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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 help you in your program of study. Nursing students 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.

Commission on Collegiate Nursing Education (CCNE)  State of New Jersey Board of Nursing
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202-887-6791 973-504-6430
http://www.aacn.nche.edu http://www.state.nj.us/lps/ca/nursing

The Rutgers School of Nursing - Camden Student Handbook is applicable to the Bachelor of Science in Nursing (BS) pre-licensure programs, the RN to BS in Nursing program, the accelerated BS “Teach-out” program, the School Nurse Certification Program, and the Wound, Ostomy, Continence Certification Program. A supplementary document should be reviewed for policies that are specific to the Doctorate in Nursing Practice Program (DNP) and master’s programs.

Disclaimer:

Rutgers University and the School of Nursing-Camden reserve 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. Students will be notified of substantive changes by their official Rutgers email address. 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 information contained within the Student Handbook and the Rutgers University-Camden Catalog, both of which contain important information needed during my student experiences here.

Signed: ___________________________________________ Date: __________________

Printed Name: ___________________________________________
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**Part Time Lecturers (PTLs):**

The full-time nursing faculty is supplemented by a number of well-qualified professionals known as PTLs. PTLs will have a master’s degree or a doctoral degree in nursing if they are involved in clinical courses or clinical supervision. Other supportive faculty with graduate degrees in related fields may participate on the nursing faculty team to enrich and augment nursing education. The listing below is not complete, as clinical requirements and agency assignments change frequently.

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ABOUT 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 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.
7. Engage in the public health functions of disease surveillance and health promotion.

WOUND, OSTOMY, CONTINENCE 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.

ACCELERATED PRE-LICENSURE BS PROGRAM (ABS):
The 4 semester program is designed for students who have attained a bachelor’s degree and satisfy pre-requisite courses prior to enrolling. Students progress through the nursing courses in four semesters, which includes summer session. Currently, students are admitted into either Fall (fall, spring, summer, fall) or Spring (spring, summer, fall, spring) cohorts. Pre-requisite course requirements can be found on the School of Nursing-Camden website.

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.

The Rutgers School of Nursing - Camden RN to BS program is designed for those who have already completed their basic nursing education, have successfully passed NCLEX, and are licensed registered nurses. Students apply directly to the program. Upon acceptance, and after meeting with an academic advisor, an individualized educational plan is developed.

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 following limits are set on the maximum number of degree credits transferable into the School of Nursing-Camden: No more than 60 credits from two-year institutions, no more than 90 credits from four-year institutions, and no more than 12 of the last 42 credits earned for the degree may be transfer credits. A maximum of 90 credits may be transferred from any combination of two- and four-year institutions. Students who have completed nursing course credits elsewhere are evaluated on an individual basis. There is no guarantee that nursing courses taken elsewhere will transfer into the program.
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. A 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 review and clearance. If further 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 information related to clinical compliance. Due dates are determined by the clinical nursing coordinator. If the student does not meet the health and compliance requirements they will be excluded from clinical experiences. Health records are updated yearly by June 17th with the Rutgers-Camden Student Health Services.

HEALTH REQUIREMENTS INCLUDE THE FOLLOWING

Adherence to the requirements for all students at Rutgers, Camden (Prior to enrollment, immunization and health testing information is needed to meet New Jersey law requirements and University requirements, and to assist in maintaining your health and the health of others you come in contact with while on campus.) These forms should be submitted as directed in your admissions materials.

The School of Nursing will provide additional directions on the submission of materials related to health records and other information required by clinical agencies. Minimally, students are required to utilize a secure online platform for immunization records, medical records and healthcare certifications. The student submits information, directly, to a tracking system managed by Certified Background Check. Required documentation should not be submitted to School of Nursing personnel.

Directions for accessing the Certified Background Check website are as follows:

1. Go to www.certifiedbackground.com
2. In the upper right hand corner under student, enter your Rutgers email address, and click “Go”. Next enter package code (to be supplied)
3. The Instruction Package will give you a detailed outline with the package cost plus two additional co-pays for PA Child Abuse Clearance and for Cogent Fingerprints.
4. The student is required to complete an online E-learning HIPPA, and OSHA training module.
5. It is the student’s responsibility to upload all of the required documents into this tracking system no later than July 31.
   a. Physical exam form, Immunizations, titers, 2 steps PPD, annual influenza (the influenza is due 10/30).
b. The student must make an appointment with Student Health Services at 856-225-6005 for a “Nurse Review” to ensure that all health requirements are completely cleared for before they can be uploaded to Certified Background.
c. CPR card (NOTE: AHA BLS for Healthcare providers is the ONLY CPR accepted)
d. Proof of personal health insurance.
e. Copy of signed Student Handbook Acknowledgement

- HISTORY AND PHYSICAL EXAMINATION –
- DRUG SCREENING-
  - In the event of a drug screening result indicating use of an illegal drug or controlled substance without a legal prescription, students will not be permitted in the clinical setting.
  - If the student is a licensed/registered health professional, a report will be made to the Professional Licensing Agency in the state(s) in which the applicant holds a license.
- 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, CHILD ABUSE CLEARANCE AND FINGERPRINT BACKGROUND CHECK:
All pre-licensure students are required to have a criminal background check, child-abuse clearance and fingerprinting through the School’s approved vendor, www.certifiedbackground.com, upon acceptance to the nursing program. Results will be sent directly to the Rutgers School of Nursing –Camden. The Rutgers School of Nursing must receive the CBC report by August 1. The use of background checks and clearances on individuals working in clinical settings is one of the means agencies use to help protect their clients/patients. Several accrediting bodies have established a mandate that agencies include nursing students in criminal background checks and clearances. The School will confidentially notify the clinical agency if the student has an event that requires reporting to the agency. The clinical agency will determine if the student is permitted to participate at the agency, and is solely responsible for that decision. Although the School of Nursing will work collaboratively with agencies to find a suitable placement, some offenses may interfere with the student’s ability to participate in required clinical activities.

Students who hold a New Jersey RN license are required to have appropriate clearances as a condition of licensure. The School of Nursing currently requires no additional background checks.
ACADEMIC POLICIES

OFFICE OF NURSING STUDENT SUCCESS / ACADEMIC ADVISEMENT

Students are encouraged to seek academic advisement every semester prior to registering for courses. It is the students’ responsibility to understand program requirements. Appointments for academic advising can be made through Ms. Mahirym Holguin, the Administrative Coordinator for the Office of Nursing Student Success (856-225-6281). Students enrolled in any of the undergraduate programs are advised by Director and Assistant Dean Montalto, Assistant Dean Jana Nelson or RN Advisors Professors Tysha Saffold and Mary Wunnenberg. Students enrolled in Honors College should meet with Dean Montalto in the School of Nursing as well as an advisor in Honors College. All changes in a students’ curriculum plan (Drop/Add) must be approved by Dean Montalto or Dean Nelson. Students who do not seek advisement risk not being able to progress or graduate on time due to insufficient coursework, credits, and completion of requirements.

Students are also required to meet with Dean Montalto for issues related to admission, progression, honors/awards, remediation, graduation, and licensure. Students are encouraged to make an appointment with personnel in the Office of Nursing Student Success if they have difficulty with course work or need help with study skills, etc.

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 School of Nursing Camden 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](http://academicintegrity.rutgers.edu/policy-on-academic-integrity).

**ACADEMIC POLICIES**

Scholastic Standing is determined at the conclusion of each semester.

a. **Poor Academic Standing Policy**
   
   **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 Dean Montalto 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.

1. **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.

2. **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.

3. Continued Academic 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.

4. Dismissal Policy

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

a. The student fails to meet the conditions of their probation or continued probation status.
b. The student has not met the conditions of their academic plan.
c. The student fails more than one required nursing course (either the same course or two different courses).
d. The student fails the same required non-nursing course twice.
e. The student fails to uphold the canons of the nursing profession.

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.

ATTENDANCE POLICIES RELATED TO NURSING COURSES

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 experience. 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 they are planning to be absent from a clinical lab experience. The clinical course faculty will direct the student as to how they should be notified. Students who have missed two or more clinical experiences will be evaluated by the course director and the associate Dean.

SOCIAL MEDIA POLICY

The School of Nursing Camden 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; video sharing through sites like YouTube, Instagram, Vine, Keek, Tumblr; photo sharing on sites such as Flickr; audio sharing through podcasts, soundcloud and other venues; professional networks such as LinkedIn; user created pages such as Wikis and Wikipedia; public comment on webpages such as allnurses.com; social bookmarking through Diggit and similar applications; blogs and 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 any patient information. Students are to refrain from accessing or using social media at clinical sites. The National Council of State Boards of Nursing has developed guidelines for nurses and nursing students for using social media responsibly.

Guidelines for Social Media Use:
1. Patient privacy and confidentiality must be maintained online. Students may not post or transmit any 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
6. The National Council of State Boards of Nursing has developed comprehensive guidelines for nurses and nursing students for using social media responsibly. They can be found online at https://www.ncsbn.org/NCSBN_SocialMedia.pdf
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.

<table>
<thead>
<tr>
<th>A proposal for Research with a Faculty Member:</th>
<th>A proposal to study specific information for which no class is currently offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Specify a <strong>research question</strong> – 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.</td>
<td>a. Describe the <strong>body of knowledge</strong> 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.</td>
</tr>
<tr>
<td>b. Provide <strong>background</strong> to this question in a brief summary of previous related research. Include a reference list from both academic journals.</td>
<td>b. List proposed <strong>sources for information</strong> 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.</td>
</tr>
<tr>
<td>c. Explain the <strong>methodology</strong> you plan to use in your investigation of the topic (i.e. surveys, readings, interviews, etc.). The more detail you can provide, the better.</td>
<td>c. Specify the <strong>final product</strong> of your work and intended audience (written</td>
</tr>
<tr>
<td>d. Provide a clear <strong>timeline</strong> that shows responsibility for deliverables on</td>
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</table>
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.

e. Describe the anticipated benefits 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.

(For this type of project, you would seek out a faculty member who does related research)

| Paper or chapter on the topic, oral presentation to a class, related business proposal, etc.).  
d. Provide a clear **timeline** 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.  
e. Describe the anticipated **benefits** 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.  

(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)  

**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
Nursing courses designated as School 57:705 must be taken in the sequential order listed on the appropriate program template. 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 any clinical nursing course, 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 who fail more than one nursing course or who fail the same nursing course twice are subject to program dismissal (see academic policies).

Non-Nursing Courses
Passing for the School of Nursing -Camden is considered to be a C or higher for non-nursing required courses. If a student fails to earn a grade of C or higher in a required non-nursing course, the student may repeat the course one time. If the student does not earn a grade of C or higher when repeating the course, the student is dismissed from the school of nursing.

GRADING
Passing grades for school 57:705 nursing courses are a C+ or higher. Passing grades for non-nursing courses for the program are C or higher.

<table>
<thead>
<tr>
<th>Grading format - Nursing courses:</th>
<th>Grading format – Non-Nursing required courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  90 - 100}</td>
<td>A     Outstanding</td>
</tr>
<tr>
<td>B+ 85 - 89}</td>
<td>B+    Good</td>
</tr>
<tr>
<td>B  80 - 84}</td>
<td>B     Good</td>
</tr>
<tr>
<td>C+ 75 - 79}</td>
<td>C+    Satisfactory</td>
</tr>
<tr>
<td>F below 75</td>
<td>C     Satisfactory</td>
</tr>
<tr>
<td></td>
<td>D     Failing</td>
</tr>
<tr>
<td></td>
<td>F     Failing</td>
</tr>
</tbody>
</table>
STUDENT CONDUCT
In the event of academic, clinical, or interpersonal misconduct, an academic improvement plan will be developed by the faculty, course director, Director of the Office of Student Success and the Associate Dean. Failure to comply with the terms of the academic plan will result in course failure, dismissal from the nursing program, and/or a formal complaint for violation of the University’s Code of Student Conduct http://studentconduct.rutgers.edu/university-code-of-student-conduct

STUDENT GRIEVANCE
All academic concerns and complaints are taken seriously and nursing faculty 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 have an academic concern or complaint during the nursing program, they should communicate with individual faculty and administrators in the order outlined below:
1. Discuss a resolution with the course instructor(s). If unresolved:
2. Discuss the matter with the course director. If unresolved:
3. Discuss the matter with Dean Montalto or Dean Nelson who will facilitate the presentation of the grievance to Dean Borucki for Baccalaureate Students or Dean Beckmann for Graduate Students. If the student feels that the concern or complaint has not been resolved satisfactorily, then the student may:
4. Schedule an appointment to discuss the matter with the Senior Associate Dean for Faculty and Student Affairs, Dean O'Toole.

TEST TIME ALLOTMENT:
The majority of scheduled tests in the pre-licensure 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 Council Licensure Exam-RN (NCLEX-RN), which is a timed test. Students who require accommodations must follow university policies and to receive this accommodation and are referred to the Office of Disability Services http://learn.camden.rutgers.edu/disability-services.

NURSING CURRICULUM PLANS

4 YEAR PRE-LICENSURE BS STUDENTS
Recommended Sequence for First Year (30 credits)
50:120:127 Principles of Biology (3)
50:160:103 General Organic Biochemistry (4)
50:350:101, 102 English Composition I and II (3, 3)
50:830:101 Introduction to Psychology (3)
50:920:207 Introduction to Sociology (3)
50:830:250 Statistics for Social Sciences
or
50:960:183 Elementary Applied Statistics (3)
Transcultural Health and Diversity (3)*
57:705:101 57:705:102 Seminar on Professional Nursing (2 or 3 credit honor course)
50:120:231 Clinical Aspects of Human Genetics (3)

**Recommended Sequence for Second Year (34 credits)**
50:120:253, 255; Anatomy & Physiology I (3) and Lab (1)
50:120:254, 256 Anatomy & physiology II (3) and Lab (1)
50:120:211 and 50:120:212 Microbiology (3) and Lab (1)
50:830:222 Human Development (3)
50:730:249 Biomedical Ethics (3)
57:705:210 and 211 Basic Clinical Nursing Competencies (2 and 2)
57:705:255 Nutrition (3)
57:705:202 Wellness and Health Assessment (3)
Transcultural Health and Diversity (3)*
Civilization and heritages (3)*

**Recommended Sequence for Third Year (30 credits)**
57:705:411 Research in Nursing (3)
57:705:301 Nursing of Women and the Childbearing Family – Theory (3)
57:705:302 Nursing of Women and the Childbearing Family — Lab. (3)
50:120:347 Pathophysiology (3)
57:705:489 Pharmacology (3)
57:705:303 Nursing of Adults – Theory (3)
57:705:304 Nursing of Adults — Lab. (3)
57:705:305 Nursing of Children & Adolescents – Theory (3)
57:705:306 Nursing of Children & Adolescents — Lab. (3)
Free Elective (3)

**Recommended Sequence for Fourth Year (30 credits)**
57:705:401 Gerontological Nursing – Theory (3)
57:705:402 Gerontological Nursing — Lab. (3)
57:705:403 Psychiatric-Mental Health Nursing – Theory (3)
57:705:404 Psychiatric-Mental Health Nursing — Lab. (3)
57:705:405 Community Health Nursing and Global Health – Theory (3)
57:705:406 Community Health Nursing and Global Health — Lab. (3)
57:705:407 Nursing Management and Leadership – Theory (3)
57:705:408 Nursing Management and Leadership — Lab. (3)
Literature or Fine Arts requirement (50:350: xxx or 50:354: xxx (3)
Free Elective (3)

TOTAL CREDITS = 124
*For a partial listing of transcultural courses, visit: [http://nursing.camden.rutgers.edu/academics/transcultural-health-diversity-courses](http://nursing.camden.rutgers.edu/academics/transcultural-health-diversity-courses)

If trying to decide if a new course meets transcultural course requirements, please see Dr Montalto. RN to BS students with transcultural course questions or seeking course approval should see their academic advisor.

**REQUIRED COURSES FOR THE ACCELERATED SECOND DEGREE NURSING PROGRAM (ABS) (4 semester template)***

<table>
<thead>
<tr>
<th>Level 1 first semester</th>
<th>Level 2 Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Health Promotion in a</td>
<td>57:705:336</td>
</tr>
<tr>
<td>Multicultural Society</td>
<td></td>
</tr>
<tr>
<td>Basic Clinical Nursing</td>
<td>57:705:332</td>
</tr>
<tr>
<td>Competencies Theory</td>
<td></td>
</tr>
<tr>
<td>Basic Clinical Nursing</td>
<td>57:705:333</td>
</tr>
<tr>
<td>Competencies Lab</td>
<td></td>
</tr>
<tr>
<td>Wellness and Health Assessment</td>
<td>57:705:334</td>
</tr>
<tr>
<td>Pathophysiology</td>
<td>50:120:347</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3 Third Semester</th>
<th>Level IV Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Course #</strong></td>
</tr>
<tr>
<td>Gerontologic Nursing Theory</td>
<td>57:705:430</td>
</tr>
<tr>
<td>Gerontologic Nursing Lab</td>
<td>57:705:431</td>
</tr>
<tr>
<td>Nursing of Women and The Childbearing Family – Lab</td>
<td>57:705:381</td>
</tr>
</tbody>
</table>

*The courses in the Accelerated Baccalaureate Program are offered in a cohort model and must be taken in the order listed. Students completing the “teach-out” program will continue to follow the courses as published July 1, 2013

**REQUIRED COURSES FOR RN-BS (RN) STUDENTS**

- Any chemistry course
- 50:120:231 Genetics (3)
- 50:350:101,102 English Composition (3, 3)
- 50:830:101 Intro to Psychology (3)
- 50:830:222 Human Development (3)
- 50:960:183 or Elementary Statistics (3) OR 50:830:250 Statistics for Social Sciences
50: 920:207 Introduction to Sociology (3)
50: 120:253, 255; Anatomy and Physiology I (3) and lab (1)
254, 256 Anatomy and Physiology II (3) and lab (1)
50: 120:211/212 Microbiology (3) and lab (1)
57: 705:255 Nutrition (3)
50: 730:249 Biomedical Ethics (3)
Two free electives (6)
Literature or Fine Arts requirement (3)
Civilizations and Heritages requirement (3)

57: 705:203 Wellness and Health Assessment (3)
57: 705:358 Conceptual Foundations of Professional Practice (3)
50: 120:347 Pathophysiology (3)
57: 705:489 Pharmacology (3)
57: 705:411 Research in Nursing (3)
57: 705:412 Community Health Nursing and Global Health (3) (Hybrid)
57: 705:413 Community Health Nursing and Global Health Lab. (3) (Hybrid)
57: 705:414 Nursing Management and Leadership (3) (Hybrid)
57: 705:415 Nursing Management and Leadership Lab. (3) (Hybrid)
RN Licensure/NCLEX-RN credit (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 BS degree. Transcripts are evaluated upon acceptance to determine which courses may be applied 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 National Council Licensure Exam for RNs (NCLEX-RN). Students must have passed the NCLEX-RN in order to register for RN to BS courses. The last 30 credits toward a Rutgers degree must be taken at Rutgers.

REQUIRED COURSES FOR SCHOOL NURSE CERTIFICATION STUDENTS
57:705:495 Principles of School Nursing and School Health Services (3)
57:705:496 Methods and Issues in Health Education (3)
57:705:497 Contemporary Issues in School Nursing (4)
57:705:498 Contemporary Issues in School Nursing Practicum I (3 – 75 hours)
57:705:499 Contemporary Issues in School Nursing Practicum I I (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.

Clinical laboratory experiences are very demanding. Evening and weekend clinical hours may be required. Each clinical experience is planned by the instructor and clinical coordinator. 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 clinical courses are co-requisites with the nursing theory courses. Each nursing theory and laboratory clinical course must be taken together and both must be passed to progress in the curriculum. Students who are not successful in one of the paired courses must retake both courses (see academic policy on progression).

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 dismissal from 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. Ethics
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 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, students are required to wear a red scrub top and black scrub pants when uniforms are required in the clinical area. The scrub top should have the “Rutgers School of Nursing-Camden” embroidered logo. Students are not permitted to wear T-shirts, turtlenecks or sweaters under the scrub top that extends past the sleeve of the scrub top. Only the official red embroidered lab “warm up jacket” may be worn over the scrub top. Currently, Best Uniforms is an authorized vendor for the scrub tops and jackets (the black scrub pants may be purchased at the retailer of the student's choice). All White or all Black leather shoes or sneakers are permitted. These may be purchased at the retailer of the student’s choice. Student name pins should also be purchased at Best Uniforms. The pins are white plastic with the students’ name, SN, and “Rutgers University” engraved in black letters no bigger than 1 ½ x 2 ½ inches

Hair must be kept in a neat and clean manner without extreme fads, styles or color (eg- pink or green) and of a length that does not pose a safety risk to self or patient. The wearing of caps, sweatbands or excessive ornaments is not appropriate in the clinical area.
  a. The wearing of wigs, hairpieces, etc, is permissible, if consistent with the description above.
  b. Facial hair is acceptable provided it does not interfere with the wearing of protective equipment and is kept neat and closely trimmed. Mustaches, beards and sideburns must be kept neatly trimmed.

No artificial nails are permitted. All tattoos must be covered when in the clinical setting.
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**

Students are charged a lab fee that covers the provision of a “Nurse Pack” when enrolled in the foundational lab courses. This pack contains basic equipment which includes a stethoscope, blood pressure cuff, penlight, scissors, hemostat, and other items frequently used in the clinical laboratory. Students are required to purchase a watch with a second hand for lab and clinical courses.

**CARDIOPULMONARY RESUSCITATION (CPR) CERTIFICATION**

The School of Nursing Camden requires students to be certified in Cardiopulmonary Resuscitation through the American Heart Association. AHA Basic Cardiopulmonary Life Support for Healthcare Providers is the only certification accepted and is required to enter the clinical setting. Students must be continuously certified throughout their time as a student.

**CLINICAL ENHANCEMENT POLICY**

The purpose of the Clinical Enhancement Policy is to identify students enrolled in clinical courses who are not meeting clinical objectives and provide them with assistance to improve their performance. The policy is intended to provide students with a clear plan to improve their skills in a non-threatening environment.

**Process**

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

If the Clinical Instructor determines 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. On the tool, the instructor will identify the objective that is not being met and provide a clear description of skills needing enhancement. The student will be required to sign up for an appointment for lab remediation within 48 hours of receiving the CET.

After the enhancement session has been completed, the faculty member assisting the student will provide the student with written feedback on the CET, clearly indicating success or lack thereof. The student will be provided a copy of the CET to return to their clinical instructor.

If the student requires further instruction, the student will arrange additional time in the lab within the next week. The lab faculty will contact the clinical faculty to report the need for additional remediation. The CET will be attached to the student’s clinical evaluation and placed in their 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 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 or protocols, or that patient, staff or student safety was placed 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 the clinical instructor deems a clinical warning is necessary, he/she will discuss the situation with the student on the day the situation occurs. The student will receive a copy of the Clinical Warning from the clinical instructor within 48 hours of the occurrence (printed copy or 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 director immediately of the occurrence. It will be at the course director's discretion regarding how the clinical faculty should proceed with a plan of action or whether the occurrence requires the notification of the Associate Dean for Undergraduate Programs.

The clinical 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 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, cerebral spinal, 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, muco-cutaneous, and non-intact skin.

If a student is exposed, IMMEDIATELY post exposure they should:
- Contact instructor and notify the 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.

Once the student reports the exposure to their clinical instructor and agency personnel, 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 emergency department and follow-up with notification to 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. The student should be followed 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 their 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 be 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 clinical 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, **it must be reported** so the best medical care can be provided.

**MALPRACTICE LIABILITY INSURANCE**

Malpractice/liability insurance is carried by the university and covers students in the program. If students prefer additional coverage, they may purchase their own malpractice insurance.
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 for safe patient care. 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 following nursing courses 57: 705:301, 303, 305, 340, 380, 360, 401, 403, 405, 430, 460 and 466).

2. Students who are unable to pass the test the first time will receive support from faculty and have the opportunity to retest based on the following schedule:
   a. 1st retest will be administered one day after the initial test at the discretion of the faculty;
   b. 2nd retest 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 or Level III or IV for accelerated students completing the program, 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. The 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. All Rutgers School of Nursing Students are eligible for membership in the National
Student Nurse Association and our school’s Student Nurse Association (SNA). This is your pre-professional organization. The fee for membership is included in your school fees. There is no additional fee to apply. However, applications must be completed annually during the first week of each academic year. You are encouraged to complete the application and participate in SNA activities. Participation affords students opportunities for leadership (national, state, and local), networking, community service, scholarships, discounts on malpractice insurance, conferences, and a variety of merchandise, as well as many other benefits.

More information can be found on the SNC website at (http://nursing.camden.rutgers.edu/students/student-nurses-associations) and your e-College website. You may also contact one of the SNA advisors for the 2014-2015: Dr. Nancy Powell, Dr. Robert Scoloveno, or Dr. Renee Cantwell.

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 in the traditional Bachelors of Science in Nursing program must have successfully completed a minimum of 123 credits. A minimum of 89 credits is required for the RN to BS in Nursing program. A minimum of 60 credits is required for the accelerated bachelors of science in nursing program (ABS). Students must have earned a minimum of 30 of their final 42 credits at Rutgers University. Students are responsible for applying for graduation during the appropriate semester.

GRADUATION WITH HONORS

The Bachelor’s 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 designation, a student must successfully complete at least 45 credits at Rutgers, The State University of New Jersey, as a matriculated student in accordance with Rutgers University policy.

REPRESENTATIVE NURSING PROGRAM AWARDS and SCHOLARSHIPS

(Awards vary from year to year based on funding and availability)
SCHOOL OF NURSING ACADEMIC ACHIEVEMENT AWARD
Awarded to a pre-licensure student with the highest GPAs

TONY MICKELSON MEMORIAL AWARD
Awarded to a student for demonstration of a spirit of caring and compassion in the clinical experience.

ETA MU CHAPTER OF SIGMA THETA TAU ACADEMIC ACHIEVEMENT AWARD
Awarded to a pre-licensure student member of Eta Mu with the highest GPA.

ETA MU CHAPTER OF SIGMA THETA TAU BEST ALL-AROUND STUDENT AWARD
Awarded to the student who demonstrates excellent clinical skills, models professional nursing, and supports activities of the Student Nurses Association and Eta Mu.

ETA MU CHAPTER OF SIGMA THETA TAU RN-BS ACADEMIC ACHIEVEMENT AWARD
Awarded to the RN-BS student member of Eta Mu with the highest GPA.

RUTGERS - CAMDEN ALUMNI AWARD FOR LEADERSHIP
Awarded to a student in recognition of outstanding community and campus involvement.

JANICE CAMISHION-PICCONE SCHOLARSHIP
Awarded to a student in recognition of academic excellence.

MARY CAMISHION - MALONE MEMORIAL SCHOLARSHIP
Awarded to a student who exemplifies outstanding humanitarian qualities.

NANCY CAMISHION MEMORIAL SCHOLARSHIP
Awarded to an RN student in recognition of academic achievement and an interest in oncology nursing.

NEW JERSEY STATE NURSES' ASSOCIATION--REGION #5 LEADERSHIP AWARD
Students must apply individually for this award.

NEW JERSEY STATE NURSES' ASSOCIATION--REGION #6 AWARD
Students must apply individually for this award.

PAT ORRINO MEMORIAL SCHOLARSHIP AWARD
Awarded to one senior and one junior student in recognition of academic achievement and financial eligibility.

ELIZABETH CROWTHER BOEHRET SCHOLARSHIP
Awarded to a student in recognition of academic merit and financial eligibility.

INNOVATION IN NURSING AWARD
Awarded in recognition of a student who has been innovative and creative in provided quality patient care. This award is given in memory of Dean Lynne Borucki’s mother, Margaret C. Casey.
CLAIRE F. DUNPHY AWARD
Awarded to the student who demonstrates compassion, advocacy and cultural competency in Nursing. This award is given in memory of Dr. Patricia Suplee’s mother, Claire F. Dunphy.

SCHOOL NURSE CERTIFICATION AWARD
Awarded to a student in the School Nurse Certification Program for showing compassion, working collaboratively, utilizing theoretical knowledge, and demonstrating academic excellence.
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
To Be Completed by Lab Coordinator:

Date(s) of lab session: _________                        Duration of lab session(s) __________

___ Student successful with plan outlined to improve skills
___ Student requires additional enhancement to improve skills

Comments: (include how student was able to meet objective)
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

________________________________________________________

Lab Coordinator                     Date

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Student                     Date

Additional Comments:
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Lab Coordinator or Clinical Instructor
Appendix B

Clinical Warning Form

Rutgers University – Camden School of Nursing

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:

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Appendix C

INDEPENDENT STUDY APPLICATION
Rutgers University – Camden School of Nursing

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 # ____________

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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