on the clinical evaluation tool.

Rating System of the Evaluation Tool

P (Progressing) = demonstrates progress toward achievement of the stated objective. NI (Needs Improvement) = does not demonstrate sufficient progress toward achievement of the stated objective.
NO (No Opportunity) = no opportunity for assessment at the time of this evaluation. This notation will be used when the student was present for all clinicals, but the particular course objective was not available; or the course objective could be accomplished in the second half of the semester. Rating system for the final evaluation is only Pass or Fail. Students who fail objectives do not pass the clinical course.

Nursing Simulation Lab

Any student having difficulty with a skill in the clinical area at any level may be referred by the clinical instructor to the simulation lab manager. Students must provide documentation that the skill has been successfully remediated. This can be through an email from the simulation lab manager to the clinical instructor.

Lab etiquette

- When entering the lab, proceed as you would when entering a patient room (wash hands, introduce self to patients, etc.).
- Put all equipment back in assigned spots after lab and make all beds before leaving.
- Eating is not permitted in the lab.
- No children are permitted in the lab at any time.

Technical Standards

Students admitted to the Rowan College at Burlington County Nursing program must meet technical standards and maintain satisfactory demonstration of these standards for progression through the program. It is the student’s responsibility to notify the course leader of any changes in their ability to meet technical standards.
To provide quality nursing care, the student must possess the senses of vision, touch, hearing, taste, and smell. Assistive technology, such as glasses, contact lenses, and hearing aids are acceptable to enable the student to achieve functional use of the senses.

The student must have sufficient motor capability to carry out assessment activities. The student must be able to lift, turn, transfer, transport, and exercise the patient. The student must have the physical ability to perform CPR. The student must be able to bend, squat, reach, kneel, and balance. The student must be able to constantly lift 10 pounds, frequently lift 25 pounds, and occasionally lift 50 pounds. The student must be able to effectively communicate both verbally and in writing using the English language.

**Tutoring**

Students who need assistance should first reach out to their classroom faculty. Students may also make an appointment with the Nursing Program Success Manager for tutoring. Any student who receives a failing grade on an exam should make an appointment with their faculty member to review the exam and meet with the Nursing Program Success Manager for further assistance.

**Clearances for Clinical**

Students are required to meet all clinical guidelines for clearances and must log on and create an account for American Data Bank. Students who do not have clearances completed by the week before clinical will be dropped from the Nursing course and will not be able to enter the clinical setting. Newly admitted students must have all clearances satisfactorily met by a date specified in their acceptance letter. Students who have not complete clearances by that date will have their admission rescinded. See section under Health Requirements.

**Clinical Math Exam**

All students must obtain a grade of 80 percent on the Clinical Math Exam prior to administering medications each semester. Each student is given up to three tries within the first three weeks of the course to successfully pass the math exam. The first exam is given the first day of clinical. If the student is not successful in obtaining 80 percent on the quiz, the student is to remediate with the nursing program success manager. The nursing program success manager will determine math competencies and provide additional testing. The nursing program success manager will provide the course faculty with results of retesting. For first semester nursing students, NUR-130 and NUR-118, the Clinical Math Exam will be administer towards the end of the semester.

**Required Grades**

A student must achieve a grade of "B" or better in any nursing course (NUR) in order to progress to the next nursing course. A grade of B starts at 80%.
A student must achieve a grade of “C” in all non-nursing required courses. A student receiving less than a C in a support course must repeat the course before progressing into the next nursing course. Students with unrepeated grades less than C in any required course for the curriculum will not be admitted to the nursing program. Students who are in the nursing program and fail two nursing will be dismissed from the program. No nursing student will be approved for graduation with a grade less than C in a required support course.

**Nursing Course Grading Scale**

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Not Passing Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>C 70-79%</td>
</tr>
<tr>
<td>B+ 85-89%</td>
<td>D 60-69%</td>
</tr>
<tr>
<td>B 80-84%</td>
<td>F Less than 60</td>
</tr>
<tr>
<td>PS (clinical courses)</td>
<td>W*</td>
</tr>
</tbody>
</table>

*A withdraw from Nursing is considered a not passing grade; two or more withdrawal from nursing courses will be a reason for dismissal from the program.

Grades of 0.5 or higher will be rounded to the next whole number at the end of a course (For example, 84.5 will be rounded to an 85).

A passing grade in a nursing course is a grade of B. Grades of C and below are not passing for any nursing (NUR) course. The student will be assigned the numeric grade earned; however, any student earning a grade of C, D or F will not pass the nursing course and must repeat the course.

A student who receives a grade of less than a B in theory must repeat both the theory and the lab/clinical course. For example, a student with a grade of 78 – C in a theory NUR course will need to repeat both the theory course and the co-requisite clinical course. For example, a student who receives a C in NUR 130 must also repeat NUR 131 and NUR 132. A student who receives a C in NUR 140 must also repeat NUR 141. Students may not progress to a new nursing course while repeating a failed course. Students may not take a 300 level course if they are repeating a failed nursing course.

**Academic Integrity/Fraud/Dishonesty**

Please see the guideline as written in the College Catalog. Academic fraud consists of any action that serves to undermine the integrity of the academic process including computer fraud, unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination or final
examination, post-test alteration of examination response, plagiarism, or comparable acts. Academic fraud will result in failure of the course and other sanctions as determined by the college. Please Note: If a faculty member suspects a student of cheating, the incident involving the student will be reported to the student conduct committee which includes Public Safety. A public safety officer will conduct the investigation. Faculty do not have to “prove” a student cheated in order to start this process.

Academic dishonesty includes, but is not limited to, the following:

**Cheating**

Giving or receiving unauthorized assistance in any academic exercise or examination, or using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise, including but not limited to:

1. Copying from others, with or without their knowledge and / or consent, or allowing others to copy from one’s own work.
2. Possessing or using a “cheat sheet” or study guide, or other notes, formulae, or written information not specifically authorized for use by the instructor.
3. Possessing or using notes, formulae, or other information in a programmable calculator or other electronic device without explicit instructor permission.
4. Possessing or using a cell phone, Iwatch, tablet or any electronic device to send or obtain unauthorized information.
5. Taking an exam for another student, or permitting someone else to take an exam for you.
6. Asking another to provide improper assistance on an exam or other academic exercise, or providing such assistance to another.
7. Providing or receiving information about all or part of an exam, including answers; for example, telling another student what was on an exam he or she has not yet taken, or requesting this information.
8. Gaining or providing unauthorized access to examination materials.

**Plagiarism**

Using the ideas, information, or language of another without specific or proper acknowledgement, including but not limited to:

1. Using text or information from a source, whether print or electronic (that is, books, periodicals, websites, or online databases, et cetera) without correctly documenting the source.
2. Using direct quotation from a source without quotations marks, even if the source has been cited correctly.
3. Paraphrasing or summarizing the ideas or text of another work without documenting the source.
4. Modifying text from sources, for example, substituting a word or phrase for the original, while maintaining the original sentence structure or intent of the passage.
5. Using graphics, visual imagery, video, or audio without permission of the author or acknowledgment of the source.
6. Translating text from one language to another without citing the original work.
7. Obtaining packaged information, foreign language translation, or a completed paper from an online or other commercial source and submitting it as one’s own work without acknowledgement of the source.
8. Presenting the work of another student as one’s own, with or without permission.
9. Creating false data or citing nonexistent or false sources.

Other Forms of Academic Dishonesty
Misrepresenting or falsifying academic achievement, gaining unfair advantage, or engaging in or facilitating academic dishonesty, including but not limited to:
1. Misrepresenting or falsifying academic accomplishments, such as altering computer or print records.
2. Deceiving an instructor or creating false excuses to obtain special consideration or an extension.
3. Continuing to work on an exam when the time allotted has elapsed.
4. Forging a signature.
5. Falsifying or inventing any information, data, or citation in an exam, essay, or other academic exercise.
6. Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
7. Facilitating any of the above actions, or otherwise performing or completing work which another student then presents as his or her own.
8. Interfering with the ability of a fellow student or students to perform assignments.

All students must adhere to the college policies related to behavior found in the RCBC Student Handbook found at www.rcbc.edu/publications

Adapted from:
University of Pennsylvania Code of Academic Integrity (http://www.vpul.upenn.edu/osl/acadint.html).

Professionalism
Students are expected to be professional in all interactions in class, lab and clinical. Professional behavior includes but not limited to class attendance and lab/clinical, preparation to class and lab/clinical, punctuality, and following the dress code outlined in the Student Handbook.

Students should address instructors, staff, and all patients using last names except in specific clinical settings such as pediatrics. When addressing administration within the college, titles should be used such as Dean, Doctor, President, Provost, Professor, etc. This refers to face-to-face as well as written communication, emails should be written formally and not as a text message.
Compliances
All students at the Rowan College at Burlington County Nursing program must have compliance completed prior to enrollment to any nursing course. These compliance requirements are:

- Health Requirements
- CPR Certification with the American Heart Association BLS
- Physical Examination
- HIPPA and OSHA Certification
- Criminal background check with clear results
- FBI fingerprinting clear results
- Drug Screening – negative dilute results will need a new drug test at student’s expense
- Health Insurance

These requirements are needed to complete any clinical rotation at any of the affiliated clinical agencies. A student must be compliant to remain enrolled in a clinical course. Students who are not compliant cannot enter any clinical facility and will be dropped from the course.

Health Requirements
To meet the requirements of our clinical agencies all students must have completed the following health requirements:

- Physical exam and medical history (every two years)
  The two-step tuberculosis skin test (PPD) yearly. Students for whom it is not appropriate to have a skin test done need a chest x-ray report or blood test (QuantiFERON TB Gold) in keeping with CDC guidelines. The X-ray must be include Positive TB-PPD evaluation form found on American Data Bank.
- Titers (blood work) for:
  —Mumps —Rubella —Rubeola —Varicella —Hep B
  When a current titer is negative the student must show proof of vaccine as a child, if vaccine record is not available student must receive the CDC recommended dose of vaccine. For example if negative for Mumps, and no proof of vaccine student must receive the two recommended doses of the MMR vaccine, if negative for Hepatitis B and no proof of vaccine student must receive 3 dose series. If proof of vaccine is available and the titers are negative then only booster is required.
- Immunization in the fall with influenza vaccine is required
- Updated immunization for tetanus (within the past ten years)
- Hepatitis B Immunization
Change in a TB Report
If a student converts from a negative to a positive skin test, they must have an appointment with their healthcare provider. The student may not return until the nursing program has on file:
1. documentation of a negative chest x-ray
2. an original physician-signed note stating the student is safe to be in the clinical area
3. the prescribed course of treatment

Physical Exam Conclusion
At the end of the physical examination form, the examiner must certify that the student is physically and mentally able to undertake the nursing program. The examiner’s name, address and telephone number should be clearly printed along with their signature.

CPR Basic Life Support (BLS) Requirement
BLS is a pre-requisite for all NUR clinical courses and must be completed by the due date for all compliances/clearances for newly admitted students. The CPR course must be a face to face course (no online courses are acceptable). Students are encouraged to take CPR courses through Virtua Health.
Only acceptable cards:
• American Heart Association course BLS for Health Care Professionals.

Medical/Health Insurance
All nursing students must carry insurance coverage for their personal health/medical needs. Documentation of coverage must be submitted to American Data Bank prior to starting in the program and annually thereafter. It is the student’s responsibility to maintain all insurance coverage while in the Nursing program. All health/medical expenses are the responsibility of the student.

College Health Insurance
The College offers optional health insurance for part-time students. It is available through the accounting office. This option is also available if health insurance is cancelled during a semester. No student may attend clinical without current health insurance information on file with American Data bank.

Health Maintenance
If a student becomes physically or mentally ill while in the program, a note from an appropriate health care provider stating that the student is capable of performing in the clinical area is required before the student may return. This includes students who are pregnant. Students must be able to perform all competencies without restrictions.
Any student who is injured while in clinical must report the injury to the clinical instructor immediately. If indicated, the student will be examined and treated at the student’s expense. The RCBC Nursing and Allied Health Follow-up Accident/Incident Report must be completed.

**Social Media**

Social Media is a term that describes Internet-based technology communication tools and refers to venues such as blogs, networking sites, photo sharing, video sharing, microblogging, and podcasts, as well as comments posted on these sites. Rowan College at Burlington County Nursing Program (RCBC) respects the desire of students to use social media for personal expression, however, students’ use of social media can pose risks to patients’ confidential, proprietary and sensitive information, can harm affiliates’ reputation in the community, and can jeopardize RCBC compliance with business rules and laws, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and related laws and regulations protecting patients’ protected health information.

The purpose of this guideline is to govern the use of social media as it relates to the student’s role at RCBC, and to set forth the guidelines for prohibited and permissible content when utilizing social media forums. This guideline includes, but is not limited to, the following specific technologies or sites: Personal blogs, personal websites, forums or message boards, Facebook, YouTube, Twitter, Instagram, Pinterest, LinkedIn, etc. The absence of, or lack of explicit reference to, a specific site does not limit the extent of the application of this guideline.

Disclosure of Patient Information is prohibited. “Patient Information” is defined as any information relating to a patient or patient encounter, including, but not limited to, patient records, patient images, videos, or recordings, personal patient information such as name, date of birth, address, or family names, conversations and interactions with patients, any information about a patient’s health condition, medications, admission/discharge, treatment, diagnosis, payment, or financial information, etc. Patient Information is confidential and may not be disclosed whether or not it includes personally identifiable information. It is prohibited to photograph, interview, videotape, record or publish information, statements or images of any patient.

Due to the potential for issues such as HIPAA breaches, invasion of privacy (patient, families or students) sexual or other harassment, confidential and proprietary information, videotaping, photographing, or recording (including via personal cell phones) is prohibited in any clinical institution where the student is assigned. No photographs should be taken in any area of a clinical institution as this can identify the student with that institution. Students should not take cell phones into clinical settings.

The National Council of State Board of Nursing has developed a Nurse’s Guide to the Use of Social Media with additional information and it can be found at [ncsbn.org/NCSBN_SocialMedia.pdf](ncsbn.org/NCSBN_SocialMedia.pdf).
**Resolving Academic Concerns**

Academic concerns should follow the chain of command. Discuss your concerns with your clinical or class instructor. If not resolved, discuss your concern with your course leader. If not resolved, discuss your concern with the level coordinator. If the concern is not resolved after following the chain of command students may request a meeting with the Dean of Health Sciences. To request a meeting with the Dean of Health Sciences, email the Health Sciences Division Coordinator.

All concerns regarding sexual harassment must be reported directly to the college’s designated sexual harassment officer. Student concerns regarding alleged racial discrimination must be reported directly to the college’s designated racial discrimination officer. For the names of the individuals currently assigned these responsibilities, contact the staff of the Student Services Center.

Complaints regarding the RCBC Nursing program may be sent to the NJ Board of Nursing and/or the accrediting body, ACEN (address in the front of the handbook).

**Student Dispute Resolution**

RCBC Nursing program follows the student dispute resolution as outlined in the College Catalog.

**Student Nursing Association (RCBC-SNA)**

The purpose of the SNA is to assist in the professional development of students. The RCBC SNA membership, composed of all students enrolled in the Nursing program, has elected officers and class representatives with a nursing department member serving as advisor. Regular meetings are held monthly with special program meetings scheduled throughout the year.

Students participate in numerous health-related college activities, many of which they initiate and sponsor. The organization is also active in many community outreach activities and assists with health screening programs.

RCBC SNA is a local chapter in the National Student Nurse Association (NSNA). By participating in the SNA, students may take advantage of the many programs, discounts on products and services, and leadership opportunities that NSNA offers, including attendance at conferences. Visit the NSNA website at nsna.org, click on membership services to sign up for your two year membership today.

**Graduation**

The Rowan College at Burlington County Associate Degree Nursing program requires 70 credits (34 NUR credits and 36 general education credits) for graduation with an AAS.NUR
degree. It is the student’s responsibility to review their graduation audit on WebAdvisor and keep track of the courses they need to graduate.

All students must apply for graduation. The Registrar’s office recommends that students submit a graduation application and pay the graduation fee during the term they will have earned the 48th credit.

Pinning takes place with graduation in May and is not a separate ceremony. Students completing the program in December do not have a separate graduation or pinning. A senior recognition dinner can be planned with the student services, however, this is not to be called “pinning”.

PLEASE NOTE: It is necessary to apply for graduation to receive a diploma whether attending the ceremony or not.

**Academic Awards Ceremony**

Outstanding scholastic achievement is recognized and honored by RCBC at the annual spring Academic Awards Ceremony. Nursing and the Division of Health Sciences awards are presented at this ceremony.

**Trips/Seminars/Special Classes**

The Nursing program may require or grant permission for groups of students to attend activities outside the Nursing program. Permission is granted by the Dean of Health Sciences and the Public Safety Department and coordinated with the instructors. All expenses and transportation for any activities are the responsibility of the individual student.

**Personal Information Changes**

If you have a change in name, address or phone number, notify the registrar and the Health Sciences Division Coordinator. The information on record is sent by the School of Nursing to the State Board of Nursing when the student has successfully completed the final nursing course to take the state board exam.

**Withdrawal from the Nursing Program**

Notify the course leader and Health Sciences Division Coordinator if you are withdrawing from the Nursing program. You must also fill out a withdrawal form and turn it in to the Registration department. This must be completed prior to the end of the official withdrawal period to receive your appropriate grade. If this is not done during the appropriate time, you will receive a grade of F. Two withdrawal from the Nursing Program will be equivalent to two failures and the student will be dismissed from the program. One withdrawal and one failed course will be equivalent to two failures and the student will be dismissed from the program.

*NUR 130 students who withdraw must reapply to the Nursing program for the next application cycle.*
Readmission to the Nursing Program

All attempts are made to allow students to repeat a failed course the next term, but it is dependent on classroom and clinical space. Students who have been out of the program for more than a semester must reapply. Each student will be evaluated individually. The student must re-apply online at [http://rcbc.edu/nursing/re-admission](http://rcbc.edu/nursing/re-admission). Once readmitted if the student has been out for more than one semester, a new criminal background check, FBI fingerprinting, and a Drug screening must be completed. Students who have failed two theory courses or failed a clinical course are not eligible for readmission during the current academic year. A combination of a withdrawal and a failed course will be equivalent to two failed courses and the student will not be eligible for readmission. Decisions on readmission are evaluated by faculty and currently students who fail out of the program are not being readmitted. If a student has been out of the program for more than a year, they will have to restart the program.

Retaking a Nursing course

Students that failed a nursing course that are eligible to retake the course the next term must reapply to retake the course the following semester. All attempts are made to allow students to repeat a failed course the next terms dependent on classroom and clinical space. The students must submit an intent to retake the failed course by submitting an online application at [http://rcbc.edu/nursing/re-admission](http://rcbc.edu/nursing/re-admission). Once the student is approved to return the next term they must meet with the Health Science Division Coordinator to be registered for classes. Students retaking courses are not allowed to register unless approved.

New Jersey Board of Nursing

Nursing licensure is regulated by the New Jersey Board of Nursing. Applicants to all nursing programs in the state must be aware of the requirements established by the board. These must be met prior to applying for the examination leading to registered nurse licensure.

The board guideline states that, “The applicant must submit evidence to the board of nursing in such form as the board may prescribe that the applicant:

1. has attained his or her eighteenth birthday;
2. is of good moral character, is not a habitual user of drugs and has never been convicted or has not pleaded ‘nolo contendere, non vult contendere or vult’ to an indictment, information or complaint alleging a violation of any Federal or State law relating to narcotic drugs;
3. holds a diploma from an accredited four-year high school or the equivalent thereof as determined by the New Jersey State Department of Education;
4. has completed a course of professional nursing study in an accredited school of professional nursing as defined by the board and holds a diploma therefrom”.
New Jersey Board of Nursing Regulation 45:11-26

A criminal history background check is a prerequisite for registered nurse licensure. Each applicant that has a record is evaluated individually by state board attorneys. No estimation can be given as to if an applicant will or will not be authorized to test with or without expungement of a clinical records. For this reason, students who are admitted to the nursing program must have a clear criminal history background check. Students who have a positive background will have their admission rescinded.

Military Deployments

A student who is an active duty member of the Armed Forces of the United States and who is unable to complete a nursing course at Rowan College at Burlington County because the student is called to active duty shall be entitled to the following options: (a) receive a grade of incomplete if able to make up the course requirements within three months, (b) be withdrawn from the course, (c) be able to return to the program and course without reapplication. Student must send letter of intend to return to the Health Sciences Division Coordinator.

Student Dress Code

- The RCBC nursing uniform and student name pin.
- Only plain white short-sleeve T-shirt can be worn under scrub top (cannot show past sleeve of scrub top).
- The current uniform consists of grey scrub pants and embroidered grey scrub jacket. These must match and be purchased from the bookstore. Students who have non-matching pants and scrub jackets may be dismissed from the clinical setting for inappropriate attire. The scrub top is red and embroidered with the RCBC logo. Students may not modify the uniform or wear uniforms not purchased through the designated provider at the bookstore.
- Students must be clearly identifiable as RCBC nursing students with name pin, any time they are in the clinical area. The RCBC name pin is purchased with the uniform at the Bookstore.
- Clean black leather or leather-like shoes must be worn. Clog type shoes must have a back to them.
- Nails must be short, long nails can be a safety hazard when performing patient care. No nail polish or artificial nails can be worn due to bacteria that typically grows under nails.
- No jewelry should be worn in the clinical setting other than one set of small post earrings in the lobes of the ears, a watch, and a wedding band. Watches cannot be “I watches” or other electronic/smart watches. No other piercings should be visible.
- All tattoos must be covered.
- No cologne or perfume is to be worn at clinical sites.
- Students must have hair pulled back and off their collar.
- Hair is to be neatly arranged and secured off the face; no unusual /unnatural colors not found in “nature” are permitted (for example, students may not have hair that is dyed
blues, greens, pinks, bright red, white, or other colors that are not their natural color. Variations of blonde, brunette, red that appear natural are acceptable.

- Beards and mustaches are to be short and neatly trimmed. These cannot interfere with respiratory masks that must be worn to care for certain types of patients in isolation.
- Uniforms must be free of the smell of smoke (cigarette/cigar, etc.) Students should not smoke while in uniform.
- All students must purchase the required lab kit from the bookstore on entrance to NUR 130.
- Students must have their own stethoscope and blood pressure cuff available at the bookstore.

Psychiatric Clinical
When reporting for clinical experience at the affiliating psychiatric hospital, student nurses must be professionally attired. Please see syllabus for additional requirements and discuss appropriate dress with your course faculty.

Observational Experiences
Students must wear the school uniform to all observational experiences with name pin and photo ID visible. Students not dressed appropriately will be sent home. The instructor and/or affiliating agency staff have the right to remove from the clinical setting any student not in compliance with the dress code.

College Closing Guideline and Emergency Message Notification
In the event of weather-related emergencies, check RCBC’s website, rcbc.edu, for news of school closings.
We also recommend the following radio and television stations:
KYW Newsradio 1060 AM
The college's broadcast codes on KYW are: 705—College closed, day and evening
2705—Evening classes ONLY are cancelled

Clinical
KYW Code 705—All clinicals, day and evening, are cancelled.
KYW Code 2705—Evening clinicals only are cancelled. Clinicals in progress are dismissed once the college is closed.
WBZC 88.9 FM, (95.1 FM in Willingboro & Burlington; 100.7 FM in Mt. Holly & Lumberton) Television Stations: KYW-TV3, WPVI-TV6, NBC-10, FOX 29
Emergency Messages
RCBC has a contract with a multi-modal mass communication system, to deliver time sensitive notifications to the entire college community. RCBC’s public safety professionals can reach all students and staff with important safety information and weather-related closings through text messages, emails, and phone calls. When changing phone numbers or email addresses, students need to make sure their contact information for RCBC’s campus-wide emergency communication system is updated.

Substance Abuse
It is imperative that every student function at full capability during clinical experiences. Impaired judgment and/or performance impact on patient safety. Students are responsible and accountable for their behavior in class and clinical. If a student who is considered chemically impaired is encountered in the classroom, lab, or clinical, the instructor should remove the student from the class and refer the student to the Dean of Health Sciences.

The College's guideline and guidelines on alcohol and other drugs will be followed.

Following is a summary of the College’s guideline on alcohol and other drug abuse:

It is strictly forbidden to be under the influence of alcoholic beverages, illegal narcotics, chemicals, psychedelic drugs or other controlled substances by an individual engaged in college-related activities, or while on the college campus, in college facilities or in college vehicles.

A student must notify the instructor before starting any clinical experience if taking a prescribed medication that may impair judgment, cause dizziness or drowsiness, or cause any other adverse effect that may inhibit the student's ability to perform safely.

Care Planning Progression
NUR 130/131/132/118
Students are exposed to the concept of care planning. Requirements are as follows but are subject to change based on faculty preference:

1. One Nursing Diagnosis that is supported by data.
2. A minimum of two short-range goals (specific to the clinical day).
3. One long-range goal.
   • All goals need to be realistic, measurable, and have a specific time for expected achievement.
   • Long-range goals should be categorized as: Preventative, Maintenance or Restorative.
• Goals are expressed as patient behaviors and should relate to the problem portion of the Nursing Diagnosis.
4. All interventions must be supported with written rationales that include reference citations.

**NUR 140/141-145/146**

The second semester builds upon the initial care-planning concept.

1. Data continues to be related to the NANDA Nursing Diagnosis.
2. Nursing Diagnosis is expressed in a three-part statement.
   • Etiology may not be a medical diagnosis or another Nursing Diagnosis.
3. A minimum of two short-range goals and one long-range goal for each Nursing Diagnosis is expected.
   • All goals are to be realistic and measurable with a specific time limit for achievement.
   • Short-term goals should be specific to the clinical experience and obtainable within the clinical day.
4. There should be a minimum of two to three interventions per goal with written and documented rationales.
5. Goal should be identified as Met, Unmet, or Partially met.
   • Evaluate goals according to stated measurable criteria.
   • List interventions that contributed to goal achievement:
   • List those interventions that did not contribute to goal intervention and why.
   • Was the intervention realistic? If not, state why.

**NUR 240/241-245/246**

The second level courses build upon the first semesters and include:

1. Data continues to support the selected Nursing Diagnosis.
   • Lab data is now added in with an explanation of variable results.
   • Medications are stated as they pertain to the Nursing Diagnosis.
2. There should be a minimum of three Nursing Diagnosis per patient.
3. Must be appropriate to the individual.
4. A minimum of two short-range and one long-range goals is required.
5. There should be at least three interventions for each goal.
6. A brief statement of rationale should be included and cited.
7. Goals should be identified as: Met, Unmet, or Partially met.
NUR 250/251

All the previous parts the student has learned continue to be part of the written care plan. The complexity of the patient type should be reflected throughout the written care plan.

1. Lab data is expanded to include all pertinent diagnostic testing and the results as they pertain to the Nursing Diagnosis.
2. The Nursing Diagnosis should be chosen from the NANDA list. The student should not repeat the Diagnosis.
3. Medical cause may be added as a third clause to the Nursing Diagnosis connected by “secondary to…”
4. A minimum of two short-range (SR) goals and one long-range (LR) goal is expected.
   • There will probably be multiple SR goals. At least one should be able to be accomplished within the clinical experience.
   • The LR goal should express what is desired to be accomplished by discharge or beyond hospitalization.
   • Both the SR and LR goals should relate to the Nursing Diagnosis and contain an action and timeframe that is measurable.
5. Plan may be independent, dependent, interdependent nursing action. They may not all be dependent plans. Plans should relate to the specific diagnosis being addressed.
6. Rationale should be specific to each plan and should explain why/how the specific plan is going to assist in meeting the goal.
7. It is not necessary to label interventions as independent, dependent or interdependent, however, students need to be able to verbalize rationales.
8. In the evaluation column, goals should be identified as Met, Unmet, or Partially met.
9. Goals are continued to be evaluated based on the stated measurable criteria.
Acknowledgement Page
Rowan College at Burlington County Nursing Program
AY 2018-2019

This form must be signed and submitted to American Data Bank. Each student is responsible for the information contained in this handbook. Please read the following statements carefully to assure yourself that the information contained in the statement is true and understood by you before signing at the bottom. Your initials are to be entered in the space provided at the end of each statement.

Student Name (please print) _______________________________________________
Student ID # ____________________________

Nursing Student Handbook Acknowledgment
I have received the Nursing Student Handbook (rev. 01/11//2019). I have read and understand the contents of the handbook, and agree to abide by all policies, procedures, and rules contained in the handbook.
Your initials: _______

Criminal Background Check and FBI fingerprinting, and Drug Screening
I agree to have a Criminal History Background Check, and FBI fingerprinting, and submit a urine sample for a drug screen. I understand that all screening must be clear or negative to be satisfactory. I understand that if I have a positive background or urine drug screening that is not clear, my admission to the RCBC Nursing program will be rescinded and I will not be permitted to participate. Negative dilute drug test must be retaken at the student’s expense.
Your initials: _______

Confidentiality Statement
I understand and agree that in the pursuance of my work as a student in the Nursing program of Rowan College at Burlington County I must hold all medical information with regard to specific patients, healthcare workers and healthcare facilities in confidence. I understand that I will be privy to such information in the clinical affiliations sites. I also understand that all medical information regarding specific patients, healthcare workers and healthcare facilities, whether it is obtained in written, verbal, or any other format, is considered a privileged communication between the patient and the patient’s physician and as such, may not be released without the patient’s written consent. I further understand that any violation of the confidentiality of medical information will result in dismissal from the Nursing program as well as possible legal action against me. If I unlawfully access or misappropriate patient information, I agree to hold harmless Rowan College at Burlington County from any and all claims, demands, actions, suits, proceedings, cost, expenses, damages, and liabilities, including reasonable attorney’s fees arising out of, connected with or resulting from such unlawful use.
Your initials: _______
Compliance
I understand that if I am not compliant with all the Nursing program requirements I cannot enter any clinical facility and will be unregistered from the Nursing courses.
Your initials: ________

Fail and/or withdraw
I understand that if I fail two nursing courses, or withdraw from two nursing courses or a combination of both I will be dismissed from the Nursing Program.
Your initials: ________

I have read and understand each of the above statements individually, as indicated by my initials and I agree to abide by these statements.

Full Signature:_________________________________________ Date signed: ________

Return this form to Danielle Garcia – Health Sciences Division Secretary