

ROWAN COLLEGE AT BURLINGTON COUNTY

# NURSING

STUDENT HANDBOOK

2026 - 2027



**Rowan College**  
at  
BURLINGTON COUNTY

## ACCREDITATION

The Rowan College at Burlington County Nursing Program

*is accredited by*

The New Jersey Board of Nursing

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## **TABLE OF CONTENTS**

<b>ACCREDITATION</b> .....	2
<b>WELCOME</b> .....	6
<b>HEALTH SCIENCES DIVISION MISSION, VISION AND GOALS</b> .....	7
<b>END OF NURSING PROGRAM STUDENT LEARNING OUTCOMES</b> .....	7
<b>NURSING PROGRAM ADMINISTRATION, FACULTY AND STAFF</b> .....	8
<b>HEALTH SCIENCES DIVISION ORGANIZATIONAL CHART</b> .....	9
<b>ORGANIZATIONAL AND ADMINISTRATIVE PLAN</b> .....	10
Internal Organization of the Program.....	10
Procedures for Communication with the Governing Body.....	10
Nursing Advisory Board.....	10
Philosophy.....	10
Organizing Framework.....	12
<b>NUR CREDIT UNITS</b> .....	13
<b>REQUIRED NURSING COURSES</b> .....	13
NUR 130/Fundamentals of Nursing.....	13
NUR 131/Fundamentals of Nursing Lab.....	14
NUR 132/Fundamentals of Nursing Clinical.....	14
NUR 140/Nursing Care of the Childbearing Family.....	14
NUR 142/Nursing Care of the Childbearing Family Clinical (starting Spring 2026, replaces NUR 141).....	14
NUR 146/Nursing Care of Children and Families Clinical (Fall 2025 only).....	15
NUR 147/Nursing Care of Children and Families Clinical (replaces NUR 146 starting Spring 2026).....	15
NUR 148/Nursing in the Community Clinical (starts Spring 2026).....	15
NUR 240/Nursing Care of Patients with Mental Health Alterations.....	16
NUR 241/Nursing Care of Patients with Mental Health Alterations Clinical.....	16
NUR 245/ Nursing Care of Patients with Medical - Surgical Health Alterations.....	16
NUR 246/ Nursing Care of Patients with Medical - Surgical Health Alterations Clinical.....	17
NUR 250/ Advanced Concepts of Nursing Care.....	17
NUR 251/Advanced Concepts of Nursing Care Clinical.....	17
NUR 216/ Management and Professional Issues.....	18
NUR 220 / Nutrition in Nursing and Healthcare.....	18
NUR 303/Pharmacology for Nursing.....	19
<b>PROGRESSION GUIDELINES</b> .....	20

<b>ADMINISTRATIVE WITHDRAWAL</b> .....	20
<b>REQUIRED GRADES</b> .....	21
<b>REPEATING COURSES &amp; READMISSION TO THE NURSING PROGRAM</b> .....	21
Repeating Courses.....	22
Readmission to the Nursing Program.....	22
Remediation Plans.....	23
<b>PROFESSIONALISM</b> .....	23
<b>PARTICIPATION GUIDELINES</b> .....	24
<b>TECHNOLOGY REQUIREMENTS</b> .....	27
<b>STANDARDIZED TESTING REQUIREMENTS</b> .....	28
Assignments (Case Studies, Practice Exams).....	28
Standardized Exam Grading.....	28
Remediation Procedure.....	28
<b>NCLEX-RN LIVE REVIEW</b> .....	28
<b>CONFIDENTIALITY/HIPPA</b> .....	28
<b>COURSE SYLLABUS</b> .....	29
<b>CLASSROOM CONDUCT</b> .....	29
Lecture/Lab Class.....	29
Exams.....	29
<b>ABSENCES</b> .....	30
Classroom/Lecture.....	30
Lab/Clinical.....	30
<b>CLINICAL EXPERIENCES</b> .....	31
Transportation to Clinical Agencies.....	31
Objectives for orientation to your assigned clinical unit.....	31
Clinical Guidelines and Expectations.....	31
Clinical Evaluation Tool (CET).....	32
<b>CLINICAL DEFICIENCY POLICY</b> .....	35
Clinical Remediation Plans.....	38
<b>NURSING SIMULATION LAB</b> .....	39
Lab Etiquette.....	39
<b>STUDENT DRESS CODE</b> .....	39
<b>TECHNICAL STANDARDS</b> .....	40

<b>TUTORING.....</b>	<b>41</b>
<b>CLEARANCES FOR CLINICAL.....</b>	<b>41</b>
<b>CLINICAL MATH EXAM.....</b>	<b>41</b>
<b>COMPLIANCES.....</b>	<b>42</b>
Health Requirements.....	42
Physical Examination Form.....	43
CPR/Basic Life Support (BLS) Requirement.....	43
Medical/Health Insurance.....	43
Health Maintenance.....	43
Pregnancy.....	44
<b>SOCIAL MEDIA.....</b>	<b>45</b>
<b>ACADEMIC INTEGRITY/FRAUD/DISHONESTY.....</b>	<b>46</b>
Cheating.....	46
Plagiarism.....	46
Other forms of Academic Dishonesty.....	47
<b>RESOLVING ACADEMIC CONCERNS.....</b>	<b>48</b>
<b>FORMAL COMPLAINT.....</b>	<b>48</b>
<b>STUDENT DISPUTE RESOLUTION.....</b>	<b>48</b>
<b>STUDENT NURSING ASSOCIATION (RCBC-SNA).....</b>	<b>48</b>
<b>GRADUATION.....</b>	<b>49</b>
<b>ACADEMIC AWARDS CEREMONY.....</b>	<b>49</b>
<b>TRIPS/SEMINARS/SPECIAL CLASSES.....</b>	<b>49</b>
<b>PERSONAL INFORMATION CHANGES.....</b>	<b>49</b>
<b>WITHDRAWAL FROM THE NURSING PROGRAM.....</b>	<b>49</b>
<b>NEW JERSEY BOARD OF NURSING.....</b>	<b>50</b>
<b>NEW JERSEY BOARD OF NURSING REGULATION 45:11-26.....</b>	<b>50</b>
<b>OBTAINING LICENSURE IN ANOTHER STATE.....</b>	<b>50</b>
<b>MILITARY DEPLOYMENTS.....</b>	<b>50</b>
<b>OBSERVATIONAL EXPERIENCES.....</b>	<b>51</b>
<b>COLLEGE CLOSING AND EMERGENCY MESSAGE NOTIFICATION.....</b>	<b>51</b>
College Closing.....	51
Emergency Messages.....	51
<b>SUBSTANCE ABUSE.....</b>	<b>51</b>

**HEALTHCARE PROVIDER FORM TO RETURN TO CLINICAL AFTER HOSPITALIZATION/INJURY..... 52**  
**TECHNICAL STANDARDS.....53**  
**ACKNOWLEDGMENT PAGE..... 54**

## **WELCOME**

Welcome to the nursing program at Rowan College at Burlington County (RCBC)! Please read the following information related to nursing course policies and procedures. Ask your faculty member if you have questions about any of the information presented.

**Important Notification About Registering for Clinical Days and Times:** At the time that registration for classes opens, we do not have any guarantee of placements. Times, days and faculty are all pending. You are registering for a spot and we are hopeful that the day and time will be the same, however, there is no guarantee. Clinical times and days may change if we do not get the placement requested at the facility or if we do not have a faculty. While we hope that this does not happen too often, it is a possibility that you need to plan for. If you cannot adjust your personal schedule to the new time or day, you may need to sit out until the following semester if there are no other spots.

## **HEALTH SCIENCES DIVISION MISSION, VISION AND GOALS**

The nursing program at RCBC is part of the health sciences division.

### **Mission**

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

### **Vision**

To be an academic leader through developing innovative health career programs.

Objective: Support the college mission to provide accessible, affordable, quality education leading to student success.

### **Goals**

1. Meet the needs of the community in providing programs that are in-demand and maintain strong enrollment.
2. Support students holistically both to meet industry standards and to succeed as RCBC students.
3. Offer high-quality and up-to-date facilities, methods and modalities to best serve a diverse student community.
4. Provide innovative opportunities for students seeking careers in the health sciences.

### **END OF NURSING PROGRAM STUDENT LEARNING OUTCOMES**

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

## **NURSING PROGRAM ADMINISTRATION, FACULTY AND STAFF**

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Director Office of Clinical Education Operations

## HEALTH SCIENCES DIVISION ORGANIZATIONAL CHART

### DEAN, HEALTH SCIENCES DIVISION

- Simulation Lab Coordinator
- Nursing Program Success Manager
- Associate Dean of Health Sciences
- Health Sciences Programs Division Coordinator
- Health Sciences Assistant

### VIRTUA

- Office of Clinical Education Administration
  - Director
  - Secretary

### DMS

- Program Director
- Clinical Coordinator
- Adjunct Faculty

### DENTAL HYGIENE

- Program Director
- Clinical Coordinator
- Adjunct Faculty

### PARAMEDIC EMT

- Program Director
- Assistant Director
- Faculty
- Simulation Manager
- Clinical Coordinator
- Adjunct Faculty
- Trainers

### NURSING

- Program Director
- Faculty
- Level Coordinator
- Course Coordinator
- Adjunct Faculty

### RADIOGRAPHY

- Program Director
- Clinical Coordinator
- Adjunct Faculty

### HIT

- Program Director
- Assistant Director
- Adjunct Faculty

### EXERCISE SCIENCE/HWP

### HEALTH SCIENCES

## **ORGANIZATIONAL AND ADMINISTRATIVE PLAN**

### **Internal Organization of the Program**

The nursing program at Rowan College at Burlington County is managed by the nursing program director who reports to the dean of the division of health sciences.

### **Procedures for Communication with the Governing Body**

The nursing program director and Dean of the division of health sciences are members of the administrative senate and the governance committee of the college. The dean reports to the senior vice president / provost. The senior vice president / provost reports to the college president.

The dean of the division of health sciences is responsible for oversight of all programs within the division and communicates with program directors and faculty. The dean leads the division meetings. The nursing program director leads nursing meetings.

Full-time faculty are members of the faculty senate of the college and have an opportunity to be a representative to the Instructional Affairs Council (IAC).

### **Nursing Advisory Board**

RCBC believes that the community it serves can fulfill an important role in program development and evaluation through program advisory boards. These boards provide advice and counsel to the college on matters relating to academic programs.

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

The nursing program advisory board convenes every fall and spring to review and discuss the nursing program, workforce issues and the needs of the community. The dean of the division of health sciences chairs the nursing program advisory board, which comprises select nursing leaders from the school's community of interest.

### **Philosophy**

The philosophy of the nursing program of Rowan College at Burlington County is consistent with the mission of the college in its commitment to meet the educational needs of the community at large. The program reflects the constantly changing patterns of healthcare delivery. Nursing is a dynamic, systematic science and art- based profession, which is a unique body of

evolving knowledge influenced by the behavioral, physical and social sciences. Nursing provides a holistic approach to patient needs. Therapeutic interactions are utilized to assist patients to promote their optimal health.

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

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

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

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

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

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

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

Nursing education is a cooperative process to develop critical thinking and clinical judgment in the learner. Nursing education helps to develop the students' knowledge, skills and behaviors. The structure of the nursing program includes faculty who facilitate students' nursing knowledge

progressing from simple to complex, chronic to acute and general to specific. Students are assisted to take professional responsibility and actively participate in the learning process.

Advancement of the profession is encouraged by the expectation that the graduate will take responsibility for continued professional growth guided by ethical and legal principles of the profession.

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

The graduate of the associate of nursing program is educated to practice within the knowledge, skills and attitudes to provide safe and quality nursing care. The purpose of the Rowan College at Burlington County nursing program is to provide the graduate with the necessary theoretical and clinical experiences to practice in a variety of settings. Academic mobility is facilitated by the design of the curriculum and transferability of credits into baccalaureate degree programs. The majority of students enter into the 3+1 program at Rowan University for the BSN. This program requires no additional admission procedure other than notification to the Rowan Relations Coordinator.

### **Organizing Framework**

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

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

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

### *Nursing Process*

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

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

### **NUR CREDIT UNITS**

A credit hour refers to a 50-minute hour.

Theory credit hours are 1 to 1.

Clinical and lab credit hours are 1 credit to three hours.

### **REQUIRED NURSING COURSES**

#### **NUR 130/Fundamentals of Nursing**

This initial nursing course provides the student with opportunities to explore and apply concepts basic to nursing. Fundamental psychomotor and communication nursing skills are developed and applied within a framework of the nursing process and Maslow's human needs. This course is 4 credits and meets for four hours weekly.

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

#### **NUR 131/Fundamentals of Nursing Lab**

In this nursing lab course, students demonstrate psychomotor skills including safety, wound care, asepsis, assessment and medication administration. Students have the opportunity for practice

and evaluation of skills prior to entering the clinical setting. Students receive 1 credit for three hours of lab, which is taken over seven weeks (six hours a week). This course is taken during the first 7-week term of the semester.

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

### **NUR 132/Fundamentals of Nursing Clinical**

In this nursing clinical course, students have the opportunity to provide nursing care to patients in various settings. Professional nursing standards of practice are integrated in the clinical area. Students receive 1 credit for three hours of clinical, which is completed in seven weeks (six hours per week). This course is taken during the second 7-week term of the semester.

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

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

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

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

### **NUR 142/Nursing Care of the Childbearing Family Clinical**

In this course, the student will continue to develop clinical skills in the care of families throughout the childbearing experience. Emphasis is placed on assessment, therapeutic interventions and medication administration according to established standards of nursing practice. This course is 2 credits (1 credit to three hours) and is six hours weekly for 7 weeks.

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

### **NUR 145/Nursing Care of Children and Families**

This course examines the health and social situations of today's children and their families. Children from birth through the adolescent phase are the focus. The course emphasizes health promotion, maintenance and restoration. Growth and development concepts are integrated throughout the course. This course is 2 credits and meets for two hours weekly.

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

### **NUR 147/Nursing Care of Children and Families Clinical**

In this course, the student will continue to develop clinical skills in the care of children and families. Emphasis is placed on assessment, therapeutic interventions and medication administration according to established standards of nursing practice. This course is 1 credit (1 credit to three hours) and is six hours weekly for 7 weeks.

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

### **NUR 148/Nursing in the Community Clinical**

In this clinical course, the student will continue to develop clinical skills by providing nursing care in the community setting. Emphasis is placed on assessment, therapeutic interventions and client education according to established standards of nursing practice in a variety of community settings. This course is 1 credit (1 credit to three hours) and is six hours weekly for 15 weeks.

1. Use critical thinking skills to differentiate trends in providing nursing care in to clients across the lifespan in the community setting.
2. Apply therapeutic interventions to promote, maintain and restore the health of clients across the lifespan in the community setting.
3. Utilize standards of nursing practice to provide cultural specific care to clients across the lifespan in the community setting.
4. Apply therapeutic communication techniques according to the learning and developmental needs of clients across the lifespan in the community setting.
5. Utilize evidence-based practice to assist the clients across the lifespan in the community setting to achieve optimal health.
6. Apply principles of professional ethics in clinical practice while caring for clients across the lifespan in the community setting.

### **NUR 240/Nursing Care of Patients with Mental Health Alterations**

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

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

### **NUR 241/Nursing Care of Patients with Mental Health Alterations Clinical**

In this course, the student will continue to develop clinical skills in the care of patients with mental health alterations. Emphasis is placed on assessment and therapeutic interventions for patients and groups in to established standards of nursing practice. This course is 1 credit (1 credit to three hours) and is six hours per week for 7 weeks.

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

### **NUR 245/ Nursing Care of Patients with Medical - Surgical Health Alterations**

This course focuses on the health promotion, disease prevention and the restoration of optimal health in young adults through old age. The course emphasizes health promotion, maintenance and restoration. Health alterations, including common acute illnesses, chronic diseases and disabilities, are examined. The perioperative experience is integrated into the course. This course is 3 credits and meets for three hours weekly.

1. Apply critical thinking skills to appropriate interventions for the patient with various medical surgical alterations in health.
2. Apply therapeutic interventions to promote, maintain and restore the health of patients with medical surgical alterations.
3. Apply culturally congruent concepts to patients and families experiencing medical surgical alterations.
4. Integrate therapeutic communication in plans of care for patients with medical surgical alterations.

5. Design plans of care, including evidence-based practice specific to patients with medical surgical alterations.
6. Demonstrate understanding of professional standards of practice in the care of patients with medical surgical alterations.

### **NUR 246/ Nursing Care of Patients with Medical - Surgical Health Alterations Clinical**

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

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

### **NUR 250/ Advanced Concepts of Nursing Care**

This course is the capstone of the nursing program. This course focuses on the health promotion, disease prevention and the restoration of optimal health in young adults through old age. Managing care for individuals as well as groups of patients with complex needs is emphasized. Health promotion, maintenance and restoration is further developed as the student focuses on individuals with multiple complex health alterations. Concepts of interprofessional collaboration, delegation and leadership, evidence-based practice and health literacy continue to be emphasized. This course is 4 credits and meets for four hours weekly.

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

### **NUR 251/Advanced Concepts of Nursing Care Clinical**

In this course, the student will refine clinical skills in the beginning practice of professional nursing. Emphasis is placed on developing the leadership role in the care of groups of patients with complex healthcare alterations. This course is 4 credits (1 credit to three hours) and is 12 hours weekly for 14 weeks.

1. Adapt therapeutic interventions to assist individuals and groups in the promotion, maintenance and restoration of health.
2. Utilize therapeutic communication with all patients, families and staff.

3. Apply QSEN concepts (quality and safety education in nursing) to the care of patients with complex healthcare alterations.
4. Demonstrate professionalism in the clinical setting

### NUR 216/ Management and Professional Issues

This course prepares students to integrate their knowledge, behaviors, and skills acquired throughout the nursing curriculum toward the acquisition of their professional role in nursing. This course will help students assess and remediate on important concepts that are needed to practice safely as a registered nurse. This course will assist in preparing students to become beginning registered nurses.

1. Apply critical thinking skills to Identify issues affecting delivery of quality patient care.
2. Adapt therapeutic interventions to influence nursing practice and the delivery of healthcare
3. Apply professional standards in order to demonstrate safe nursing practice.
4. Demonstrate the development of a plan for NCLEX-RN success.

### NUR 220 / Nutrition in Nursing and Healthcare

This course focuses on the understanding of nutritional requirements throughout the lifecycle, as well as modifications for disease states. Nutritional assessment techniques, as well as specific diets for health and disease are discussed. This course is 3 credits and meets for three hours weekly. This course is taught by a registered dietician.

1. Understand the significant role of nutrition in health and disease.
2. Apply basic principles learned to self, patients and the community.
3. Describe the basic scientific elements of nutrition, essential nutrients and their functions in the body
4. Apply nutritional assessment techniques such as care planning and diet therapy for patients and self-care.

**PLEASE NOTE:** *This course is available for anyone in the college to take. It is cross listed with the Health and Wellness Promotion designation. Students applying to the program may have taken a Nutrition in nursing and healthcare course elsewhere that satisfies this requirement (must be taught by a registered dietician to be substituted for this course). **The course is taken prior to being accepted into the nursing program.***

*If a student is not successful in this course, it does not count as one of the student's failed courses leading to program dismissal.*

### NUR 303/Pharmacology for Nursing

This course will enhance current knowledge of a broad spectrum of pharmacologic agents. Emphasis is on the administration of drugs using QSEN competencies for safe, effective and therapeutic drug therapy. Drug classifications studies are about safe drug administration, nursing implications and effects and precautions, drug interactions and the potential for toxicity. Pharmacologic considerations that involve, but are not limited to, the legal, ethical, age, cultural and risk for dependence are discussed in the current context of our time. This course is 3 credits and meets for three hours weekly. The prerequisites for NUR 303 are NUR 130/131/132.

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

**PLEASE NOTE:** NUR 303 *is required for graduation. Failure of this course counts toward student dismissal in the program.* The 300 level designation is necessary as the course is also accepted by Rowan University as a requirement for the BSN. This course must be taken prior to or concurrent with NUR 250/251. **Students are not permitted to take this course in the fall or spring semester by itself.** Students may take this course in the summer by itself. This course is only offered in face to face format.

## PROGRESSION GUIDELINES

Students are required to successfully complete all theory, lab and clinical components of a nursing course in order to pass the course. A student must achieve a grade of B (80%) or better in a nursing course in order to pass the course. A grade below B in any nursing course requires that the student repeat the entire course (theory, lab and clinical). In the last semester of the program, if a student fails any of the co-requisite courses. NUR 250/251/216, all three courses must be retaken as NUR 216 is a capstone course required before graduation and taking NCLEX-RN.

A grade of Unsatisfactory (U) in the clinical, clinical evaluation tool, or in the skills lab practicum will result in a grade of “F” being assigned for the clinical course. An Unsatisfactory grade in a clinical or lab course requires that the student repeat all co-requisite courses (theory, lab and clinical).

Students who fail a nursing course will be permitted to repeat the course on a space-available basis. Students who fail a second nursing course are dismissed from the nursing program.

***Students who demonstrate unprofessional behavior, including excessive clinical absences (2 or more absences), and have been counseled and have not changed their behavior are not eligible for readmission to the program or to a course.*** Students who fail clinical due to unsafe clinical performance are not eligible for readmission to the program or to repeat a course. Students may be dismissed at any time for unsafe or ***unprofessional clinical behavior*** as per program procedure. (See “Professionalism” and “Clinical Guidelines” section)

Students are not permitted to audit courses in the nursing program. An audit designation is treated the same as a withdrawal and is considered a failure. Two failures of nursing courses, two withdrawals of nursing courses, two administrative withdrawal (AW) designations and/or two audit designations of nursing courses or any combination of two of these individual grades will result in program dismissal. ***Students are not permitted to retake a nursing course three times.***

### Administrative Withdrawal

In order to continue progression in the nursing programs, all administrative withdrawals are reviewed by the nursing director. Students enrolled in the program may pursue an Academic Withdrawal (AW) designation when extenuating circumstances have negatively impacted, or have impacted, their performance in nursing courses. **If approved by the nursing program**, the first AW designation will not count toward program dismissal. However, if a student receives a second AW designation at any point during the program, the second AW will be treated as a withdrawal, and the withdrawal and failure policies outlined in the student handbook will apply. Students should refer to the college catalog for additional information and available resources. Students experiencing extenuating circumstances during the semester that prevent them from continuing in their courses or hindering their success are required to meet with the Nursing Director or Dean of Health Sciences to discuss their situation and determine the most appropriate course of action. **Please NOTE: Students who request an AW and have not met with the nursing program director will not be considered to repeat the course in spite of receiving an AW.** No "selective" AWs will be considered for nursing. If a student receives an AW it is for the

entire semester courses and all co-requisite courses must be repeated if the student is permitted to return. Example, if a student is in the third semester and receives an AW after failing NUR 245, the student must repeat NUR 245, 246, 240 and 241 if they took that course in the semester.

***Students who do not meet with the director or dean will not be eligible to repeat the course and the administrative withdrawal will count as a failure.***

### Course Failure

Students who have failed one nursing course may request to repeat the course the following semester. The health sciences division coordinator will communicate guidelines to eligible students shortly after the term ends. These guidelines must be followed for any student who has failed a course in order to be granted permission to retake the course. There is no guarantee that the student will have a spot in the following semester to retake a course. Students who are repeating a course are not guaranteed an evening or a day spot or a specific time, regardless of how they were admitted to the program (as a day or evening student). Students must repeat a failed or withdrawn or AW course the following semester. They may not "defer". Students who are out for two semesters (fall and spring or spring and the following fall) regardless of reason, must reapply and restart the program from Fundamentals (NUR 130/131/132), regardless of their current standing in the program. ***Under no circumstances will a student be permitted to repeat a course a third time.***

Any student dismissed from the program is able to reapply for readmission using the available admission application on the nursing website. Students who choose this option will be held to the current admission criteria and will restart the program, if accepted.

### REQUIRED GRADES

A student must achieve a grade of “B” or better in any nursing course (NUR) in order to progress to the next nursing course. A grade of “B” starts at 80%. No accommodations, alterations or exceptions to this passing grade can be made. The grading scale cannot be altered.

A student must achieve a grade of “C” or better in all required non-nursing courses. A student receiving less than a “C” in a non-nursing course **must repeat the course before progressing** into the next nursing course. Students with unrepeated grades less than “C” in any required course for the curriculum **will not be admitted to the nursing program, permitted to progress if in the program and cannot graduate with a failure in a required course.**

Students who are in the nursing program and fail two nursing (NUR) courses will be dismissed from the program (refer to *Progression Guidelines*). No nursing student will be approved for graduation with a grade less than “C” in a required non-nursing course.

NURSING COURSE GRADING SCALE	
Passing Grades	Not Passing Grades
A 90-100%	C 70–79%
B+ 85-89%	D 60–69%
B 80-84%	F Less than 60
	W*

*\* A withdrawal from a nursing course is considered a failing grade; two or more withdrawals from nursing courses results in dismissal from the program. **Exception:** Student withdrawals within the first few weeks of the course prior to any grades being recorded or exams being administered or student withdrawals due to a personal or medical leave will be evaluated on an individual basis by the nursing director.*

The nursing program faculty round up grades with decimals ending with 0.5 or higher to the next whole number **at the end of a course at the end of a course ONLY. There is no rounding up of individual exam grades or assignment grades.** (For example, 84.5 will be rounded to an 85 at the end of the course). The grades are never rounded up “twice” (that is, a test grade of 79.5 is not rounded to an 80 and then the course grade rounded. Rounding takes place once at the end of the course final grade).

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

A student who receives a grade of less than a “B” in theory must repeat both the theory and the lab/clinical course. For example, a student with a grade of 78 – “C” in a theory NUR course will need to repeat both the theory course and the co-requisite clinical course. There is never any exception to this procedure. All NUR theory courses are taken and repeated the same semester with the corresponding NUR clinical course. For example, a student who receives a “C” in NUR 130 must also repeat NUR 131 and NUR 132. A student who receives a “C” in NUR 140 must also repeat NUR 142.

Students may not progress to a new nursing course while repeating a failed course. Students may not take a 300-level course if they are repeating a failed nursing course in the same semester.

## **REPEATING COURSES, READMISSION TO THE NURSING PROGRAM**

### **Repeating Courses**

All attempts are made to allow students to repeat a failed course the next term, but it is dependent on classroom and clinical space. The student must submit a request to repeat through the electronic RCBC Nursing Course Repeat Request Form. This form is available from the Health Sciences Division Coordinator each semester. Once the request is approved, the student must wait to register for classes until authorized by the health sciences division coordinator.

Students must take courses in sequence and progress according to the curriculum map. Students are not permitted to sit out a semester, as it impacts the next cohort of students. If a student has a personal issue affecting progression, they should make an appointment to discuss with the division coordinator and can be permitted a semester leave. Students who are out for a semester must complete a new criminal background check, FBI fingerprinting (if required) and a drug screening. If a student is out for two semesters, they must restart the program to continue regardless of standing in the program.

## Remediation Plans

Students who are repeating a nursing course are required to complete a remediation plan as determined by the Nursing Student Success Manager, Nursing Director, and/or course faculty. The purpose of remediation is to identify areas of academic deficiency and develop strategies to support student success, clinical judgment, and nursing program progression. Remediation plans may include, but are not limited to, faculty meetings, academic counseling, tutoring, skills laboratory practice, simulation activities, standardized testing remediation, written assignments, individualized study plans, time management strategies, and referrals to college support services. Students are expected to actively participate in and complete all required remediation activities within the designated timeframe. Completion of a remediation plan does not guarantee progression, or successful completion of the nursing program. Failure to comply with remediation requirements may impact a student's eligibility for progression or readmission.

Students repeating pharmacology during the final semester of the nursing program will be required to repeat ATI Capstone, Virtual ATI, and receive a >90% score on ATI Comprehensive Predictor. Students who do not successfully complete the required remediation plan during **any semester** may also be required to achieve a "green light" status in Virtual ATI prior to program completion or graduation eligibility.

## Readmission to the Nursing Program

Students who are dismissed from the program for reasons other than unprofessional and/or unsafe behavior are eligible to reapply for readmission to the program. Students choosing this option will apply to the program using the current standard application posted on the nursing program website. Students must meet all the current requirements for readmission. Readmission to the program is not guaranteed. If accepted, the student will restart the program starting with the NUR 130/131/132 courses. Students may be readmitted to the program one time after a dismissal.

## PROFESSIONALISM

Students are expected to be professional in all interactions in class, lab and clinical experiences. Professional behavior includes punctuality, appropriate communication, honesty, accountability and respectful treatment of others. Professionalism is about self-conduct: be accountable, be ethical, be honest, be on time, be polite, and be respectful. Professional behavior requires respectful and courteous treatment of others, awareness of how one's own behaviors are perceived by others, a commitment to honesty and accuracy in your communication, openness, flexibility, and awareness of thoughts, feelings and needs of others.

In addition, students in the program are adults and being educated in a profession that must make clinical judgment decisions related to patients' livelihoods. As such, we expect all students to make their own decisions about their education as well. The course faculty is not expected to answer emails or phone calls from students' parents. Faculty and staff are prohibited from discussing student issues with parents and family members under FERPA laws. Students must sign a FERPA release form if they wish parents or family members to be included in a meeting

with the student related to their course progress. Faculty will not meet with parents or guardians without the student being present.

Students are expected at all times to abide by the RCBC Student Code of Conduct found in the college catalog.

***In addition to the behaviors outlined on the clinical evaluation tool and the RCBC Student Code of Conduct, examples of professionalism expectations include the following:***

1. Professional appearance
2. Respectful and appropriate communication
3. Teamwork and collaboration
4. Timeliness and dependability
5. Participation in learning activities
6. Use RCBC email for all email communication with instructors, etc.

Professional behavior is required for progression in the program. Depending on the nature and severity of any professional conduct, ramifications may range from a counseling form with clear objectives to immediate removal from the program.

### **PARTICIPATION GUIDELINES**

Faculty believe that class participation is essential to succeed in the program. Students are expected to attend all classes, labs and clinicals. Students are expected to be on time and to be prepared. Students who are not on time and prepared consistently for class, labs and clinicals may fail related to lack of professional behavior and inability to meet course and program goals. Students are evaluated on the attainment of objectives for the course and the program. Please be aware that failure to attend class and clinical may result in a student's inability to meet class and clinical objectives.

#### Classroom/Lecture:

Students are expected to be professional in all interactions in class, lab, clinical and with faculty. Professional behaviors include class attendance, preparation for class and clinical/lab, and punctuality, as well as other behaviors related to conduct, communication and performance.

Students are expected to attend each class. Grade penalties will be imposed in accordance with College and Nursing Program policies. Absences that exceed the equivalent of 2 weeks of class will result in a deduction of 1% off the total final course grade for every additional week of class missed, up to 10% of the total course grade.

#### Lab/Clinical:

Students are expected to attend all lab and clinical experiences. Students are to be on the unit and ready to begin clinical as directed by the clinical instructor. Students who are late will be counseled by their clinical instructor and/or the clinical course coordinator. Students over half an hour late will be sent home at the discretion of the clinical instructor or course leader.

## Clinical Course Absences

- Students must be present for the assigned clinical days/hours required by the Nursing program. Any missed clinical hours must be made up according to the clinical syllabus. Two or more absences of the clinical course will result in a failure.
- Tardiness and early departure are unprofessional and unacceptable
  - Tardiness is defined as arriving 7 or more minutes late. Students who arrive more than 7 minutes late will be required to make up the missed time during the make-up week.
  - **If a student is going to arrive more than 30 minutes late to clinical, they are to stay home for the clinical day, as this is unprofessional, and the entire clinical day will need to be made up.**
  - Early departure is defined as leaving before the end of the assigned clinical day
  - **If a student departs early (before their scheduled end time), they will be considered absent for the entire clinical day (without prior approval/appropriate documentation) and will need to make up the entire day.**
  - Failure to be present for the entire length of the course or clinical hours will result in disciplinary action via the clinical deficiency policy.

The only reason considered for missing a clinical day is illness. A healthcare provider's note is required for returning the following clinical day. The note must be provided to the division coordinator.

All clinical absences must be made up. No absences are “excused.” Absences from clinical are made up in the same clinical setting. A student who misses an assigned lab, clinical day or experience must notify the clinical course leader, as well as, their clinical faculty immediately upon return to class or clinical and arrange a make-up day per handbook policy. Students may make-up only one clinical day per clinical course. Clinical makeup for 15-week courses will take place the last week (finals week) of the semester. Clinical makeup for 7-week courses is limited and is not guaranteed. Refer to *Absences: Clinical/Lab* for detail regarding clinical attendance. **Students who have not made up clinical absences will not pass the course.**

No incomplete grades are provided for clinical unless the student has documented personal, military, or medical leave permission which is provided through the division coordinator and approved by the director. An incomplete cannot be made up in the summer unless special permission is granted by the director and the Dean of Health Sciences. The student must realize that their progress in the program will be delayed.

The grade for passing a clinical course satisfactorily is PS. Students who are unsuccessful in either theory or clinical must retake all co-requisites (for example, a student who is not successful in NUR 130 must repeat NUR 130, 131, 132. A student who is not successful in NUR 140 must repeat NUR 140 and NUR 142). Students who fail clinical for clinically unsafe behavior or excessive absences unrelated to illness are not able to be readmitted to the program. Requesting a clinical absence in advance is only granted by the program director and only in rare instances. Clinical faculty may not grant a clinical absence in advance and arrange make up days in advance.

## TECHNOLOGY REQUIREMENTS

1. The Nursing Program uses online support for delivery of some course information including syllabi, assignments, power points and other class materials, emails, quizzes and testing.
2. Networked computers are available on campus in computer labs and in the library.
3. Students enrolled in any NUR course are expected to be able to:
  - Use a web browser and word writing program
  - Enter data
  - Send and receive email
  - Locate a file and upload it to a drop box or email a file to faculty
  - Copy and paste
  - Use spell check
4. The use of lap tops for online exams requires that the student has the ability to log into the network, remember passwords, take examinations online, complete assignments on line in some courses, utilize a microphone or webcam on a computer.
5. If a student does wish to purchase a computer for use in the program, the following is suggested:
  - A computer that utilizes the window operating system (not a MAC or Apple product)
  - The ability to utilize or download Google Chrome
  - A webcam for online google meetings or Webex meeting
  - At least 2GB free RAM and 250 MG of free disk space
  - Internet speed 0.092 – 0.244 mbps

Assistance with technology such as email and Blackboard is available as per college guidelines found at :

Rowan College at Burlington County (RCBC) provides dedicated technology support through the [STUDENT HELP DESK](#). You can get assistance with your BaronOne portal, account logins, and campus Wi-Fi via phone, email, or in-person walk-ins.

### Contact & Support Options

- **Phone:** (856) 222-9311, ext. 1388
- **Email:** [studenthelpdesk@rcbc.edu](mailto:studenthelpdesk@rcbc.edu)
- **Location:** Walk-in support is available through Student Services at the Mount Laurel Campus.

### Specialized Technology Assistance

- **Blackboard & Digital Materials:** For issues with online courses, email [dlearn@rcbc.edu](mailto:dlearn@rcbc.edu). For digital textbook or course material issues, email [bookstore@rcbc.edu](mailto:bookstore@rcbc.edu).

- **Assistive Technology:** The [Office of Student Support](#) provides an Assistive Technology Lab in Room 107 of the Student Success Center. It features screen readers (JAWS), dictation software, and magnification tools.
- **Virtual Walk-Ins:** If you have technical difficulties while navigating virtual services, you can email [advising@rcbc.edu](mailto:advising@rcbc.edu).

## STANDARDIZED TESTING REQUIREMENTS

### Assignments (Case Studies, Practice Exams)

- All students must enroll and participate in the standardized testing product.
- Students are required to complete case studies, practice tests, quizzes and remediation as outlined in the course syllabus.
- If assignments are not completed when due the student may fail the course.
- Practice assessments will be administered in accordance with the ATI Inclusion Policy.

### Standardized Exam Grading

- The ATI Standardized Exams are scored using a level system. The level the student receives will be converted to a score and included as a percentage of the final course grade.
- All exam scores are integrated into the grading on the course syllabus. Please refer to the ATI Inclusion Policy and the course syllabus for information.

### Remediation Procedure

- All students must complete remediation as noted in the ATI Inclusion Policy and the course syllabus to progress to the next course.
- Completion of remediation is required to pass the current course.
- Individual course faculty will provide specific guidance about individual course requirements. The remediation procedure is outlined on each course syllabus.

## NCLEX-RN LIVE REVIEW

NUR216 students are required to attend the scheduled, in person, live review at the college each semester. Dates and times of the live review will be announced at the beginning of the semester. Students who do not attend the live review or who omit any other part of this procedure will not pass the course or graduate. There is no opportunity to “make up” this requirement. **Students must attend the assigned dates with the class.**

## CONFIDENTIALITY HIPAA

Students are responsible for practicing within HIPAA guidelines. Patient information is confidential. Students must take a HIPAA training module prior to starting clinical as part of their clearances. Students also take other training modules as required by each clinical agency.

- When referring to a patient for any of your papers, use patient-initials only.
- Do not discuss a patient’s history in any public place.
- All information on patients’ charts is confidential. No photos or photocopying of any parts of the patient’s information is permitted.
- No cell phones, iPads, iPhones, smart watches, tablets or other electronic devices are permitted into the clinical area.

- **No photos may be taken in the clinical area or in uniform.**
- No identifying pictures showing the clinical agency, patients or other personnel may be taken or posted.

## **COURSE SYLLABUS**

Students are responsible for the information contained in each course syllabus. All forms and documents students may need for a course, including clinical, are posted on the Blackboard site for the course. These forms can be downloaded and printed. Dates of exams and due dates of assignments are delineated in the syllabus/schedule. Clinical faculty will review due dates of clinical papers and assignments. **The course syllabus supersedes items in the Nursing Student Handbook.**

## **CLASSROOM CONDUCT**

### **Lecture/Lab Class**

Students are expected to attend all classroom sessions and participate in all learning activities. Students are expected to arrive to class and leave class on time. Late arrivals are a disruption to the learning environment. Faculty will note the time of late arrivals. Latenesses which accumulate to 2 lecture days will be penalized according to the absence policy noted in this handbook.

Cell phones should be in silent mode and out of view during class unless the student has completed a waiver for recording class lectures – see instructor for waiver. There will be no texting or taking of pictures during classroom time. Professional behavior in the classroom is expected at all times.

No children of students are permitted in the simulation lab or classrooms at any time. Children are not permitted to be left unattended in any area of the building when their parent is in class or the nursing lab. Children under 18 years of age should not be in the building unless they are college students or are attending a special event in the building such as “Give Kids a Smile” day or “Take Your Child to Work” day.

### **Exams**

Prior to an exam, students will place all personal items, books, bags, notes, phones, etc. at the front of the classroom. Students must turn off and remove any smartwatches, and earbuds and cannot have their phone on their person. Eyeglasses will be checked to assure they are not AI supported or have any computer chip or internet compatibility. Students must remove glasses and show them to faculty. No hats or "hoodies" are permitted to be covering heads during exams. Students who are noted to have any of these will be dismissed from testing and will receive a zero for the exam.

All in-person testing is performed on college computers. Course faculty will inform students of the classroom to report to for the exam.

If a faculty suspects cheating during an exam session, the student's exam session will immediately be halted and a code of conduct report will be filed. The student will receive a zero for the exam. This includes, but is not limited to, instances such as students caught with their

phone on during an exam, having other web sites open during an exam, videoing or taking snapshots or screenshots during exams, screen recording, etc. This behavior can result in program dismissal.

Illness is the only reason to not take an exam on a scheduled exam date. If the student is ill, the student must supply the faculty with a note from their healthcare provider. An alternative format exam will be administered to the student at the faculty's first available time prior to the next class date. Work and vacation are not acceptable reasons to miss an exam. Students who miss an exam for reasons other than provider documented illness will be subject to a reduction of up to 10% off the exam grade. Refer to the course syllabus for course specific penalties.

Students who do not begin the exam on time (ex: late arrival, unable to access testing platform due to password issue, etc.) will not be permitted to test at the time of the exam. Students will be required to makeup the exam at another time and will be subject to the make-up exam grading policies.

Exam grades will be posted within one week of the exam. Students have up to two weeks after an exam to make an appointment to review the exam with their faculty member or the nursing program success coordinator. Past exams may not be reviewed after the two-week period has passed.

## **ABSENCES**

Students are expected to attend all class and clinical experiences.

### **Classroom/Lecture**

- Any student who is absent from class is responsible for the information covered.
- If a student misses an exam, an alternate exam will be given, usually including alternate format questions such as short answers and fill in the blank. Students will be subject to exam grading penalties (refer to "Classroom Conduct: Exams")
- Grade penalties will be imposed to students in violation of the absentee policy (refer to "Participation Guidelines: Classroom/Lecture")

### **Lab/Clinical**

- A student who is going to be absent due to illness must notify their instructor prior to the start of the clinical, lab or class and relate the reason for the absence using the instructor's preferred method of communication.
- Students should not email or ask another student to tell the instructor they will be absent or a clinical session.
- All missed clinical or lab days must be made up, including portions of days. There are no excused absences (refer to "Participation Guidelines" section).
- NUR 131 lab must be made up within the week in another lab section and arranged through the course coordinator. The student does not choose the lab they are to attend to make up the day. If a student misses more than one of their original lab days, they may fail the course.

- Students who miss 2 or more clinical days in one course will not have the opportunity to make up clinical. The student will receive a grade of F for the clinical course and will be required to repeat the clinical and theory course the following semester if eligible.
- All students are required to complete a minimum number of clinical hours to graduate. This includes students who have medical reasons for not attending clinical. The student who has extenuating medical reasons can receive a withdrawal for the class or clinical and it will not count towards dismissal if approved by the Nursing Program Director, in conjunction with the Dean of Health Sciences. Students have the option to apply for an administrative withdrawal (AW) through the registrar in cases of extenuating circumstances including illness. The process is found here <https://www.rcbc.edu/forms>.
- Clinical make up occurs during final exam week during scheduled clinical time, unless otherwise arranged with the course coordinator in conjunction with the Nursing Program Director.
- It is the student's responsibility to initiate the discussion with the clinical course leader and course faculty to schedule a clinical makeup day.
- Students who are absent for any reason will have a clinical makeup form completed. The form is reviewed with the student, signed by the clinical instructor and student.

## CLINICAL EXPERIENCES

### Transportation to Clinical Agencies

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

### Objectives for orientation to your assigned clinical unit

1. Become familiar with layout of unit, fire exit route, routine of unit, equipment, etc.
2. Review charts/EMR, charting procedures, manner of giving and receiving report (where given, SBAR, who to give report to prior to leaving the unit, etc).
3. Locate and review hospital policies/procedures and resources, for example: medication administration, rapid response procedure, Code Blue, etc.

### Clinical Guidelines and Expectations

1. All competencies and regulatory requirements assigned by clinical sites must be completed prior to entering the clinical site. Students who have not met the requirements for the clinical facility by designated date will be dismissed from the course.
2. Students may not change clinical sites once registered.
3. If a student is notified they must change clinical sections, it is related to the fact that the clinical is canceled/changed due to lack of space or lack of faculty. The student will have no choice but to comply with the move when requested.
4. Students cannot be dismissed early from clinical.
5. Cell phones and other personal electronic devices are not to be taken into the clinical area.
6. Students must adhere to the clinical facility's parking requirements.

7. No pictures can be taken while in clinical uniform or with any identifying information from the hospital in the picture.
8. You may not take a picture with your student ID in it.
9. Please refer to the RCBC social media guidelines.
10. Students are expected to be on time for clinical. This is typically a half hour prior to the start of a clinical shift. The clinical instructor will communicate the arrival time/place to the students.
11. Students who are late for clinical will receive a verbal warning the first time and written clinical counseling for subsequent lateness.
12. A student who is a “no call/no show” to clinical may fail clinical due to unprofessional behavior.
13. It is not acceptable to email or ask another student to tell the instructor that you will not be in attendance.
14. Students must follow the dress code. (Refer to *Student Dress Code*). Students who are not dressed in the approved uniform the clinical deficiency policy will be enforced and the student will be dismissed from the clinical area for the day. The student will have to attend the clinical make-up day.
15. Students are to adhere to a professional code of conduct and behavior. The clinical deficiency policy will be enforced for any student engaging in unprofessional clinical behavior. Unprofessional behavior includes, but not limited to, loudness, rudeness, inappropriate language, lateness, inappropriate dialog, relaying information about faculty or other students(gossiping), and any unethical behavior. (Refer to *Clinical deficiency policy* for more information)
16. Students should address instructors, staff and all patients using last names except in specific clinical settings such as pediatrics.
17. When addressing administration within the college and at the clinical agencies, titles should be used (such as dean, doctor, president, provost, professor, etc.). This refers to face-to-face as well as written/electronic communication.
18. Each student must complete a clinical self-evaluation and bring it when they come for their evaluation with their faculty.
19. Students and faculty must take a meal break and mealtime is not to be combined with post-conference (For example: day lunch at 11 a.m./noon, evening break at 8:30 p.m./9 p.m., etc).
20. Post-conference is a time to evaluate and discuss what has been learned throughout the day as a group.
21. Students in a 12-hour clinical should take a 30-minute meal break mid-shift and may take a 15-minute break in the morning and late afternoon as assigned by the clinical instructor.
22. **All breaks must be taken within the hospital setting. Students may not leave the premises as they are responsible for their patient and cannot be found if they leave. They may not go and sit in their car, drive to get lunch and come back or go to a restaurant. They may not go and smoke as this will linger on their uniform on return and all campuses are smoke free.**
23. Students may not have more than one clinical experience per day.

24. Each student (all levels) should have individual patient assignments and work independently from other students.
25. Satisfactory clinical performance is when a student demonstrates specific, expected course behaviors that are skills, actions and written assignments in accordance with accepted policies, procedures and standards.
26. Unsatisfactory clinical performance is the inability of the student to demonstrate expected behaviors and/or to complete written assignments in accordance with accepted policies, procedures and standards.
27. Students will be counseled for unsatisfactory clinical behavior. Weekly meetings with faculty are required after an unsatisfactory behavior is identified.
28. Patient safety is of paramount importance. Safe clinical performance is that in which the patient's physical and/or psychological welfare are paramount. Unsafe performance is always unsatisfactory. Unsatisfactory performance in clinical will result in a course grade of "F." Unsafe clinical behavior places a patient in physical and psychological jeopardy. Students in any course who demonstrate clinically unsafe behavior will be dismissed. (Refer to *Clinical deficiency policy* for more information)
29. Students are required to satisfactorily complete all objectives on the clinical evaluation tool by the end of the course.
30. If a student receives an "N/O" (no opportunity), it indicates that the student has not had the opportunity to demonstrate a behavior, but has been present for clinical experiences.

### Clinical Evaluation Tool (CET)

- The Clinical Evaluation Tool is reviewed on the first day of class/clinical to make students aware of the objectives on which they will be graded.
- The student is responsible for keeping a record of objectives successfully completed on the form.
- The instructor plans a time to meet with each student individually on the scheduled mid-term and final evaluation days, usually week 7 and at the end of the semester.
- The mid-term evaluation is formative to inform students of their progress. If all work is satisfactory, the student will receive a "PS" on as the midterm grade (see below ratings system).
- The final clinical evaluation is summative. The student will receive "S" or "U" on the clinical evaluation tool.
- Students must receive a grade of "Satisfactory" in all areas of the evaluation tool in the final evaluation to pass the clinical course. Students with grades of "Unsatisfactory" in one or more of areas will receive a grade of "F" and will need to repeat the course as per program policy.
- At any time, if a faculty member feels a student is in jeopardy of not meeting a clinical objective, the faculty must counsel the student and provide written information as to the objective not being met and the interventions necessary to be successful.
- The student and faculty must sign the counseling and provide it to the course coordinator.
- Weekly meetings are required from that point forward to document the student's progress in meeting the objective.

### **RATING SYSTEM OF THE CLINICAL EVALUATION TOOL**

**S (Satisfactory):** Demonstrates achievement of specific competencies and expected knowledge, skills, attitudes and successful completion of written assignments.

**P (Progressing):** Demonstrates progress toward achievement of the stated objective.

**NI (Needs Improvement):** Does not demonstrate achievement of specific competencies and expected knowledge, skills, attitude and successful completion of written assignments at the time of the mid-term (formative) evaluation.

**NO: (Not observed):** Student has not had an opportunity to demonstrate specific competencies, expected knowledge, skills and/or attitudes at the time of the mid-term (formative) evaluation.

**U (Unsatisfactory):** Inconsistent, inadequate and/or inability of the student to demonstrate specific competencies, expected knowledge, skills, attitudes and/or successful completion of written assignments.

## CLINICAL DEFICIENCY POLICY

### Purpose

The purpose of this policy is to identify, document, and remediate unsatisfactory clinical performance while promoting student success, patient safety, and professional development. Clinical education is a guided learning experience, not punitive. However, patient safety, professionalism, and competency are non-negotiable. Students are expected to meet all clinical objectives and ***demonstrate safe, ethical nursing practice at all times.***

This policy applies to all pre-licensure students enrolled in clinical nursing courses within the Rowan College at Burlington County ADN program.

### Compliances

Students are required to maintain full compliance with RCBC requirements outlined in the RCBC Student Handbook. It is the student's responsibility to maintain compliances throughout the program.

Prior to the first clinical day, all students must be cleared for compliances by the division coordinator. Students who attend clinical on the first day and have not completed these requirements will be sent home. The student will receive a clinical written warning due to unprofessional behavior. A makeup day must be scheduled. If a student misses more than two days due to not meeting compliance requirements, they will receive a failure for the course due to unprofessional behavior.

Students who have compliances expiring during the academic year will be sent reminders by SentryMD as well as the Health Sciences Coordinator. Students are not permitted to attend clinicals with expired compliances.

### Professionalism

All students are expected to carry out their academic responsibilities, both in the classroom and clinical settings, in a manner consistent with the standards of the nursing profession, through the mission statement of Rowan College at Burlington County and RCBC Nursing Program, and the stipulations of the legal guidelines that govern practice. For example, the American Nurses Association (ANA) Code of Ethics stipulates that professional a nurse demonstrate:

- 1) *respect for others*
- 2) *promote a culture of safety*
- 3) *protect patient health and safety by acting on questionable practice*
- 4) *maintain and improve the ethical environment and conditions conducive to safe, quality health care.*

All students are expected to adhere to the ANA Code of Ethics in their interactions with others. This also includes not engaging in uncivil, rude, or disruptive behaviors toward peers, healthcare professionals, faculty, and patients. Students who demonstrate lack of professionalism in the clinical setting will enter the clinical warning process, with disciplinary action commensurate with the level of unprofessionalism as determined by the clinical and course faculty. Examples of lack of professionalism include (but not limited to):

- Non-adherence to the clinical uniform and appearance policy
- Lateness, particularly if the clinical faculty isn't notified

- No phone call to your clinical faculty and no show for the clinical experience
- Late submission of clinical assignments
- Lack of preparation for patient care or medication administration
- Incivility towards faculty, healthcare professionals, patients, or peers
- Failure to complete remediation plan as outlined by clinical faculty

Repeat infractions will require further intervention and remediation directed by the clinical and course faculty as follows:

### CLINICAL DISCIPLINE GUIDELINES

CLINICAL LEVEL WARNING	EXAMPLES OF STUDENT BEHAVIOR REQUIRING INTERVENTION
<p><b>VERBAL WARNING*</b> - <i>*If a student receives a verbal warning, the clinical instructor should be informing the course lead.</i></p>	<ul style="list-style-type: none"> <li>● Non-adherence to clinical uniform and appearance policy</li> <li>● Lateness to clinical, particularly if clinical faculty not notified</li> <li>● Late submission or incomplete clinical assignments</li> <li>● Unprepared for patient care or medication administration</li> <li>● Scheduling meetings with faculty during clinical hours</li> <li>● Lack of professionalism</li> <li>● Failure to meet objectives on the clinical evaluation tool</li> </ul>
<p><b>WRITTEN WARNING</b></p>	<ul style="list-style-type: none"> <li>● Expired compliances</li> <li>● Second Occurrence of a clinical concern</li> <li>● Failure to complete Verbal Warning remediation plan</li> <li>● Additional verbal warning behavior - in addition to documented first behavior</li> <li>● Excessive lateness</li> <li>● Incivility (<b><u>may warrant clinical probation, failure, dismissal from the nursing program</u></b>)</li> <li>● Continued failure to meet objectives on the clinical evaluation tool</li> </ul>
<p><b>*CLINICAL PROBATION</b></p>	<ul style="list-style-type: none"> <li>● 3rd Occurrence of a behavior or additional identified behavior</li> <li>● Unsafe action or failure to take nursing action when such action is essential to the health and safety of the patient (<b><u>may warrant clinical failure</u></b>)</li> <li>● Excessive lateness</li> <li>● Incivility (<b><u>may warrant clinical probation, failure, dismissal from the nursing program</u></b>)</li> </ul>

<b>CLINICAL FAILURE</b>	<ul style="list-style-type: none"> <li>● 4th occurrence of a previous or additional identified behavior</li> <li>● Unsafe action or failure to take nursing action when such action is essential to the health and safety of the patient</li> <li>● Incivility</li> <li>● Continued excessive lateness</li> <li>● Consistent failure to meet objectives on the clinical evaluation tool</li> <li>● No phone call to your clinical faculty and no show for the clinical experience</li> <li>● Falsification of information regarding patient care</li> <li>● Performing nursing activities outside of scope of nursing student</li> <li>● Attending clinicals while under the influence of alcohol or illicit drugs</li> <li>● Performing activities which are detrimental to the health and safety of the patient</li> </ul>
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***This list is not inclusive of all behaviors necessitating intervention with the clinical warning process.***

- All occurrences will be documented in the student record.
- Written warnings will require notification of the Course Coordinator Level coordinator, Nursing Director, and Dean of Health Sciences.
- Clinical Probation will require a student meeting with the Course Coordinator and Nursing Director and/or Dean of Health Sciences.
- For students in 131 and 132 - clinical level warnings will follow progression from NUR131 to NUR132
- For students in 142, 147, and 148, clinical level warnings will progress throughout the 15 week semester. *(example: If a student is enrolled in NUR142 in the first 7 week session, and receives a verbal warning, this clinical level warning will carry to the second 7 week session in NUR147.)*
- For students in 241 and 246, clinical level warnings will progress throughout the 15 week semester. *(example: If a student is enrolled in NUR241 in the first 7 week session, and receives a verbal warning, if there is a clinical concern in 246, this would progress to a written warning.)*

***\*Once a student is placed on Clinical Probation, any additional clinical warnings at any point during the remainder of the program will result in automatic clinical failure. The student will not be able to restart the clinical occurrence process with the start of a new course and will be moved directly to a clinical failure status. This policy will be effective in any course throughout the progression of the degree and may lead to dismissal from the program.***

## **CLINICAL REMEDIATION PLANS**

All written warnings and any subsequent disciplinary actions require clearly defined clinical objectives that have not been met, along with measurable action steps and a specific timeline for improvement. Faculty must outline appropriate support strategies, such as coaching or referral to the skills or simulation lab, and the student must acknowledge the plan with a signature. As part of the remediation process, students may also be referred to additional resources, including the simulation lab, faculty tutoring, and nursing success support services, to promote successful achievement of clinical competencies.

## NURSING SIMULATION LAB

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

Students must be fitted for PPE prior to the start of clinical. Fittings take place in the simulation lab. Students will be notified of dates and times for PPE fitting.

### Lab Etiquette

- When entering the lab, proceed as you would when entering a patient room (wash hands, introduce self to patients, etc.).
- Appropriate clinical attire is expected in the lab.
- Students who are inappropriately dressed or inappropriate in appearance will be sent home from the lab setting and will have to make up the day.
- All equipment should be returned to original storage spots after the lab.
- All beds must be remade at the end of the lab.
- Eating or drinking is not permitted in the lab.
- No children of students are permitted in the simulation lab or classrooms at any time.
- Children are not permitted to be left unattended in any area of the building when their parent is in class or the nursing lab.
- Children under 18 years of age should not be in the building unless they are college students or are attending a special event in the building such as “Give Kids a Smile” day or “Take Your Child to Work” day.
- Uniforms are not required during open nursing lab practice hours.

### STUDENT DRESS CODE

- The current uniform consists of a red scrub top embroidered with the RCBC logo and pewter scrub jacket and pewter scrub pants. First semester students will receive one full uniform with their tuition payment. If you need to purchase more uniforms these must match and be purchased from the bookstore. Students who have non-matching pants and scrub jackets may be dismissed from the clinical setting for inappropriate attire. Students may not modify the uniform or wear uniforms not purchased through the designated provider at the bookstore.
- The RCBC nursing uniform and student name pin are required. The RCBC name pin is included with the uniform from the bookstore.
- Only a plain white short-sleeve T-shirt can be worn under scrub top (*cannot show past sleeve of scrub top*).
- Students must be clearly identifiable as RCBC nursing students with a name pin any time they are in the clinical area.
- Clean black leather or leather-like shoes must be worn. Shoes must be impervious to fluids. Clog type shoes must have a back to them. “Cros” and other open back shoes are not acceptable.
- Nails must be short. Long nails are a safety hazard when performing patient care. No nail polish or artificial nails can be worn due to bacteria that typically grows under nails.

- Jewelry: Acceptable jewelry includes:
  - ear piercings -two pair per ear small and modest earrings or studs no larger than the size of a nickel.
  - wedding band or plain band ring
  - short necklace
  - no eternal jewelry

Unacceptable are:

- Body dermals and all subdermals including facial, lip, tongue spacers and gauges.
- tattoos on the face, head or front of the neck.
- head coverings or hats are not permitted unless work required or related to a medical condition or religious belief
- sunglasses worn inside in the clinical setting
- perfumes, colognes and scented personal products are discouraged as many are sensitive to smells and often students work in small spaces and the smell can cause allergic reactions or be offensive to others.
- fingernails longer than ¼ inch
- chipped nail polish (nail polish can be clear)
- artificial nails, acrylic nails, nail jewelry, gel polish
- sweatshirts, hoodies, sweaters: the only acceptable attire if the student is cold is a scrub jacket that matches the color of the uniform- purchased from the bookstore.

Also acceptable with the uniform are:

- scrub jacket of the same color as the uniform (purchased from the bookstore )
- hair that does not interfere with patient care- long hair pulled off the face and fastened (such as in a bun or a clip or clasp)
- The N-95 mask must fit appropriately over any facial hair.

Hair is to be neatly arranged and secured off the face; no unusual /unnatural colors not found in “nature” are permitted (for example, students may not have hair that is dyed blues, greens, pinks, bright red, white or other colors that are not their natural color). Variations of blonde, brunette, red that appear natural are acceptable.

- Uniforms must be free of odors. Professional dress is described as having a uniform that fits properly and is neat and clean. Odors are not acceptable and should not be detectable in the workplace/clinical setting. Students should not smoke while in uniform.
- All students must have a required lab kit on entrance to NUR 130. The lab kit is included as part of the new student package.
- Students must purchase their own stethoscope and blood pressure cuff available at the bookstore or elsewhere.

## **TECHNICAL STANDARDS**

Students admitted to the Rowan College at Burlington County nursing program must meet technical standards and maintain satisfactory demonstration of these standards for progression through the program. It is the student’s responsibility to notify the instructor/course coordinator of any changes in their ability to meet technical standards.

**Please review the technical standards form at the end of this handbook for specifics.**

Students may not enter the class, lab or clinical setting while under the influence of prescription or non-prescription pain medications or opioids, alcohol or marijuana or any other substance that may impair cognitive functioning and judgment, regardless of ~~it's~~ **its** legal use.

***Please note:***

*All students must have a clear drug screen prior to starting the program. Students may be tested at random while in the program. Testing positive for any legal or non-legal substance that may impair performance or cognitive functioning, including alcohol and marijuana, at any time while in the program, is cause for dismissal.*

## **TUTORING**

Students who need assistance should first reach out to their course faculty. Students may also make an appointment with the nursing program success manager for tutoring. Any student who receives a failing grade on an exam should make an appointment with their faculty member to review the exam and meet with the nursing program success manager for further assistance. Students who are unsuccessful on their medication math exam, any semester, must meet with the nursing program success manager for tutoring and retesting.

## **CLEARANCES FOR CLINICAL**

Students are required to meet all clinical guidelines for clearances and must log on and create an account for the required compliance provider database (currently ~~2024-2025~~ **2026-2027** Adam Safeguard/Sentry MD ). This requires an annual fee and students must renew each year while in the program. Students who do not pay the yearly fee cannot attend clinical as all services are not accessible if not paid for.

Students who do not have clearances completed by the week before clinical will be dropped from the nursing course and will not be able to enter the clinical setting. Newly admitted students must have all clearances satisfactorily met by a date specified in their acceptance letter. Students who have not completed clearances by that date will have their admission rescinded. See section under *Health Requirements*.

## **CLINICAL MATH EXAM**

All students must obtain a passing grade on the Clinical Math Exam prior to administering medications each semester. Prior to taking the Clinical Math Exam, all students will be required to complete a pretest and achieve a minimum score as outlined in the clinical course syllabus. Students are permitted 3 attempts to achieve the passing score on the Clinical Math Exam (see below).

Passing scores for each course are:

- 130/131/132: 90%
- 140/142 and 145/147: 90%
- 240/241 and 245/246: 95%

- 250/251: 95%

Students must achieve the passing score by the deadline date noted in the clinical course syllabi. Students who do not pass the math exam by the deadline date will receive a grade of F for clinical and will need to repeat the course in accordance with the progression policy outlined in this handbook clinical.

The first medication math exam is given as noted by course faculty. If the student is not successful in obtaining the required passing grade, the student is to remediate with the nursing program success manager. The nursing program success manager will determine math competencies and provide additional testing. The nursing program success manager will provide the course faculty with results of retesting. For first semester nursing students, NUR-130, the Clinical Math Exam will be administered as noted on their course syllabi.

## COMPLIANCES

All students at the Rowan College at Burlington County nursing program must have compliances completed prior to enrollment to any nursing course. Students are required to purchase the Adam Safeguard/Sentry MD platform and to pay yearly until they graduate.

These compliance requirements include:

- Health requirements
- CPR certification with the American Heart Association BLS
- Physical examination
- HIPPA and OSHA certification
- Criminal background check with clear results
- FBI fingerprinting with clear results (potentially utilized for some clinical sites)
- Drug screening with negative results (If the student has a “negative dilute” result, the student must purchase a new drug screen and repeat the procedure). *A student can be asked to repeat a drug screen at any point while in the program. A class, clinical group or individual student may be asked to have a drug screen completed randomly at any point in the program. Students who are found to have a positive drug screen will be dismissed.*
- Current health insurance

Students who are not compliant cannot enter any clinical facility and will be dropped from the course. Students must pay for the yearly subscription for the clearance website throughout their time in the program. Students who let this lapse will not be able to attend clinical.

**Please Note:** The nursing program reserves the right to request a random drug test at the student’s expense.

## Health Requirements

To meet the requirements of our clinical agencies all students must have completed the following health requirements (all guidelines come from the CDC for healthcare providers):

- Physical exam and medical history upon admission

- The two-step tuberculosis (TB) skin test (*PPD*) upon admission then one step yearly. Students for whom it is not appropriate to have a skin test done need a chest x-ray report or blood test (*QuantiFERON TB Gold*) in keeping with CDC guidelines.
- If a student converts from a negative to a positive TB skin test, they must have an appointment with their healthcare provider. The student may not return until the nursing program has on file: documentation of a negative chest x-ray, an original physician-signed note stating the student is safe to be in the clinical area or a prescribed course of treatment.
- Titers (*blood levels*) are required for: mumps, rubella, rubeola, varicella and hepatitis B
- When a current titer is negative, the student must receive the CDC recommended dose of vaccine.
- Yearly influenza vaccine is required (according to the State of NJ. Only Medical Exemptions are permitted and submitted to the state (NJ.gov)
- The most recent Covid-19 vaccination *may be required* by a clinical agency. If a student is objecting to this vaccination or any other vaccination requirements, it is noted here that the college (RCBC) *is not the agency requiring the vaccination*, but the clinical agency. Any clinical agency has the right to refuse students who are guests in the facilities, not employees (and thus not covered by employee law). *Every attempt is made to move students to a facility that does not require all vaccinations or that provide exemptions*. If the school is unable to find an agency that allows exemptions, the student may have to sit out a semester until an agency is located. If at any point there is no agency that will accept the student, then the student would be unable to complete the program at this time. Students may not be out more than two semesters in order to continue where they “left off”. If a student is out of the program for two semesters and unable to return the next semester, they would have to restart the program. Please see the acknowledgement form for this requirement.
- Updated immunization for tetanus (*within the past ten years*)

### Physical Examination Form

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

### CPR/Basic Life Support (BLS) Requirement

BLS is a prerequisite for all NUR clinical courses and must be completed by the due date for all compliances/clearances for newly admitted students. The CPR course must be a face-to-face course (***no online courses are acceptable***). **Only courses taken through the American Heart Association (AHA) course, BLS for Healthcare professionals are acceptable.**

### Medical/Health Insurance

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

student. No student may attend clinical or classes without current health insurance information on file.

### Health Maintenance

Students enrolled in the nursing program must be able to safely meet the physical, cognitive, emotional, and behavioral demands required in the clinical and laboratory settings. If a student experiences a physical health condition, psychological condition, emotional crisis, or other circumstance that may impair judgment, communication, professionalism, and patient safety, the program may require medical clearance before the student returns to the clinical setting.

Examples of concerns that may warrant evaluation and clearance include, but are not limited to:

- Hospitalization for a physical or mental health condition
- Suicidal ideation, threats of self-harm, or behaviors indicating emotional instability
- Severe anxiety, panic attacks, or emotional distress that interferes with safe participation in clinical activities
- Any condition that may place patients, peers, faculty, staff, or the student at risk

In such situations, the student may be required to provide documentation from an appropriate licensed healthcare provider stating that the student is able to safely perform the essential functions and requirements of the nursing program, including participation in clinical experiences, with or without reasonable accommodations. Additional documentation may be required at the discretion of the program or college in accordance with institutional policies and applicable laws.

Any student who is injured while in clinical practice must report the injury to the clinical instructor immediately. If indicated, the student will be examined and treated at the student's expense. The clinical instructor must notify the dean who will follow up with the college to report the incident. When returning after an injury or procedure/surgery the student must have the Technical Standards acknowledgement form signed by their healthcare provider and send the form to the division coordinator. If returning from a minor illness that does not require hospitalization, a "return" note must be given to the division coordinator indicating you have no restrictions (Covid, Flu, etc). *See end of handbook for all forms.*

### Pregnancy

Pregnancy, while not considered an illness or disability, may result in physical restrictions that could limit a student's ability to safely meet clinical and program requirements. The student is not excused from any course requirements including attendance requirements. If a student needs special accommodations, they must meet with both the nursing director and Title IX coordinator to take the necessary steps. There is no such thing as "light duty" in clinical. The student must be able to perform as previously described under "Technical Standards." Students who are pregnant are encouraged to discuss the physical and clinical requirements of the nursing program with their healthcare provider. Clinical agencies and the nursing program may be unable to accommodate certain restrictions within the clinical setting, as all required competencies, technical standards, and clinical objectives must be completed. While the student *does not have to notify the program of their status*, it is recommended that the student fills out a technical

standards acknowledgment from their healthcare provider indicating they are aware of clinical requirements and feel the student should have no difficulty continuing in the clinical and lab setting. *See end of handbook for all forms.*

## **SOCIAL MEDIA**

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

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

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

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

The National Council of State Board of Nursing has developed a Nurse's Guide to the Use of Social Media with additional information and it can be found at [https://www.ncsbn.org/public-files/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf)

In addition, the college has social media policy that can be found here: <https://www.rcbc.edu/policies-procedures>

## ACADEMIC INTEGRITY/FRAUD/DISHONESTY

The college policy on Academic Integrity can be found here

<https://www.rcbc.edu/policies-procedures>. Academic fraud consists of any action that serves to undermine the integrity of the academic process, including computer fraud, unauthorized inspection or duplication of test materials, cheating, attempting to cheat or assisting others to cheat in a classroom test, take-home examination or final examination, post-test alteration of examination response, plagiarism or comparable acts. Academic fraud will result in failure of the course and other sanctions as determined by the college. Please note: If a faculty member suspects a student of cheating, the incident involving the student will be reported to the student conduct committee which includes public safety. A public safety officer will conduct the investigation.

All students must adhere to the college policies related to behavior found in the RCBC Student Handbook found at <https://www.rcbc.edu/handbook>.

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

### Cheating

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

1. Copying from others, with or without their knowledge and / or consent, or allowing others to copy from one's own work.
2. Possessing or using a "cheat sheet" or study guide, or other notes, or written information not specifically authorized for use by the instructor.
3. Possessing or using notes or other information in a programmable calculator or other electronic device without explicit instructor permission.
4. Possessing or using a cell phone, iWatch, tablet or any electronic device to send or obtain unauthorized information.
5. Taking an exam for another student or permitting someone else to take an exam for you. Students must wear their RCBC ID when coming in for an exam, and all IDs must be checked by proctors.
6. Providing or receiving information about all or part of an exam, including answers; for example, telling another student what was on an exam he or she has not yet taken, or requesting this information.
7. Gaining or providing unauthorized access to examination materials such as unsupervised entrance to a faculty office/area, taking pictures of an exam or screenshot of an online exam.

### Plagiarism

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

1. Using text or information from a source, whether print or electronic (that is, books, periodicals, websites or online databases, et cetera) without correctly documenting the source.

2. Using direct quotation from a source without quotation marks, even if the source has been cited correctly.
3. Paraphrasing or summarizing the ideas or text of another work without documenting the source.
4. Modifying text from sources, for example, substituting a word or phrase for the original, while maintaining the original sentence structure or intent of the passage.
5. Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source.
6. Translating text from one language to another without citing the original work.
7. Obtaining packaged information, foreign language translation or a completed paper from an online or other commercial source and submitting it as one's own work without acknowledgment of the source.
8. Presenting the work of another student as one's own, with or without permission.
9. Creating false data or citing nonexistent or false sources.
10. Utilizing AI to write a paper or complete assignments is considered cheating and a form of plagiarism.
11. The Publication Manual of the American Psychological Association is the approved style for appropriate referencing and citations.
12. All student papers will be submitted through "safe assign" or current blackboard-provided site. Papers will be reviewed for plagiarism. Students who have been found to have copied papers will receive a zero for the assignment. Student papers will also be run through AI trackers. Students should always assume that AI use is NOT permitted when writing any nursing assignment.

### Other forms of Academic Dishonesty

Misrepresenting or falsifying academic achievement, gaining unfair advantage or engaging in or facilitating academic dishonesty, including but not limited to:

1. Misrepresenting or falsifying academic accomplishments, such as altering computer or print records.
2. Deceiving an instructor or creating false excuses to obtain special consideration or an extension.
3. Continuing to work on an exam when the time allotted has elapsed.
4. Forging a signature.
5. Falsifying or inventing any information, data or citation in an exam, essay or other academic exercise.
6. Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
7. Facilitating any of the above actions, or otherwise performing or completing work which another student then presents as his or her own.
8. Interfering with the ability of a fellow student or students to perform assignments.
9. Utilizing AI to write assignments, answer test questions, create a care plan or do research.

*Adapted from: University of Pennsylvania Code of Academic Integrity (<http://www.vpul.upenn.edu/osl/acadint.html>). "Sample Honor Code." (Josephson, Michael and*

*Melissa Mertz. Changing Cheaters: Promoting Integrity and Preventing Academic Dishonesty. Los Angeles: Josephson Institute of Ethics, 2004. 32-33)*

## **RESOLVING ACADEMIC CONCERNS**

Academic concerns should follow the chain of command. Discuss your concerns with your clinical or class instructor. If not resolved, discuss your concern with your course coordinator. If not resolved, discuss your concern with the level coordinator. If the concern is not resolved after following the chain of command, students may request a meeting with the nursing program director. Finally, if there is a continued concern after following the above procedure, students may reach out to the Division Coordinator to set up a meeting with the Dean of Health Sciences.

All concerns regarding sexual harassment must be reported directly to the college's designated Title IX coordinator. The procedure and guidelines are found here <https://www.rcbc.edu/titleix>.

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

## **FORMAL COMPLAINT**

A formal complaint is defined as a complaint outside of the chain of command and that is not covered in the student code of conduct, grievance policy, college complaint policy, academic withdrawal or grade appeal policy. A formal complaint should first be taken to the faculty member (if appropriate). If it is not resolved at that level, the student should describe the nature of the complaint in writing and forward it to the course coordinator and then the level coordinator. Finally the student can submit the complaint if not resolved to the Nursing Program Director. The Director will review the complaint with the affected parties and attempt to resolve it. If the complaint is not resolved to the student's satisfaction, they may forward it to the Dean of Health Sciences for further arbitration. If still not resolved, the Dean can ask for assistance from the Provost and /or Associate Provost. This type of complaint may rise to the level of legal action outside of the college or a complaint to the accrediting body or State Board of Nursing.

## **STUDENT DISPUTE RESOLUTION**

RCBC's nursing program follows the student dispute resolution as outlined through the office of Student Support found here <https://www.rcbc.edu/student-support>

## **STUDENT NURSING ASSOCIATION (RCBC-SNA)**

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

Students participate in numerous health-related college activities, many of which they initiate and sponsor.

RCBC SNA follows the guidelines of the National Student Nurse Association (NSNA). By participating in the SNA, students may take advantage of the many programs, discounts on products and services and leadership opportunities that NSNA offers, including attendance at conferences. Visit the NSNA website at [nsna.org](http://nsna.org), and click on membership services to sign up for your two-year membership today. Students elect a president and other officers as well as class representatives.

## **GRADUATION**

The Rowan College at Burlington County associate degree nursing program requires 71 credits (35 NUR credits and 36 general education credits) for graduation with an AAS.NUR degree. It is the student's responsibility to review their graduation audit and keep track of the courses they need to graduate.

RCBC currently holds graduation ceremonies in both December and May. A senior recognition dinner can be planned with student services-through the SNA.

## **ACADEMIC AWARDS CEREMONY**

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

## **TRIPS/SEMINARS/SPECIAL CLASSES**

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

## **PERSONAL INFORMATION CHANGES**

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

## **WITHDRAWAL FROM THE NURSING PROGRAM**

Notify the course coordinator and health sciences division coordinator if you are withdrawing from the nursing program. You must also fill out a withdrawal form <https://www.rcbc.edu/forms> and turn it in to the registration department. This must be completed prior to the end of the official withdrawal period to receive your appropriate grade. If this is not done during the appropriate time, you will receive a grade of "F."

**Please note:** Students cannot "withdraw" from the program after failing out of the program. They are dismissed.

## **NEW JERSEY BOARD OF NURSING**

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

The board guideline states that:

*“The applicant must submit evidence to the board of nursing in such a form as the board may prescribe that the applicant:*

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

## **NEW JERSEY BOARD OF NURSING REGULATION 45:11-26**

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

## **OBTAINING LICENSURE IN ANOTHER STATE**

If you are seeking licensure in a state other than New Jersey, it is your responsibility to determine what needs to be sent to the State Board of Nursing of that state. For information about specific state requirements, you will need to go to the State Board of Nursing of that state and obtain the necessary forms. Once you have the necessary forms, please email them to the department at [nursingstudent@rcbc.edu](mailto:nursingstudent@rcbc.edu).

## **MILITARY DEPLOYMENTS**

A student who is an active duty member of the Armed Forces of the United States and who is unable to complete a nursing course at Rowan College at Burlington County because the student is called to active duty shall be entitled to the following options: (a) receive a grade of incomplete if able to make up the course requirements within three months note: student must sign an incomplete form for this option. Failure to complete the form results in the inability for this grade to be assigned., (b) be withdrawn from the course, (c) ability to return to the program and course without reapplication. Student must send a letter of intent to return prior to deployment to the health sciences division coordinator.

## **OBSERVATIONAL EXPERIENCES**

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

## **COLLEGE CLOSING AND EMERGENCY MESSAGE NOTIFICATION**

### **College Closing**

In the event of weather-related emergencies, check RCBC's website **rcbc.edu**, for news of school closings.

### **Emergency Messages**

RCBC has a contract with a multi-modal mass communication system to deliver time-sensitive notifications to the entire college community. RCBC's public safety professionals can reach all students and staff with important safety information and weather-related closings through text messages, emails and phone calls. When changing phone numbers or email addresses, students need to make sure their contact information in Self Service is updated.

## **SUBSTANCE ABUSE**

It is imperative that every student function at full capability during clinical experiences. Impaired judgment and/or performance impact on patient safety. Students are responsible and accountable for their behavior in class and clinical. If a student who is considered chemically impaired is encountered in the classroom, lab or clinical, the instructor should notify public safety and ask the student to leave the class. The college's guidelines on alcohol and other drugs will be followed. See RCBC's Student Code of Conduct **rcbc.edu/conduct/policy**.

**The following is a summary of the college's guideline on alcohol and other drug abuse:**

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

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



The Rowan College at Burlington County Nursing Program

**HEALTHCARE PROVIDER FORM TO RETURN TO CLINICAL AFTER HOSPITALIZATION/INJURY**

**Purpose:** To assure the student is able to perform safe patient care. This form is filled out by the healthcare provider (in addition to the technical standards form) prior to returning from an absence that included hospitalization.

This form is completed by the healthcare provider in order to assure that the primary care provider understands the clinical requirements and that the program cannot provide anything such as “light duty” or accommodations or restrictions in the clinical setting as this may impact the delivery of safe patient care.

**Patient’s Name:** \_\_\_\_\_

Is able to provide safe patient care without restrictions while in the clinical and clinical lab setting in the nursing program.

The student is permitted to continue school/clinical starting on  
\_\_\_\_\_.

**The above named student was seen by (prefer that this form is filled out by a primary physician providing prenatal care to the patient):**

Provider Print Name: \_\_\_\_\_

Provider Signature: \_\_\_\_\_

Provider Address & Phone Number (or Physician stamp)

Provider Comments:



The Rowan College at Burlington County Nursing Program

**TECHNICAL STANDARDS**

All students admitted to the Rowan College at Burlington County nursing program must meet technical standards and maintain satisfactory demonstration of these standards throughout the program in the clinical, classroom and laboratory settings. It is the student's responsibility to notify the nursing program director of any changes in their ability to meet the technical standards.

The nursing student **must** be able to:

- **Lift in order to care for patients and position, transfer and assist with mobilization as required.**
- **Stand in order to care for patients safely and provide care necessary**
- **Visually be able to interpret patient cues as necessary for providing safe care and assessing the patient and environment**
- **Audibly be able to understand, interpret and provide responses to the patient as necessary to assess and provide safe care**
- **Physically be able to Lift, push, pull and balance in order to provide safe care and all interventions required**
- **Physically be able to perform CPR accurately and safely**
- **Physically be able to walk and stand to care for patients without assistive devices for care (such as crutches, canes, splints, casts, boots) and with the full use of hands and arms to turn, lift, assist and move patients as necessary for care and treatments**
- **Verbally be able to effectively and professionally communicate to patients their required care and interventions, including full explanation of procedures, diets, and information necessary to agree to participate in care utilizing the English Language.**
- **Verbally and physically be able to Interact positively, professionally and in a culturally sensitive manner with patients, staff and peers from all ethnic and religious backgrounds, demonstrating emotional intelligence.**
- **Critically be able to think and act to prioritize care in order to assure patient safety**
- **Physically and cognitively be able to adapt quickly to changing circumstances within the healthcare environment in order to assure safe patient care**

By signing below, I acknowledge that \_\_\_\_\_ is able to perform the general physical, cognitive, and affective requirements for completion of the nursing program.

Provider Name: \_\_\_\_\_

Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

1 As an Equal Opportunity/Affirmative Action institution, Rowan College at Burlington County affords equal opportunity to qualified individuals regardless of race, color, religion, sex, national origin, age, handicap (as defined by Section 504), ancestry, place of birth, marital status or liability for military service in the operation of its programs and activities (including admissions, access to programs and course offerings, physical education, intercollegiate and intramural athletics, counseling, employment, use of facilities, and college- sponsored extracurricular activities). This is in accordance with Title VI of the Civil Rights Act of 1964 (which prohibits discrimination on the basis of race, color, and/or national origin), Title IX of the Education Amendment of 1972 (which prohibits sex discrimination), Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act/ADA (which prohibit discrimination against otherwise qualified handicapped people), and other applicable laws and regulations. Copies of the Dispute Resolution for Students with Disabilities is available from the college catalog. 2 The Nursing Program or its affiliated clinical agencies may identify additional critical behaviors or abilities needed by students to meet program or clinical requirements. The Nursing Program reserves the right to amend this listing based on the identification of additional standards or criteria for Nursing students.



The Rowan College at Burlington County Nursing Program  
AY 2026-2027

**ACKNOWLEDGMENT PAGE**

**THIS TWO PAGE FORM MUST BE SIGNED AND SUBMITTED TO THE ONLINE COMPLIANCE SITE.**

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

Student Name (please print):

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Student ID#

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**NURSING STUDENT HANDBOOK ACKNOWLEDGEMENT**

I have received the Nursing Student Handbook for the 2026-2027 academic year. I have read and understand the contents of the handbook, and agree to abide by all policies, procedures and rules contained in the handbook.

Initials: \_\_\_\_\_

**CRIMINAL BACKGROUND CHECK, FBI FINGERPRINTING & DRUG SCREENING**

I agree to have a Criminal History Background Check, and FBI fingerprinting (if needed), and submit a urine sample for a drug screen. I understand that all screening must be clear or negative to be satisfactory. I understand that if I have a positive background or urine drug screening that is not clear, my admission to the RCBC nursing program will be rescinded and I will not be permitted to participate. **The nursing program reserves the right to request a random drug test at the student expense at any time during the program.**

Initials: \_\_\_\_\_

**COMPLIANCE**

I understand that if I am not compliant with all the nursing program requirements at all times I cannot enter any clinical facility and will be unregistered from the nursing courses. I understand that I must be compliant for the duration of the program regardless if I attend a clinical rotation at a facility or just at the lab. Compliance includes paying for the Adam Safeguard/Sentry MD website YEARLY.

Initials: \_\_\_\_\_

**AY 2026-2027 ACKNOWLEDGEMENT PAGE CONTINUED**

**FAIL, WITHDRAW, AUDIT**

I understand that if I fail two nursing courses, or withdraw from two nursing courses (while failing), or a combination of a fail course and a withdrawal, I will be dismissed from the nursing program. I understand that I may not audit courses in the nursing program.

Initials: \_\_\_\_\_

**CONFIDENTIALITY STATEMENT**

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

Initials: \_\_\_\_\_

I have read and understand each of the above statements individually, as indicated by my initials and I agree to abide by these statements. By signing this acknowledgement page, I also indicate that I have read the RCBC Nursing Student Handbook in its entirety, and I will abide by it.

**Full Signature:** \_\_\_\_\_

**Date Signed:** \_\_\_\_\_