

RUTGERS

School of Nursing | Camden



Student Handbook 2013 – 2014

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WELCOME TO RUTGERS SCHOOL OF NURSING – CAMDEN!

Our programs have excellent reputations and will equip you to succeed and thrive in the world of professional nursing. We hope that this Handbook will orient you to the School and help you to progress smoothly in your program of study. You are responsible for understanding and following the policies included in this Handbook and in the Rutgers-Camden Undergraduate Catalog Academic Policies and Procedures (http://catalogs.rutgers.edu/generated/cam-ug_current/pg429.html).

The faculty and I look forward to working with you and wish you success in your time with us.

Joanne P. Robinson, PhD, GCNS BC, FAAN
Dean and Professor

The Rutgers School of Nursing - Camden is fully accredited by the Commission on Collegiate Nursing Education and is approved by the State Board of Nursing of the State of New Jersey.

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The Rutgers School of Nursing - Camden Student Handbook is applicable to the Bachelor of Science in Nursing (BS) pre-licensure program, the RN to BS in Nursing program, the School Nurse Certification Program, and the Wound, Ostomy, Continence Certification Program.

Disclaimer:

Rutgers University and the School of Nursing-Camden reserves the right to amend any regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as a contractual between the School of Nursing-Camden and the students or its employees.

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK

My signature below acknowledges receipt of the Rutgers School of Nursing – Camden Student Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Student Handbook and the Rutgers University-Camden Catalog, both of which contain important information needed during my student experiences here.

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Printed Name: _____

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THE RUTGERS SCHOOL OF NURSING – CAMDEN

Background

MISSION

The mission of the Rutgers School of Nursing – Camden (SNC) is to prepare professional nurses who are knowledgeable, competent, and innovative providers of care in the areas of health promotion, disease prevention, and care of sick and dying patients across the life span locally, nationally, and globally. This is consistent with the Rutgers University motto: Jersey Roots—Global Reach.

VISION

During the next decade, we envision a marked expansion of the SNC, not just through increased baccalaureate program enrollments, but through the establishment of graduate programs and an international reputation for excellence in nursing research and clinical scholarship.

STATEMENT OF PHILOSOPHY OF NURSING

Nursing is a discipline and a profession that blends its own knowledge base with the knowledge of other disciplines. Because humans are holistic beings, nursing knowledge for professional practice involves, but is not limited to, the synthesis of empirics (science), aesthetics, ethics, and understanding of the self and others. In recognition of this human totality, professional nursing integrates arts and humanities with the findings of nursing research into the more highly developed, evidence-based practice required in a multicultural and global society.

In a free society, access to care and decision-making regarding one's care are rights, not privileges. Nurses, as professional leaders and advocates, have the individual and disciplinary responsibility to increase access to adequate care across the continuum of health promotion, disease prevention, sickness, recovery, rehabilitation, and end of life, especially for underserved populations. Each individual, regardless of economic or social status, has dignity and worth. Each must be recognized as an active participant in his or her health care decisions.

In addition to collaborating with care recipients, baccalaureate prepared nurses, as autonomous professionals, collaborate with professionals from other disciplines to promote optimal health and wellness among individuals, families, groups, communities, and larger societies. Education for professional nursing is best accomplished in an academic setting that encourages inquiry, discovery, and creative thinking. Within such a setting, the future practitioner can gain understanding and awareness of nursing roles and functions in society and become a contributing member through the development of individual potential.

Learning is the acquisition of knowledge and skills that results in behavior change and which nurtures intellectual curiosity. Early in the nursing student's education, courses in the

humanities and in the natural and social sciences are integrated with the study of nursing in order to promote the appreciation of individuals as physical, psychological, socio-cultural and spiritual beings.

As co-learners, faculty and students should mutually respect each other in their designated roles. As role models for clinical practice and professional character, faculty members are responsible for creating a climate that encourages students to think critically, to communicate clearly, and to become increasingly self-directed learners. The faculty facilitates learning for students who possess a wide range of abilities and experiences and guides them in identifying and meeting their learning objectives, in applying what they have learned, and in becoming independent practicing nurses.

BACCALAUREATE PROGRAM GOALS

The goals of the faculty are to educate BS graduates who will:

1. Integrate knowledge from the arts, humanities, and natural, cultural, social, and behavioral sciences that will inform assessments, diagnoses, interventions and evaluations of their nursing practice whether in health promotion, disease prevention, or care during sickness, illness, or disease across the life span, including end of life, in a variety of settings.
2. Use critical thinking and the nursing process to provide systematic evidence-based care to individuals, families, groups, and communities of diverse populations.
3. Use skills of inquiry, analysis, synthesis, informatics and patient care technology to direct clinical practice decisions.
4. Be competent in the manual and technical skills required in the practice site when providing direct or delegated care to patients.
5. Use communication, collaboration, advocacy, and mentoring skills to provide safe and high quality interprofessional care in the delivery of direct or delegated nursing care.
6. Employ scientific evidence, professional practice guidelines, professional standards, processes of quality improvement, ethical guidelines, and patient/client input in the planning, delivery, and evaluation of nursing care.
7. Engage in moral, ethical, and legal conduct appropriate for a professional nurse.
8. Value and demonstrate the tenets of professionalism including comportment, competence, accountability for direct and delegated care, leadership, participation in professional associations, and lifelong learning for excellence in one's choice of nursing practice, education, administration, or research.
9. Promote a positive image of nursing through appropriate self-care and comportment, as well as critique and response to negative nursing representations.

10. Maintain a global perspective regarding changes in health and disease patterns as well as advances in new and emerging fields such as genetics and genomics.

11. Be an informed consumer/participant in health care and social policy development that affects nursing resources for safe, high quality care.

SCHOOL NURSE CERTIFICATION PROGRAM GOALS

The goals of the faculty are to educate School Nurse Certification graduates who will:

1. Be prepared to handle the challenges of school nursing.
2. Play a pivotal role of making students healthy, fit, and ready to learn.
3. Learn the laws and policies that govern school nursing practice.
4. Develop the skills and knowledge they need to assess student health.
5. Develop plans for care management of student populations.
6. Serve as first responders.
7. Engage in the public health functions of disease surveillance and health promotion.

WOUND, OSTOMY, CONTINENCE NURSING PROGRAM GOALS

At the completion of the Rutgers-Camden WOCNEP, the graduate will be able to:

1. Demonstrate theory-based knowledge in the area of wound, ostomy, and continence nursing to promote the health of patient systems.
2. Evaluate patient systems via the evidence-based nursing process when promoting optimal patient health.
3. Critically analyze wound ostomy continence research and clinical findings to strengthen the scientific evidence base of practice.
4. Use the process and techniques of scientific inquiry for the achievement of safe, effective wound ostomy continence nursing.
5. Incorporate quality improvement and safety initiatives into WOC Nursing delivery process.
6. Implement strategic care interventions to improve the health state of patient systems.
7. Practice wound ostomy continence nursing in the context of evolving health information systems and technology.
8. Value continuing professional development including WOC board certification.

ADMISSION TO THE NURSING PROGRAM

4-YEAR PRE-LICENSURE BS PROGRAM:

The 4-year track is designed for students who will enroll as freshmen and complete all degree requirements at Rutgers-Camden. Nursing courses start in the first year, with science, arts, and humanities courses integrated throughout the curriculum. Transfer students, upon admission, will be considered individually and a proposed course of study will be discussed and developed with an advisor.

RN TO BS NURSING PROGRAM (FOR REGISTERED NURSES):

The Rutgers School of Nursing – Camden welcomes Registered Nurse (RN) students. Upon admission each student will be considered individually and a proposed course of study will be discussed and developed with an advisor.

SCHOOL NURSE CERTIFICATION PROGRAM:

The School Nurse Certification Program prepares nurses to handle the challenges of school nursing and to play pivotal roles in schools to make students healthy, fit, and ready to learn. Students apply directly to the program and a plan of study is developed with the program director.

WOUND, OSTOMY, CONTINENCE CERTIFICATION PROGRAM:

The Wound, Ostomy, Continence Certification Program prepares nurses to specialize in wound, ostomy, and continence care in acute, long-term care facilities as well as in the home or community. Students apply directly to the program and a plan of study is developed with the program director.

TRANSFER CREDITS

The maximum number of transfer credits from another accredited college or university is 60 credits.

STUDENT HEALTH REQUIREMENTS

Students in the Rutgers School of Nursing – Camden are expected to be responsible for and self-directed in maintaining their health. Because of the strenuous demands of nursing study and practice, affiliate requirements, and the risks of exposure to illness, Rutgers School of Nursing – Camden students are required to have a health clearance upon being admitted to the program and prior to beginning any clinical course. To determine clearance, a complete health assessment must be completed through Rutgers-Camden Student Health Services or through the student's personal health care provider. However, only Rutgers School of Nursing - Camden forms are to be used, and completed forms must be submitted to Rutgers-Camden Student Health Services for clearance. (<http://nursing.camden.rutgers.edu/>) If future

assessment is indicated by initial findings, it must be done at appropriate intervals and submitted to Rutgers-Camden Student Health Services.

At the time of admission to the Rutgers School of Nursing - Camden, the School will provide the student with the web site link to the required health forms. All forms must be completed and returned to Rutgers-Camden Student Health Services by **June 17th** of the year of admission to the nursing program. If the student does not meet the health requirements and are not cleared by the Rutgers-Camden Student Health Services, they will be excluded from clinical experiences.

Students must update their health records with Rutgers-Camden Student Health Services by **June 17th** of **every year** they are in the program. If the student fails to meet this requirement, s/he will be excluded from clinical experiences and their progression in the nursing program will be in jeopardy.

Rutgers-Camden Student Health Service will maintain students' health records and will notify the Rutgers School of Nursing - Camden of student compliance with the health policy prior to the start of the fall semester each year.

Health requirements include the following:

- **HISTORY AND PHYSICAL EXAMINATION**

- **IMMUNIZATIONS**

MEASLES /MUMPS /RUBELLA: (**MMR) vaccine or the equivalent received after the student's first birthday and a second dose received after 1980. Serological proof (titer) of immunity to all three diseases will meet this requirement.

**MMR vaccine may be substituted for measles/mumps/rubella vaccinations

VARICELLA: 2 doses more than one month apart. If student has had the disease, a titer is required.

DIPHTHERIA, PERTUSSIS and TETANUS: Documentation of a primary immunization series. The last booster must be within 10 years.

TUBERCULOSIS: (PPD or Mantoux test) the initial screening is a two step process. This should be administered after May 15 of the year that the student begins clinical courses. If the Mantoux test is negative, it must be repeated after May 15 of each subsequent year that the student is enrolled in the nursing major. Students with a history of positive Mantoux test status or an initial positive Mantoux result must have had a chest x-ray or proof of treatment. Please consult with Rutgers Student Health Services - Camden for evaluation and treatment as indicated.

HEPATITIS B vaccine: A 3 dose series is required. Serological proof of immunity (titer) to HEPATITIS B virus will meet this requirement (Hepatitis B surface antibody).

MENINGOCOCCAL vaccine: Required for all undergraduate, graduate, and transfer students who are new to Rutgers University **AND** are new to University housing. The CDC recommends a booster dose (additional) if it has been 5 years or more since your 1st dose.

FLU Vaccine: Required annually. A waiver is to be signed if there is a medical contraindication.

MEDICAL CONTRAINDICATIONS PERMITTED FOR WAIVER OF ANY OF THESE VACCINES INCLUDE: IMMUNE DEFICIENCY, PREGNANCY, OR ANAPHYLACTIC ALLERGY TO ONE OF THE VACCINE COMPONENTS.

CRIMINAL BACKGROUND CHECK

All pre licensure students are required to have a criminal background check (CBC) completed through the University's approved vendor, Adam Safeguard at ~~www.adamsafeguard.com/home.htm~~ upon acceptance to the nursing program. Results will be sent directly to the Rutgers School of Nursing – Camden by Adam Safeguard. The CBC report must be received by the Rutgers School of Nursing – Camden by August 1st. **Please do not request or complete a criminal background or drug testing at this time. Wait until you receive new instructions from the office of the Dean.**

Students who hold a New Jersey RN license are not required to have an additional criminal background check.

CHILD ABUSE CLEARANCE AND FINGERPRINT BACKGROUND CHECK

Pre-licensure students are required to have a Pennsylvania Child Abuse History Clearance. To download the form for completion, please go to the following website: http://www.dpw.state.pa.us/ucmprd/groups/webcontent/documents/form/s_001762.pdf. In addition, pre-licensure students are also required to have an FBI Federal Fingerprint Background check. This can be obtained by visiting www.pa.cogentid.com/dpw. Both reports must be received by the School of Nursing by August 1st of the year of admission to the nursing major.

Students who hold a New Jersey RN license are not required to have an additional child abuse clearance and fingerprint background check.

ACADEMIC POLICIES

ACADEMIC ADVISEMENT

Each student is assigned to an academic advisor in the SCN. The student is responsible to know and comply with University regulations regarding advisement and pre-registration. Students are encouraged to seek advisement prior to the registration period each semester to avoid delays in registration and ensure proper progression through the curriculum. All changes in curriculum plan (Drop/Add) should be approved by the student's advisor.

ACADEMIC INTEGRITY

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. This academic integrity policy is designed to guide students as they prepare assignments, take examinations, and perform the work necessary to complete their degree requirements.

The University administration is responsible for working with faculty and students to foster a strong institutional culture of academic integrity, for providing effective educational programs that create an understanding of and commitment to academic integrity, and for establishing equitable and effective procedures to deal with allegations of violations of academic integrity. The faculty shares with the administration the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

The SNC follows the Academic Integrity policies and procedures of the University. A full description of the academic integrity policy, disciplinary process, and resources for students can be found on the University website: <http://academicintegrity.rutgers.edu/policy-on-academic-integrity> .

ACADEMIC STANDING POLICY

Scholastic Standing is determined at the conclusion of each semester by the Committee on Scholastic Standing and Recruitment.

ATTENDANCE POLICY

University Policy, 10.2.7 COURSE ATTENDANCE

A. Attendance at all regularly scheduled meetings of a course shall be expected. A student shall be permitted to make-up required exercises and examinations missed as a result of absences when these are authenticated. Each college or school shall designate an appropriate authority to authenticate the reason for absences from any regular part of a course including final examinations.

B. It is the policy of the University not to cancel classes on religious holidays. However, students should exercise their own judgment as to attendance in accordance with the dictates of specific school or program policies and requirements governing class attendance. Generally no public ceremonies should be scheduled for these religious holidays. In any case, any ceremonies necessary on these days should be cleared through the Executive Vice President for Academic Affairs or the appropriate campus Chancellor.

It is also the policy of the University, when consistent with specific school or program policies and requirements governing class attendance, to excuse without penalty students who are absent because of religious observances and to allow the make-up of work missed because of such absence. Except when related to clinical assignments, examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting.

C. The President of the University or an official appointed by him or her is authorized to cancel classes at the University or any part thereof in the event that weather conditions so dictate.

D. The recognized grounds for absences are:

1. Illness requiring medical attention.
2. Curricular or extracurricular activities approved by the faculty.
3. Personal obligations claimed by the student and recognized as valid.
4. Recognized religious holidays.
5. Severe inclement weather causing dangerous traveling conditions.

SNC additional policies:

Students must be registered for class in order to attend. Students who do not appear on the roster should be directed to the Registrar to address their registration issues.

Recorded attendance for each class period is very important and highly recommended but is not required. Attendance requirements are determined by the course faculty.

Course Absences: Students missing an occasional class for unverifiable illness or personal circumstances are to contact the course faculty as directed and are responsible for the missed material.

Clinical Absences: Students are expected to attend every session of a clinical laboratory experience and to be on time. Should an absence or lateness occur, the student must satisfy the requirements of the missed time. The specific nature of the makeup assignment is at the discretion of the clinical faculty member/preceptor and the Course Director. Students must personally notify the clinical faculty/preceptor and/or agency in which they are placed if absence from a clinical day is required. Specifics of this notification process should be provided by the clinical faculty. Students with two or more absences will be reviewed by the Course Director and/or appropriate Associate Dean.

SOCIAL MEDIA POLICY

The SNC recognizes the important role of social media as a communication and collaboration tool. Students who participate in social networking are expected to abide by a common sense of respect for all persons and the policies described below.

Definition:

Social media are various types of electronic communication created and shared by users. Social media include, but are not limited to, social networks such as Facebook and MySpace, video sharing through sites like YouTube, photo sharing on sites such as Flickr, audio sharing through podcasts and other venues, professional networks (for example, LinkedIn), user created pages such as Wikis and Wikipedia, public comment on webpages (for example, allnurses.com), social bookmarking through Digg and similar applications, blogs and mini-blogging (Twitter) and similar forms of information sharing.

Code of Conduct:

Professional standards of behavior apply to social media use. Students are responsible for the content they post or promote in any online form. HIPAA guidelines apply to social media and prohibit the sharing of identifiable, confidential and/or sensitive patient information. Students are to refrain from accessing or using social media at clinical sites.

Guidelines for Social Media Use:

1. Patient privacy and confidentiality must be maintained online. Students should not post or transmit any identifiable patient information.
2. Patients should never be videotaped or photographed
3. Students should safeguard personal information by utilizing privacy settings when available
4. Anonymity does not exist; postings can be accessed broadly and indefinitely. Be aware that anyone, including colleagues, educational institutions and employers may be able to view content, regardless of your intended audience.
5. Students must observe and maintain boundaries with patients in accordance with ethical and professional guidelines

INDEPENDENT STUDY

What is an Independent Study? In an Independent Study Course, a full-time faculty member acts as guide, mentor or facilitator on a study project initiated by the student. The final design of the course plan may be worked out between faculty member and student, but it is the students' responsibility to make the initial proposal, to approach a suitable faculty sponsor, and to manage their own work throughout the assigned timeframe (Appendix D).

Who is eligible? Any School of Nursing student is eligible to request an independent study. Additionally, a current GPA of at least 3.0 is strongly encouraged.

Are there other restrictions related to taking an Independent Study? No more than 6 credits of Independent Study can be counted toward graduation requirements.

Faculty role Faculty members are not obligated to serve as independent study advisors and they receive no compensation for doing so. Providing this type of mentoring is a personal investment based on confidence that the student will effectively manage the process and produce high quality work. Just as with any other professional mentoring situation, it is important that the student recognize this placement of trust and make every effort to meet or exceed expectations.

What is necessary to put forward a proposal? Following are four recommended steps to take the student from an idea through the proposal and to enrollment in an Independent Study.

STEP #1. Two of the most common types of independent study are shown below with specific features to include in a written proposal.

<p>A proposal for Research with a Faculty Member:</p> <p>a. Specify a <u>research question</u> – a clear statement of the specific issues you plan to investigate and why this is interesting and important. The question should have both practical and theoretical significance</p> <p>b. Provide <u>background</u> to this question in a brief summary of previous related research. Include a reference list from both academic journals.</p> <p>c. Explain the <u>methodology</u> you plan to use in your investigation of the topic (i.e. surveys, readings, interviews, etc.). The more detail you can provide, the better.</p> <p>d. Provide a clear <u>timeline</u> that shows responsibility for deliverables on specific</p>	<p>A proposal to study specific information for which no class is currently offered:</p> <p>a. Describe the <u>body of knowledge</u> you want to study, including why this is important to your overall program of study. This should include an overview of available courses that you have investigated and verified they do not cover what you are seeking.</p> <p>b. List proposed <u>sources for information</u> you want to study. This could include books, articles in professional journals, academic research articles, and others. Include full bibliographic information along with your reasoning for use of each source.</p> <p>c. Specify the <u>final product</u> of your work and intended audience (written paper or</p>
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<p>dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback.</p> <p>e. Describe the anticipated <i>benefits</i> of the project – the expected outcomes for your own learning and its fit in your educational program, as well as the potential contribution of resulting information for other researchers and business people.</p> <p>(For this type of project, you would seek out a faculty member who does related research)</p>	<p>chapter on the topic, oral presentation to a class, related business proposal, etc.).</p> <p>d. Provide a clear <i>timeline</i> that shows responsibility for deliverables on specific dates throughout the time of the project. These might include deadlines for written work or presentations, or scheduled progress meetings at which to review specific portions of the work and receive feedback.</p> <p>e. Describe the anticipated <i>benefits</i> of the project – the expected outcomes for your own learning and its fit in both your education program (as referenced in item a), and your career ambitions after graduation.</p> <p>(For this type of project, you would seek out the faculty member whose area of teaching and research is most closely related to your topic area)</p>
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STEP #2. The student submits (1) a completed application form, (2) an unofficial transcript, and (3) the proposal following guidelines above to a full-time faculty member. The faculty member may agree to the proposal, suggest further discussion and possibly revisions, or decline involvement. NOTE: The application should be submitted to the faculty member during the time of pre-registration for the semester in which the work will occur.

STEP #3. If the student and faculty member reach agreement on the Independent Study, documentation of their agreement is sent to the Dean/Associate Dean who may request additional information for clarification or simply initial the application and, if desired, retain documentation in a central file for later reference.*

STEP #4. If given a “go-ahead” on the proposal (form is signed by faculty member and initialed by the Dean/Associate Dean), the student contacts the Administrative Assistant for Academic Services to obtain the Special Permission Number required for the student to enroll in the course.

Then what happens? With enrollment complete, the student begins the work on the agreed project. It is the student’s responsibility to set all necessary appointments with the faculty mentor and manage time commitments to adhere to the proposal timeline.

Completion: The student provides deliverables according to the descriptions and deadlines put forth in the final, approved proposal. High quality work is expected. Simply completing the

work is no guarantee of an A grade. When the student and the faculty mentor agree that the work is complete, the faculty member assigns a grade and submits that to the registrar for posting to the student's record. To allow for any needed discussions at this point in the process, it is wise to schedule completion of the planned work a week or more before the standard grade submissions for that semester.

PROGRESSION IN THE NURSING PROGRAM

Nursing Courses

The 705 Nursing courses must be taken in the sequential order listed. To enroll in the next semester Nursing courses, a grade of a C+ or better must be earned in each Nursing course, including Nutrition and Pharmacology. **To register for the 3rd year clinical courses, students must be in good academic standing.**

Failure of a nursing theory course will also result in failure of the co-requisite nursing laboratory course. Likewise, failure of a nursing laboratory course will result in failure of the co-requisite nursing theory course. A grade of "F" will appear on the transcript for both courses. Students who fail the nursing laboratory course for documented unsafe practice are subject to administrative/faculty review for dismissal from the nursing program.

Students may not fail and repeat more than one combined nursing course sequence (theory and clinical). Failure to earn a grade of a C+ or better in a repeated nursing course will result in the student's dismissal from the nursing program.

Non-Nursing Courses

If a student fails to earn a passing grade (i.e., C) in a required non-nursing course, the student may repeat the course one time. If the student does not pass the repeated course with a grade of C, s/he will be subject to administrative/faculty review for dismissal from the School of Nursing. **To register for the 3rd year clinical courses, students must be in good academic standing.**

Good Academic Standing: Students who have a C+ or better in nursing courses and a C in required non-nursing courses are in good academic standing.

Poor Academic Standing: Students who fail to earn a C+ or better in nursing courses and a C or better in required non-nursing courses are in poor academic standing. **To register for clinical courses, students must be in good academic standing.** Students in poor academic standing are required to meet with the Academic Advisor/appropriate Associate Dean to develop an action plan for improving academic standing. Action plans must be satisfied within the specified timeframe to allow for student progression. To graduate from the program, students must be in good academic standing.

Students whose term or cumulative grade point average is below a 2.00 are defined as having poor academic standing and can be placed into 4 different scholastic standing categories: academic warning, academic probation, continued probation or dismissal.

Academic Warning Policy

All students who earned a term grade point average of below a 2.00, REGARDLESS OF cumulative grade point average, are placed on academic warning. Students are sent a letter to their home address on file with the university notifying them of their academic warning status for the upcoming semester. Students will be removed from academic warning once they achieve a term grade point average during the next full academic term (either Fall or Spring) of at least a 2.00 provided that their cumulative grade point average is at least a 2.00 as well.

Academic Probation Policy

All students who have a cumulative grade point average of under a 2.00 at the end of the term are placed on academic probation. This is provided that the student was either in his/her first term at Rutgers or had a cumulative grade point average of at least a 2.00 at the conclusion of the prior full academic term.

Students are sent a letter to their home address on file with the university notifying them of their academic probation status for the upcoming semester from the Academic Advising Department.

Students will be removed from academic probation if their cumulative grade point average is at least a 2.00 at the conclusion of the probation term.

Students on academic probation who do not earn a cumulative grade point average of at least a 2.00 at the conclusion of the probation term will either be dismissed from the university or placed on continued probation depending on the decision of the Faculty Committee on Scholastic Standing. Students will be notified in writing as to the decision.

Students are sent a letter to their home address on file with the university notifying them of their continued probation status for the upcoming semester from the School of Nursing.

Continued Probation Policy

Students who are placed on continued probation are sent specific requirements as to what term grade point average they must achieve, the maximum number of credits for which they are allowed to register and any additional conditions such as meeting with university staff members on a regular basis, or completion of an academic plan.

Students who are placed on continued probation are typically required to earn a 2.00 term GPA, register for no more than 12 credits and meet on a regular basis with an Academic Advisor to develop an academic plan for the upcoming term.

Students who fail to meet all of the conditions of their continued probation will be dismissed from the school unless they also raise their cumulative grade point average to at least a 2.00.

Students who meet all of the conditions of their continued probation, but who still have a cumulative grade point average of below a 2.00 will be placed on continued probation for an additional term or may be dismissed from the school.

Dismissal Policy

Students may be dismissed from the school for any one or more of the following circumstances:

1. The student fails to meet the conditions of their probation or continued probation status.
2. The student has not met the conditions of their academic plan.
3. The student fails more than one required nursing course (either the same course or two different courses).
4. The student fails the same required non-nursing course twice.
5. The student fails to uphold the canons of the nursing profession.

GRADING

Passing grades in Nursing (705) courses will be a C+ or higher. Passing grades for non-nursing courses will be a C or better.

Grading format - Nursing courses:

A	90 - 100}	PASSING
B+	85 - 89}	
B	80 - 84}	
C+	75 - 79}	

F	below 75	FAILING
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Grading format – Non-Nursing courses:

A	Outstanding
B+	
B	Good
C+	
C	Satisfactory
D	Poor
F	Failing

STUDENT CONDUCT

In the event of academic, clinical, or interpersonal misconduct, a remediation plan will be developed by the faculty, course director, and the appropriate Associate Dean. Failure to comply with the terms of the remediation plan may result in course failure, dismissal from the nursing program, and/or a formal complaint for violation of the University's Code of Student Conduct.

STUDENT GRIEVANCE

All academic concerns and complaints are taken seriously and nursing faculty members are highly responsive and supportive of all parties involved. The classroom, clinical, or laboratory instructor has the responsibility for assignment of grades. Students have the right to know the components of their final grade, to be graded fairly, and to understand why they were given a particular grade.

If students experience any academic concern or complaint during the nursing program, they should follow the chain of command outlined below:

1. Seek a resolution with the course instructor(s) immediately. If dissatisfied:
2. Discuss the matter with the course director/program director. If dissatisfied:
3. Discuss the unresolved matter with their faculty advisor who will assist the student with the progression of the grievance to the appropriate Associate Dean. If the student feels that the concern or complaint cannot be resolved satisfactorily, then the student may:
4. Schedule an appointment to discuss the matter with the Dean who will be responsible for the final resolution within the School of Nursing.

TEST TIME ALLOTMENT:

The majority of scheduled tests in the pre-licensure BS program in the Rutgers School of Nursing – Camden will be timed (i.e. a certain amount of time will be allotted per question on the test). The faculty reserves the right to allow a minimum of 60 seconds and a maximum of 75 seconds per question on any given test. Timed tests are necessary in order to prepare pre-licensure nursing students to take the National RN licensure exam (NCLEX) which is a timed test. Students with a disability that requires a special accommodation must follow University policies and procedures to receive this accommodation. **Of note:** This policy does not apply to students enrolled in the RN/BS in Nursing program, the School Nurse Certification program, or the Wound, Ostomy, Continence Certification program.

NURSING CURRICULUM PLANS

REQUIRED COURSES FOR THE 4-YEAR PRE-LICENSURE BS STUDENTS

Recommended Sequence for First Year (30 credits)

120:127 Principles of Biology (3)

160:494 General Organic Biochemistry (4)

350:101, 102 English Composition (3, 3)

830:101 Introduction to Psychology (3)

920:207 Introduction to Sociology (3)

830:250 Statistics for Social Sciences **OR** 960:183 Elementary Applied Statistics (3)

Transcultural Health and Diversity (3)*

705:101 Seminar on Professional Nursing (2)

120:231 Genetics (3)

*Transcultural Health and Diversity courses can be selected from but are not limited to: African Studies, Anthropology, Criminal Justice, History, Philosophy, Psychology, Religion, Sociology, Urban Studies, and Women's Studies. Only one foreign language course may be used to fulfill Transcultural Health and Diversity requirements.

Recommended Sequence for Second Year (33 credits)

120:253, 254 Anatomy & Physiology (4, 4)

120:211 Microbiology (4)

830:222 Human Development (3)

730:349 Biomedical Ethics (3)

705:210 Basic Clinical Nursing Competencies (2)
705:211 Basic Clinical Nursing Competencies Lab.(2)
705:255 Nutrition (3)
705:202 Wellness and Health Assessment (3)
*Transcultural Health and Diversity (3)
Civilizations and Heritages** (3)
**Courses under Civilizations and Heritages are: History, Philosophy, or Religion (not including 730:201, 332, or 430)

Third Year (30 credits)

705:411 Research in Nursing (3)
705:301 Nursing of Women and the Childbearing Family – Theory (3)
705:302 Nursing of Women and the Childbearing Family - Lab. (3)
120:347 Pathophysiology (3)
705:489 Pharmacology (3)
705:303 Nursing of Adults – Theory (3)
705:304 Nursing of Adults - Lab. (3)
705:305 Nursing of Children & Adolescents – Theory (3)
705:306 Nursing of Children & Adolescents - Lab. (3)
Free Elective (3)

Fourth Year (30 credits)

705:401 Gerontological Nursing – Theory (3)
705:402 Gerontological Nursing - Lab. (3)
705:403 Psychiatric-Mental Health Nursing – Theory (3)
705:404 Psychiatric-Mental Health Nursing - Lab. (3)
705:405 Community Health Nursing and Global Health – Theory (3)
705:406 Community Health Nursing and Global Health - Lab. (3)
705:407 Nursing Management and Leadership – Theory (3)
705:408 Nursing Management and Leadership - Lab. (3)
Literature or Fine Arts Elective (3)
Free Elective (3)
TOTAL CREDITS = 124

REQUIRED COURSES FOR RN-BS (RN) STUDENTS

160:494 General Organic Biochemistry (4)
120:231 Genetics (3)
350:101,102 English Composition (3, 3)
830:101 Intro to Psychology (3)
830:222 Human Development (3)
960:183 or Elementary Statistics (3) **OR** 830:250 Statistics for Social Sciences
920:207 Introduction to Sociology (3)
120:253, 254 Anatomy and Physiology (4, 4)
120:211 Microbiology (4)
705:255 Nutrition (3)
730:349 Biomedical Ethics (3)

Two free electives (6)

Literature of Fine Arts Elective (3)

Civilizations and Heritages** (3)

Two Transcultural Health and Diversity* (6)

*Transcultural Health and Diversity courses can be selected from but are not limited to: African Studies, Anthropology, Criminal Justice, History, Philosophy, Psychology, Religion, Sociology, Urban Studies, and Women's Studies. Only one foreign language course may be used to fulfill Transcultural Health and Diversity requirements.

**Courses under Civilizations and Heritages are: History, Philosophy, or Religion (not including 730:201, 332, or 430)

705:203 Wellness and Health Assessment (3)

705:358 Conceptual Foundations of Professional Practice (3)

120:347 Pathophysiology (3)

705:489 Pharmacology (3)

705:411 Research in Nursing (3)

705:412 Community Health Nursing and Global Health (3) (Hybrid)

705:413 Community Health Nursing and Global Health Lab. (3) (Hybrid)

705:414 Nursing Management and Leadership (3) (Hybrid)

705:415 Nursing Management and Leadership Lab. (3) (Hybrid)

NCLEX (33)

TOTAL CREDITS: 121

RN students who have received their Associate Degree in Nursing from a community college (2 year college) may transfer in 60 credits towards the BSN degree. Transcripts are evaluated upon acceptance to determine which courses may be accepted as transfer credit. When the RN student is accepted to the RN to BS in Nursing program, they will be awarded 33 credits for previous nursing courses taken if they have passed the NCLEX licensing examination. If the student has not passed the NCLEX, s/he cannot register for RN-BS courses. The last 30 credits toward a Rutgers degree must consist of courses taken at Rutgers.

REQUIRED COURSES FOR SCHOOL NURSE CERTIFICATION STUDENTS

705:495 Principles of School Nursing and School Health Services (3)

705:496 Methods and Issues in Health Education (3)

705:497 Contemporary Issues in School Nursing (4)

705:498 Contemporary Issues in School Nursing Practicum I (3 – 75 hours)

705:499 Contemporary Issues in School Nursing Practicum II (3 – 75 hours)

REQUIRED COURSES FOR WOUND, OSTOMY, CONTINENCE NURSING EDUCATION PROGRAM STUDENTS

58:705:551 Wound, Ostomy, Continence Nursing I (5)

58:705:552 Wound, Ostomy, Continence Nursing II (5)

58:705:553 Wound, Ostomy, Continence Nursing Clinical Practicum (4 -160 hours)

CLINICAL LABORATORY EXPERIENCES

All nursing students at Rutgers School of Nursing - Camden must have the capacity to demonstrate those skills and competencies that are described in Appendix E, with or without reasonable accommodations, in order to be able to function in a clinical setting.

Clinical laboratory settings are chosen by the faculty to provide experiences congruent with theoretical course content. A variety of agencies are used throughout the program to provide students with a range of experiences and also to expose students to many professional nursing roles. Agencies include day care centers, nursing homes, hospitals, clinics, and various public health agencies.

The clinical laboratory site varies depending upon the specific nursing course. Clinical experiences take place throughout the southern New Jersey and Philadelphia area. The scheduled times for all nursing laboratories will be made available to the students at the start of each semester.

Students should plan for increased demands of their time for clinical laboratory experiences as they progress through the program. Evening and weekend clinical laboratory hours may be required. Each clinical experience is planned by the instructor and coordinated with agency services. Because of this, each clinical placement may start and end at a different time. Students are responsible for their own transportation to the clinical agency.

Students are expected to be prepared for nursing clinical laboratory courses.

Undergraduate nursing laboratory courses are co-requisites of nursing theory courses. Each nursing theory and laboratory courses must be taken together and both must be passed to progress in the curriculum.

PROFESSIONAL BEHAVIOR IN CLINICAL SETTINGS

Rutgers Nursing Students will demonstrate professional behavior during all clinical placements in all settings, following the legal and ethical codes of nursing. Professional behavior promotes the well-being of clients, significant others, health care workers, and self; reflects accountability in preparation for, and documentation of, continuity of care; and reflects respect for the rights of individuals. Professional behavior also contributes to the maintenance of a peaceful, non-threatening, and therapeutic environment.

Student behavior that is considered unsafe, according to the professional judgment of the instructor or agency, is cause for immediate removal from the clinical site and faculty/administrative review for continuation in the nursing program.

1. Contractual

The student must practice within the contractual agreements between Rutgers and the affiliating agency and the objectives of the specific course. Students must be dressed and groomed according to school policy and wear Rutgers student identification. Conduct and demeanor must be professional at all times within the agency and surrounding areas.

Examples of substandard performance include but are not limited to the following:

- a. failure to notify the agency and clinical instructor of non-attendance at scheduled clinical experience as outlined in the course syllabi;
- b. failure to complete immunization procedures as required;
- c. behavior which results in dismissal of student by the agency;
- d. any behavior resulting in a clinical warning.

2. Accountability

The student must demonstrate responsibility in the preparation for, and implementation and documentation of comprehensive client care.

Examples of substandard performance include but are not limited to the following:

- a. inadequate preparation for clinical practice resulting in dismissal from the clinical area;
- b. inadequate and/or poor written and verbal communication;
- c. errors in preparation, administration, and documentation of medications and other nursing procedures;
- d. failure to report to instructor questionable nursing practice that affects client welfare;
- e. attempting activities without adequate orientation or theoretical preparation or appropriate assistance/supervision;
- f. dishonesty.

3. Ethical

The student practices according to the American Nurses' Association Code of Ethics for Nursing with Interpretive Statements (ANA, 2001, <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>); Nursing: Scope and Standards of Practice (ANA, 2010); Nursing's Social Policy Statement (ANA, 2010); and the Nurse Practice Act governing practice in the state where the clinical learning experience occurs.

Examples of substandard performance include but are not limited to the following:

- a. refuses assignment based on client's race, culture, national origin, diagnoses, gender, disability, sexual orientation, or religious preference
- b. inappropriate behavior in any assigned activity related to clinical practice such as:
 1. falsifying documents, signatures, or assignments,
 2. discussing personal and/or professional information within clinical agencies or other public places,
 3. making prejudicial statements within clinical agencies or other public places,
 4. not reporting known errors in practice.
- c. ignoring unethical behaviors(s) of other health care persons which affect clients' welfare

4. Promotion of Health and Environment

The student's practice assists in meeting the biopsychosocial needs of individuals, families and staff through provision of a confidential, safe, non-threatening, therapeutic environment.

Examples of substandard performance include, but are not limited to the following:

- a. failure to recognize and seek treatment for mental, physical, or emotional behavior(s) which may affect the safety/well being of others.

- b. failure to follow through on suggested referrals or interventions to correct deficient areas which may affect the safety/well being of others.
- c. omission of appropriate care
- d. abuse of clients, such as, but not limited to: physical, mental, or emotional abuse, failing to recognize or correct, or contributing to hazardous conditions or circumstances
- e. interpersonal relationships with agency staff, co-workers, peers, faculty resulting in miscommunications, disruption of client care, and/or functioning
- f. reporting for clinical practicum under the influence of drugs and/or alcohol

5. Human Rights

The student's conduct reflects respect for the individual client, health team member, faculty, and self.

Examples of substandard performance include but are not limited to the following:

- a. failure to maintain confidentiality of interactions
- b. failure to maintain confidentiality of records
- c. failure to abide by the appropriate patient's Bill of Rights

CLINICAL PERFORMANCE EXPECTATIONS

APPEARANCE

Uniforms. Nursing students are expected to portray professionalism by being well-groomed and dressed appropriately for the clinical agency being utilized. Unless the instructor specifies otherwise, the accepted uniform for pre-licensure students clinical experiences will be a red scrub top and black scrub pants. Plain, comfortable, non-mesh, closed-toe, closed-heel, white or black shoes or sneakers are to be worn. T-shirts, turtlenecks, and sweaters, if needed, are to be completely white; sweatshirts are not to be worn. Individual courses may determine appropriate dress for the setting.

The Rutgers ID badge must be visible at all times when in the clinical area. For pre-licensure students a red and black patch designating student status at Rutgers School of Nursing - Camden is available at the Bookstore. It should be sewn to the right chest area of the uniform and lab coat and worn only for University student clinical experiences. Student name pins, available at stationary and uniform shops, are to be worn on the right side also. Name pins should be white plastic with the student's name and "Rutgers University" engraved in black letters, white background, no bigger than 1½ x 2½ . Example: MARY SMITH, S.N., RUTGERS SCHOOL OF NURSING - CAMDEN.

Hair, jewelry and other accessories must be worn in a fashion which is not provocative and does not pose safety risks to yourself and/or patients. No artificial nails are permitted. All tattoos must be covered so as not to be visible.

Modifications or additions to the policies above may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical setting.

EQUIPMENT

All students are required to have a watch with a second hand. Basic equipment will be purchased for each student through a lab fee beginning in the sophomore year and will be used for clinical experiences throughout the nursing program.

These items will include:

- stethoscope
- sphygmomanometer (portable, manual blood pressure cuff)
- bandage scissors
- hemostat
- penlight

CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION

Cardiopulmonary Resuscitation (**Level C**) certification from the **American Heart Association** is required for entry into the clinical lab and must be kept active. Initial certification and any subsequent re-certifications must be on file in the School of Nursing by August 1st every year the student is in clinical courses.

CLINICAL ENHANCEMENT POLICY

The purpose of the Clinical Enhancement Policy is to identify students enrolled in the clinical courses who are not meeting clinical objectives and to provide them with additional instruction to improve their performance. The policy is not meant to be punitive, but to identify students that may need extra assistance with clinical skills, provide them with a clear plan to improve those skills in a non-threatening environment, and to provide feedback of demonstrated improvement or need for additional practice back to the clinical instructor.

Process

Any student found to be deficient in a specific skill(s) required to meet the clinical objective(s) will be verbally counseled by the clinical instructor as soon as the deficiency is noted.

If the Clinical Instructor feels that the student needs additional practice on a skill in addition to what he/she can receive at the clinical site, then the student will receive a written Clinical Enhancement Tool (CET; Appendix A) from the clinical instructor within two days of the counseling session which will outline the objective not being met and provide a clear description of what skills need further enhancement.

The student will be required to contact the Lab Coordinator via email within 48 hours of receiving the CET to set up an appointment to attend an enhancement session.

After the enhancement session has been completed, the Lab Coordinator will provide the student with feedback, complete the CET, and provide the student with a copy to return to the Clinical Instructor.

The CET should clearly indicate if the student was able to achieve success or will need further instruction. If the student requires further instruction, the Lab Coordinator and student will

decide on another time to meet within the next week and the Lab Coordinator will contact the clinical faculty to report the need for further enhancement.

The CET will be attached to the student's clinical evaluation and placed in his/her file.

This policy does not replace the Clinical Warning Policy. Clinical Instructors should identify the objectives that students are not meeting early in the semester in order for students to work on meeting that objective either in the lab or in the clinical setting.

CLINICAL WARNING POLICY

The Clinical Warning Policy applies to all nursing courses that contain a clinical experience component. The primary objectives of the policy are: (1) to provide the student with information based on the Clinical Instructor's observation that he/she did not follow established guidelines/policies/protocols or that patient/staff/student safety was put in jeopardy; and (2) to provide guidance and direction for student learning.

The Clinical Instructor may use the Clinical Warning Form (Appendix B) for the following situations (this is not an inclusive list):

- 1) If student performance or behavior is deemed unsafe
- 2) If the student does not come prepared to care for the clients who have been assigned to his/her care
- 3) If the student does not follow basic safety standards when caring for clients
- 4) If the student acts in any manner that may be considered uncivil, disrespectful or violent
- 5) If the student does not adhere to the Professional Behaviors in the Clinical Setting Policy
- 6) If the student does not adhere to any policy that can be found in the Nursing Student handbook
- 7) Any other situation identified by the Clinical Instructor that may warrant a Clinical Warning (eg. not following the clinical agency's policies or guidelines)

If a Clinical Warning is deemed necessary by the Clinical Instructor, he/she will discuss the situation directly with the student on the day of the occurrence. The student will receive a copy of the Clinical Warning from the Clinical Instructor within 48 hours of the occurrence (hard copy or via email) which will describe the specific behavior(s) the student was not demonstrating, its relationship to clinical course objectives and plan of action. The Clinical Instructor is required to notify the Course/Program Director immediately of the occurrence. It will be at the Course/Program Director's discretion regarding how the Clinical Faculty should proceed with a plan of action or whether the occurrence requires the notification of the appropriate Associate Dean of the School of Nursing.

Faculty has the right to dismiss the student from the clinical experience the day of the occurrence. Students will be required to make up the clinical time. Failure of the student to successfully meet the plan of action will result in a clinical failure.

EXPOSURE TO HAZARDOUS MATERIAL

Nurses may seem to be at a higher risk for exposure to hazardous material than other health care groups because more of the reported exposures have occurred in patient rooms where nurses administer care. In addition, there is a higher number of nurses documenting and reporting their exposures either to the occupational health services or agencies such as the CDCP and EPI net (surveillance network system used to track health care worker blood exposures).

Sources of exposure include all body fluids, tissues, and substances such as blood cells, cerebrospinal, amniotic, peritoneal, pleural, synovial, and pericardial fluids, inflammatory exudates, human milk, viral cultures, vaginal secretions, and semen. The three types of occupational exposure are: percutaneous, mucocutaneous, and non-intact skin.

If a student is exposed, IMMEDIATELY post exposure:

- ! Contact instructor and agency
- ! Wash needle sticks and cuts with soap and water
- ! Flush mucosal exposure (mouth, or nose) with sterile saline or sterile water
- ! Irrigate ocular exposure with sterile saline or sterile water

Note: Sterile 0.9% sodium chloride is preferred; other solutions may cause more irritation and further cell damage. The use of caustic agents such as bleach is not recommended.

Report the exposure to the clinical instructor first; if not available, then, the agency. The clinical instructor or agency personnel will then contact the appropriate hospital or agency departments (Occupational Health and Infection Control). It is very important to make prompt and accurate reports for proper post-exposure treatment and management. In some cases, treatment may need to be initiated within the first 1-2 hours post exposure.

The student is to seek medical treatment at the nearest ER and follow-up with notification of the University Student Health Services within the next 24 hours. The student should receive additional information regarding post-exposure treatment (including chemoprophylaxis and available psychological support). An HIV serum test should be performed at this time to determine baseline HIV status at the time of the incident. The student should be followed up with an additional test sequence: 6 weeks, 12 weeks, 6 months, and one year after exposure to determine if transmission has occurred. Students are advised to check on medical coverage for accidental exposures when selecting an insurance carrier.

It is vitally important for both the patient and the nursing student that standard precautions are practiced during every patient encounter. The Hospital Infection Control Practices Advisory Committee has published revised CDCP guidelines for the traditional use of isolation precautions applied in hospitals to prevent or control nosocomial infections.

The best prevention is to become informed before an accident happens. Upon beginning each rotation all students must become familiar with the policies and procedures related to the handling and disposal of human waste and tissue samples for each of the respective facilities. If an exposure occurs, **REPORT IT** so the best medical care can be provided.

MALPRACTICE LIABILITY INSURANCE

Students are required to have coverage in place prior to the start of clinical courses. RNs are to check with their individual carriers to determine coverage. If RNs do not carry malpractice insurance, they are required to obtain coverage while enrolled in clinical courses. The student may purchase insurance by visiting the University's approved vendor at www.nso.com and choosing Student Nurses – RN coverage. The policy should be in the amount of \$1,000,000/\$ 3,000,000. Verification with a photocopy of the front page of the policy must be on file in the School of Nursing by August 1st every year the student is in clinical courses.

MEDICATION CALCULATION TESTING

The ability to accurately calculate medication dosages and administration rates is one of many important skills for the nursing student to master prior to graduation. In order to support the student's development of this skill, pre-licensure students must demonstrate competency in medication calculation skills throughout the program. This competency will be evaluated in the following manner:

1. A medication calculation quiz will be administered at the beginning of each semester in the major nursing courses 57: 705:301, 303, 305, 401, 403, 405).

2. Students who are unable to pass the test the first time each semester will receive support from faculty and have the opportunity to retest based on the following schedule:

57: 705:301, 303, 305, 401, 403, 405 students -

1st retest will be administered one day after the initial test at the discretion of the faculty; 2nd test will be administered one day after the 1st retest.

3. The passing grade for the calculation test is:

80% or better for initial test

90% or better for the 1st retest

90% for the 2nd retest

4. The inability of a student to successfully pass the medication calculation quiz within three attempts is subject to administrative/faculty review.

STUDENT ACTIVITIES

HONOR SOCIETIES

Sigma Theta Tau International, the Honor Society for Nursing

Sigma Theta Tau is the International Honor Society of Nursing which recognizes the outstanding achievement, leadership, and creativity of its members. Sigma Theta Tau International, Eta Mu Chapter was chartered in 1984 at Rutgers- Camden. At the beginning of the Spring semester of the senior year, students who rank in the top 35% of their class, have met the leadership and ethical requirements, and have a minimum cumulative GPA of 3.0, are invited to apply for membership.

STUDENT ORGANIZATIONS

Students are encouraged to join the various student organizations on campus in order to stimulate interests outside of the profession and to contribute to their personal growth. They are also encouraged to volunteer for committee service within college administration.

Student Nurses' Association (SNA) is an organization which serves as a vehicle for communication among undergraduate students, the Rutgers School of Nursing – Camden and the New Jersey State Student Nurses' Association, and the National Student Nurses' Association. Its activities are professional and social in nature. It is open to all Rutgers School of Nursing - Camden undergraduate nursing students. The SNA represents the entire nursing student body and there is opportunity for individuals to participate in leadership positions and activities. A yearly registration fee is required. Meetings are scheduled at least monthly. A faculty advisor(s) will be appointed by the Associate Dean, Baccalaureate Program.

STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

According to the Faculty By-Laws, there is to be student representation on the Faculty Organization, Curriculum, and Educational Resources Committees. Each student representative determined by the SNA shall participate in the committee discussions but shall have no vote. Representatives are expected to bring to the committees the opinions and stated needs of the students they represent and to report back to the SNA regarding the proceedings of the faculty committees.

GRADUATION POLICIES

CREDIT REQUIREMENTS

Undergraduate students must have successfully completed a minimum of 123 credits for the credits for the 4-year pre-licensure BS program, and a minimum of 89 credits for the RN to BS in Nursing program. Students must have earned a minimum of 30 of their final credits at Rutgers University. Students are responsible for notifying the Registrar concerning their expected date of graduation.

GRADUATION WITH HONORS

The Bachelors Degree is conferred with cum laude on all degree candidates with a minimum cumulative grade-point average of 3.5; the requirement for magna cum laude is a cumulative grade-point average of 3.7; the minimum requirement for summa cum laude is 3.9. To be eligible for an honors degree, a student must successfully complete at least 45 credits within Rutgers, The State University of New Jersey, as a matriculated student in accordance with Rutgers University policy.

NURSING PROGRAM AWARDS (Awards are subject to change based on funding)

SCHOOL OF NURSING ACADEMIC ACHIEVEMENT AWARD

To a student who has been outstanding in academic achievement.

TONY MICKELSON MEMORIAL AWARD

To a student demonstrating a spirit of caring and compassion in the clinical experience.

NEW JERSEY LEAGUE FOR NURSING AWARD

This special honorary membership award is presented to the student who has demonstrated involvement in community and departmental activities.

SIGMA THETA TAU SCHOLASTIC ACHIEVEMENT AWARD

To a student who has been outstanding in academic achievement.

SIGMA THETA TAU BEST ALL-AROUND STUDENT AWARD

To a nursing student who has continually demonstrated excellence in the classroom and involvement in college activities.

SIGMA THETA TAU ACADEMIC AWARD RN-BS in NURSING STUDENT.

This award is presented to the RN-BSN student with outstanding academic achievement in nursing.

RUTGERS - CAMDEN ALUMNI AWARD FOR LEADERSHIP

To the student with outstanding community and campus involvement.

JANICE CAMISHION-PICCONE

To the student with academic excellence.

MARY CAMISHION - MALONE MEMORIAL AWARD

To the student who exemplifies outstanding humanitarian qualities.

NANCY CAMISHION MEMORIAL AWARD

To a registered nurse AP student, who has demonstrated academic achievement and an interest in oncology nursing.

NEW JERSEY STATE NURSES' ASSOCIATION--REGION #5 LEADERSHIP AWARD

Students must apply individually.

NEW JERSEY STATE NURSES' ASSOCIATION--REGION #6 AWARD

Students must apply individually.

PAT ORRINO MEMORIAL SCHOLARSHIP AWARD

Awarded to one senior and one junior student based on financial needs.

APPENDICES

Appendix A

Clinical Enhancement Tool (CET)

Rutgers University – Camden

School of Nursing

Student Name: _____

Date CET Received: _____

Responsibilities:

Clinical Instructor: Please complete the CET & send a copy to the student within two days of your verbal counseling session. Complete one form for each objective not met.

Student: Once form is received, set up an appointment within the next 48 hours to meet with the Lab Coordinator.

Lab Coordinator: Schedule lab time with student, meet with student & review CET. Work with student on individual remediation plan. Provide additional guidance & support as needed. Once the student has successfully completed the remediation plan, sign off on the form & have student sign it. Make a copy to keep in Remediation Tool Book in lab & return a copy to the student to bring back to the Clinical Instructor.

Clinical Objective:

a) Description of deficiency:

b) Plan to meet objective: (Please include self- learning activities, lab sessions, review of videos, etc.).

Clinical Instructor

Date

Student

Date

Appendix B

Clinical Warning Form

Student Name: _____ Date of Occurrence: _____

Clinical Experience: _____

Reason for Clinical Warning:

- _____ 1. Student's performance or behavior was unsafe
- _____ 2. Student was not prepared to care for the client(s) who was assigned to his/her care
- _____ 3. Student did not follow basic safety standards when caring for clients
- _____ 4. Student acted in a way that was considered uncivil, disrespectful or violent
- _____ 5. Student did not adhere to the Professional Behaviors in the Clinical Setting Policy
- _____ 6. Student did not adhere to one of the policies that can be found in the Nursing Student Handbook:
- _____ 7. Any other situation identified by the Clinical Instructor that may warrant a

Clinical Warning:

Description of Occurrence:

Action Taken:

- _____ Student counseled regarding Clinical Warning including reason, action and plan
- _____ Student sent home from clinical experience
- _____ Clinical Coordinator notified of Clinical Warning
- _____ Course Director notified of Clinical Warning

Plan:

Date Plan to be Completed: _____

Student Signature: _____

Date: _____

Clinical Faculty Signature: _____

Date: _____

Additional Comments:

Lab Coordinator or Clinical Instructor

Appendix C

RUTGERS UNIVERSITY SCHOOL OF NURSING CAMDEN

INDEPENDENT STUDY APPLICATION

To be completed by the student at time of initial proposal

Student name: _____ Rutgers ID: _____

Current GPA: _____ Number of Credits Completed to Date: _____

Proposed term for Independent Study:

Spring 20 _____ Fall 20 _____ Summer 20 _____ Semester _____

Student signature: _____ Date: _____

To be completed after student and faculty member have agreed on form and content of independent study project.

Title of Independent Study project:

has been approved for the above noted semester, for a total of _____ academic credits.

The approved proposal is attached.

Signature of Faculty Member: _____ Date:

Printed name of Faculty Member: _____

Name/initial of Dean/Associate Dean approving request: _____

Course # _____ Index # _____ Special Permission # _____

Appendix D

The Essential Functions for Nursing Practice

Nursing education requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the degree requirements, these functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

In keeping with its mission and goals and compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), the Rutgers School of Nursing-Camden promotes an environment of respect for and support of persons with disabilities. The ADA defines disability as ...a physical or mental impairment that substantially limits one or more of the major life activities of such individual: a record of such an impairment: or being regarded as having such an impairment. Physical or mental impairment is broadly defined and includes...any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more ...body systems ... [and]...any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities...

Essential functions are defined as those skills and competencies that all nursing students at Rutgers School of Nursing - Camden must have the capacity to demonstrate, with or without reasonable accommodations. Students are not required to be competent in all of these skills at the time of admission, but must have the physical and mental capacity to perform the tasks in clinical practice. If a student is unable, or suspects s/he may be unable, to complete any of the essential functions outlined in this document, with or without reasonable accommodations, the student is strongly encouraged to consult with the appropriate Associate Dean as soon as possible. Essential functions include but are not limited to the following:

Competency 1: The ability to see, hear, touch, smell and distinguish colors. Compliance with this competency requires that the student be able to:

- See objects up to 20 inches away.
- See objects up to 20 feet away.
- See objects more than 20 feet away.
- Use depth perception.
- Use peripheral vision or compensate with central vision.
- Hear normal speaking level sounds.
- Hear faint voices
- Hear faint body sounds such as auscultated blood pressure, heart sounds, lung sounds, and bowel sounds.
- Hear in situations when unable to see lips move, such as when masks are used.
- Hear auditory alarms.
- Demonstrate tactile ability sufficient for physical assessment (e.g., palpation, auscultation, percussion, and functions of physical assessment) and skills related to therapeutic intervention.
- Feel vibrations such as a pulse.
- Detect temperature.
- Feel differences in surface characteristics such as with skin turgor.
- Feel differences in sizes and shapes.
- Detect environmental temperature.
- Detect odors from clients and others.
- Detect smoke.
- Detect gases or noxious smells.

- Distinguish color.
- Distinguish color intensity.

Competency 2: Oral and writing ability with accuracy, clarity and efficiency

- Communicate effectively and sensitively with other students, faculty, staff, patients, family, other professionals, and the public.
- Express ideas and feelings clearly.
- Demonstrate a willingness and ability to give and receive feedback.
- Explain treatment procedures.
- Provide effective health teaching to individuals and groups.
- Interpret and document nursing actions and patient/client and family responses.
- Give oral and written reports to faculty and other members of the health care team.

Competency 3: Manual dexterity, gross and fine movements

- Sufficiently and safely move from room to room and maneuver in small places.
- Perform gross and fine motor skills to provide safe and effective nursing care.
 - Gross motor skills include but are not limited to the ability to:
 - move quickly
 - move within confined spaces
 - sit and maintain balance
 - stand and maintain balance
 - walk
 - climb
 - twist, bend, stoop, squat
 - reach above shoulders to manage IVs or monitors
 - reach below waist to manage plug-ins or equipment
 - push, pull, lift, support at least 25 pounds in order to position, transfer, and ambulate patients/clients
 - move light objects up to 10 pounds
 - move heavy objects weighing from 10-50 pounds
 - defend self against a combative patient/client
 - carry equipment or supplies
 - use upper body strength
 - squeeze with hands
 - administer cardio-pulmonary resuscitation to adults, children, and infants
 - stand at patient/client side during a procedure
 - sustain repetitive movements
 - maintain physical tolerance

Fine motor skills include but are not limited to:

- pick up objects with hands
- grasp small objects with hands
- write with pen, pencil, or accommodating device
- key/type using a computer or master an accommodating device
- pinch/pick up work with fingers
- twist or turn items with hands
- squeeze with finger

Competency 4: Ability to learn, think critically, analyze, assess, solve problems, reach judgment

- Read and comprehend extensive written material pertinent to nursing science and effective/safe clinical nursing care
- Effectively use short term and long term memory abilities
- Solve problems using a logical, systematic process
- Apply relevant nursing principles in solving problems pertinent to professional nursing practice
- Synthesize nursing knowledge and skills in planning and providing effective/safe nursing care
- Identify cause and effect relationships
- Establish priorities among several tasks or pieces of data
- Transfer knowledge and skills from one clinical nursing situation to another
- Distinguish facts from assumptions, personal opinions, and personal beliefs
- Distinguish relevant from irrelevant facts, and important from trivial facts
- Use logical reasoning to make plausible inferences about clinical nursing situations
- Distinguish conclusions from the reasoning that supports them
- Make judgments based on factual evidence
- Suspend making judgments when lacking sufficient evidence
- Express ideas in an organized way, both verbally and in writing
- Analyze nursing assessment data to accurately identify client problems
- Develop realistic written nursing care plans for clients that aid in solving client problems
- Verbalize reasoning used in planning and providing nursing care
- Develop fair and accurate criteria for evaluating nursing care provided
- Accurately evaluate nursing care in relation to stated criteria
- Modify nursing care in relation to evaluation process and changes in client condition or situation
- Accurately evaluate own performance in relation to written standards
- Accurately identify areas for continued learning and performance improvement
- Develop realistic plans for continued learning and performance improvement

Competency 5: Emotional stability and ability to accept responsibility and accountability

Emotional abilities required in the program include but are not limited to the ability to:

- Complete all responsibilities in the assessment and implementation of nursing care for patients/clients and families
- Establish therapeutic boundaries
- Demonstrate good judgment
- Be accountable for own behaviors
- Maintain a calm demeanor in stressful or emotionally provocative situations
- Use sensory and motor skills accurately without becoming overwhelmed
- Promote mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals
- Respect differences in patients/clients and families
- Provide patient/client, families with emotional support
- Focus attention on task
- Illustrate insight and an awareness of self
- Adapt to changing environment or stress
- Deal with crisis situations appropriately