

ROWAN COLLEGE AT BURLINGTON COUNTY

# NURSING

## STUDENT HANDBOOK

### 2023–2024

# Accreditation

**The Rowan College at Burlington County Nursing Program**

*is accredited by*

**The New Jersey Board of Nursing**

124 Halsey Street, 6<sup>th</sup> Floor, Newark, New Jersey 07102

**Telephone: (973) 504-6430**

and

**Accreditation Commission for Education in Nursing, Inc. (ACEN)**

3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326

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**[acenursing.org](http://acenursing.org)**



**Rowan College**  
at  
**BURLINGTON COUNTY**

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# 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.

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**IMPORTANT NOTIFICATION ABOUT CLINICAL: ALL CLINICAL REGISTRATION TIMES ARE PENDING. REGISTRATION OPENS BEFORE ANY CLINICAL AGENCIES GUARANTEE FLOORS OR TIMES FOR CLINICAL AND BEFORE FACULTY ARE HIRED. CLINICAL DAYS AND TIMES OFTEN CHANGE PRIOR TO THE START OF THE SEMESTER. THIS IS OUT OF OUR CONTROL. CLINICAL TIMES ARE CHANGED WHEN FACULTY CHANGE AND AGENCIES CHANGE. IF YOU CANNOT ADJUST YOUR PERSONAL SCHEDULE IT MAY RESULT IN YOU WAITING A SEMESTER TO OBTAIN YOUR DESIRED DAY AND TIME.**

## **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

Rowan College at Burlington County

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# HEALTH SCIENCES DIVISION ORGANIZATIONAL CHART

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## DEAN, HEALTH SCIENCES DIVISION

OFFICE OF CLINICAL OPERATIONS

ORGANIZATION PARTNERSHIPS

NURSING SIMULATION COORDINATOR

NURSING PROGRAM SUCCESS MANAGER

ASSOCIATE DEAN OF HEALTH SCIENCES

***Health Sciences Programs Division Coordinator***

*Health Sciences Administrator*

### VIRTUA

### PARAMEDIC EMT

- PROGRAM DIRECTOR
- Assistant Director
- Faculty
- Simulation Manager
- ADJUNCT FACULTY
- TRAINERS

### NURSING

- PROGRAM DIRECTOR
- FACULTY
- LEVEL COORDINATOR
- COURSE COORDINATOR
- ADJUNCT FACULTY

### DMS

- PROGRAM DIRECTOR
- CLINICAL COORDINATOR
- ADJUNCT FACULTY

### HIT

- PROGRAM DIRECTOR
- ASSISTANT DIRECTOR
- ADJUNCT FACULTY

### RADIOGRAPHY

- PROGRAM DIRECTOR
- CLINICAL COORDINATOR
- ADJUNCT FACULTY

### DENTAL HYGIENE

- PROGRAM DIRECTOR
- CLINICAL COORDINATOR
- ADJUNCT FACULTY

### EXS 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 dean of the division of health sciences who reports to the senior vice president / provost.

## PROCEDURES FOR COMMUNICATION WITH THE GOVERNING BODY

The dean of the division of health sciences is a member of the administrative senate and the governance committee of the college. The dean reports to the senior vice president / provost.

The senior vice president / provost reports to the college president.

The dean of the division of health sciences is responsible for oversight of all programs within the division and communicates with program directors and faculty. The dean leads the division meetings as well as all nursing meetings. Full-time faculty are members of the faculty senate of the college and have an opportunity to be a representative to the Instructional Affairs Council (IAC).

## 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 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.



# ORGANIZATIONAL AND ADMINISTRATIVE PLAN

## 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.

# ORGANIZATIONAL AND ADMINISTRATIVE PLAN

## 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.

## Human Needs

The individual is a unique being possessing worth and dignity and is constantly interacting with the internal and external environment to meet human needs. These human needs, the second central concept of this program, are threads throughout the curriculum and must be fulfilled to maintain individual homeostasis. Adaptation is the mechanism used by the individual to compensate for unmet or partially met needs.

**Safety** (the avoidance of harm), **Security** (protection from fear), **Energy** (required to meet basic physiologic needs), **Sensory** (the ability to send, perceive and receive stimuli), and **Esteem** (self-respect and positive recognition) are necessary for the well-being of each individual.

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

# REQUIRED NURSING COURSES

## **NUR 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.

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## **NUR 131 / Fundamentals of Nursing Lab (1<sup>st</sup> 7 weeks)**

In this nursing lab course, students demonstrate psychomotor skills including safety, wound care, asepsis, assessment and medication administration. Students have the opportunity for practice and evaluation of skills prior to entering the clinical setting.

Students receive 1 credit for three hours of lab, which is taken over seven weeks (*six hours a week*).

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

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## **NUR 132 / Fundamentals of Nursing Clinical (2<sup>nd</sup> 7 weeks)**

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

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

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

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

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

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

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

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

**Continued on next page.**

# REQUIRED NURSING COURSES

## **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.

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## **NUR 146 / Nursing Care of Children and Families Clinical**

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

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

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

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

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

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

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

**Continued on next page.**

# REQUIRED NURSING COURSES

## **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.

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## **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.

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## **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.

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# REQUIRED NURSING COURSES

## **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

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## **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:**

*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:**

*This course is required for graduation. Failure of this course counts toward student dismissal in the program. **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 successfully 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 satisfactory grade in NUR 216 cannot be awarded if the student has failed NUR 250 or 251.

A grade of Unsatisfactory (U) in the clinical or in the skills lab practicum will result in a grade of "F" being assigned for the 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 and must meet with the division coordinator. Students who fail a second nursing course are dismissed from the nursing program.

Students who demonstrate unprofessional behavior 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 a course. Students may be dismissed at any time for unsafe clinical behavior as per program procedure.

Students may not audit courses in the nursing program. An audit designation is considered the same as a withdrawal (which is considered as a failure). Two failures of nursing courses, two withdrawals of nursing courses, two AW designations and/or two audit designations of nursing courses or any combination of the two will result in program dismissal. Students enrolled in the program may pursue the AW designation when they have personal issues that arise during the semester that are likely to affect or have affected their performance. See the college catalog for assistance.

The AW designation will not count towards dismissal the first time utilized. If a student receives a second AW designation at any time in the program, the second AW will count as a withdrawal. The policy pertaining to withdrawals and failures, as written in the student handbook, will be followed at that time. Any student dismissed from the program is able to reapply and restart the program on acceptance. If a student has extenuating circumstances during the semester and finds they are unable to continue in classes, the student must meet with the health sciences division coordinator to discuss their situation and determine the appropriate course of action. The student should email the coordinator at

**[nursingstudent@rcbc.edu](mailto:nursingstudent@rcbc.edu)**.

Readmission 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). Due to the fact that they are now "off track" the options are to take the spot offered or to wait and come back the following semester. 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).

## 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 are evaluated on the attainment of objectives for the course and the program. Please be aware that failure to attend class and clinical may result in your inability to meet class and clinical objectives. Students are expected to be professional in all interactions in class, lab, 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. If a student misses class, the college policy may be imposed: "grade penalties for absence will be imposed when a student exceeds a 10% unexcused absence rate, not to exceed 10% of the final grade. All clinical absences must be made up. A student who misses an assigned clinical day or experience must meet with their clinical faculty immediately upon return to class or clinical and arrange a make-up day. No absences are "excused." Absences from clinical are made up in the same clinical setting.

**Students who have not made up clinical absences will not pass the course.**

No incompletes are provided for clinical unless the student has documented personal or medical leave permission which is provided by the division coordinator. An incomplete cannot be made up in the summer, which will delay the student's progression into the next course sequence in the following semester. More than two clinical days cannot be made up (students missing more than two clinical days will fail the course unless an I is issued-see above). 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 141).

### 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.

### STANDARDIZED TESTING REQUIREMENTS STANDARDIZED EXAMS, CASE STUDIES AND PRACTICE TESTS PROCEDURE

All students must enroll and participate in the standardized testing product and complete case studies, practice tests, quizzes and remediation as assigned in each course in the curriculum. If assignments are not completed when due the student may fail the course

### STANDARDIZED EXAM GRADING

Students will receive the calculated ATI score as indicated on their course syllabus for a percentage of their overall grade in the course. All exam scores are integrated into the grading on the course syllabus. Please refer to the course syllabus for information.

All students must complete remediation as noted in the course syllabus to progress to the next course. Completion of remediation is required to pass the current course.

### REMEDIATION PROCEDURE

All students are responsible to complete remediation after taking the standardized exam for their course. Students will be guided as to required remediation by their course faculty or the nursing program success manager. The remediation procedure should be outlined on each course syllabus.

### NCLEX-RN LIVE REVIEW

NUR 250 students are required to attend the live review when scheduled 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. When referring to a patient for any of your papers, use patient-initials only. Do not discuss a patient's history in any public place. No cell phones, iPads, iPhones, 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.** All information on patients' charts is confidential. No photos or photocopying of any parts of the patient's information is permitted. No identifying pictures showing the clinical agency, patients or other personnel may be taken or posted. 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.

### COURSE SYLLABUS

Please review the course syllabus. All forms students may need for clinical are posted on the Blackboard site for the course; they can be downloaded and printed. Dates of exams and papers are delineated in the syllabus. Clinical faculty will review due dates of clinical papers and assignments. **The course syllabus supersedes items in the Nursing Student Handbook.**



## CLASSROOM (VIRTUAL AND FACE-TO-FACE) CONDUCT AND EXAMS

Students are expected to attend all classroom sessions and participate in all learning activities.

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.

Prior to an exam, students will place all personal items, books, bags, notes, phones, etc. at the front of the classroom. Students must remove any smartwatches, and earbuds and cannot have their phone on their person. It must be shut off and in their bookbag. 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. 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 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. 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. Past exams may not be reviewed after the two-week period has passed.

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## ABSENCE

- Students are expected to attend all class and clinical experiences.
- A student who is going to be absent due to illness must call their instructor prior to the start of the clinical, lab or class and relate the reason for the absence. They should not email or ask another student to tell the instructor they will be absent for a clinical session.
- All missed clinical or lab days must be made up. There are no excused absences.
- Any student who is absent from class is responsible for information covered.
- If a student misses an exam, an alternate exam will be given, usually including alternate format questions such as short answer and fill in the blank.
  - NUR 131 absence from clinical must be made up within the week in another lab section as scheduled by the lab manager. The student does not choose the lab they are to attend to make up the day. If a student misses more than two of their original lab days, they will receive an incomplete or fail the course. Lab faculty must have a student in lab at least 5 days in order to adequately evaluate the student.

All clinical absences in the program must be made up, including portions of days. Students who miss 3 or more clinical days will not have the opportunity to make up clinical and will need to repeat the clinical and theory course the following semester. This includes students who have medical reasons for not attending. 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 health sciences division coordinator. Students are encouraged to pursue the AW process for the college in the case of illness. This process is through [registration@rcbc.edu](mailto:registration@rcbc.edu).

Clinical make up occurs during final exam week. If the student has two days to make up, the student needs to arrange this with their faculty and clinical coordinator. They may be able to attend another faculty's clinical on a day other than their scheduled day. It is the student's responsibility to initiate this discussion and come up with a plan with their clinical faculty and coordinator. Any student who does not make up clinical days and times missed prior to the end of finals week will fail the course. No incompletes are given for missed clinical days. Students who are absent for any reason will have a clinical counseling form completed. The form is reviewed with the student, signed by the clinical instructor and student. All clinical absences must be reported to the course coordinator.

# CLINICAL EXPERIENCES

## TRANSPORTATION TO CLINICAL AGENCIES

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

## CLINICAL EXPERIENCES

### 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.
4. 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 the first day of clinical or designated date will be dismissed from the course.
5. Students may not change clinical sites once registered.
6. If a student is notified they must change clinical sections, it is related to the fact that the clinical is canceled due to lack of space or lack of faculty. The student will have no choice but to comply with the move when requested.
7. Students cannot be dismissed early from clinical.
8. Cell phones and other personal electronic devices should not be taken into the clinical area.
9. Students must adhere to the clinical facility's parking requirements.
10. No pictures can be taken while in clinical uniform or with any identifying information from the hospital in the picture.
11. You may not take a picture with your student ID in it.
12. Please refer to the RCBC social media guidelines.
13. Students are expected to be on time for clinical. This is typically a half hour prior to the start of a clinical shift.
14. Students who are late for clinical will receive a verbal warning the first time and written clinical counseling for subsequent lateness.
15. A student who is a "no call/no show" to clinical may fail clinical due to unprofessional behavior.
16. It is not acceptable to email or ask another student to tell the instructor that you will not be in attendance.
17. Students must follow the dress code. Students who are not dressed in the approved uniform will receive a verbal warning and will be dismissed from the clinical area for the day. The student will have to attend clinical make-up.
18. Students are to adhere to a professional code of conduct and behavior. Unprofessional behavior will result in clinical counseling and possible dismissal. Unprofessional behavior includes loudness, rudeness, inappropriate language, lateness, inappropriate dialog, relaying information about faculty or other students (gossiping), and any unethical behavior.
19. Students should address instructors, staff and all patients using last names except in specific clinical settings such as pediatrics.
20. 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.
21. Each student must complete a clinical self-evaluation and bring it when they come for their evaluation with their faculty.
22. 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).
23. Post-conference is a time to evaluate and discuss what has been learned throughout the day as a group.
24. 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.
25. Students may not have more than one clinical experience per day.
26. Each student (all levels) should have individual patient assignments and work independently from other students.

# CLINICAL EXPERIENCES

27. 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.
28. 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.
29. Students will be counseled for unsatisfactory clinical behavior. Weekly meetings with faculty are required after an unsatisfactory behavior is identified.
30. 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.
31. Patient safety is of paramount importance. Safe clinical performance is that in which the patient's physical and/or psychological welfare are paramount.
32. Students may be dismissed at any time for clinically unsafe behavior.
33. Students are required to satisfactorily complete all objectives on the clinical evaluation tool by the end of the course.
34. 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 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 "P" (*see below ratings system*).
- The final clinical evaluation is summative. The student will receive "S" or "U" on the clinical evaluation tool.
- 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

- **P (Progressing)** = demonstrates progress toward achievement of the stated objective.
- **NI (Needs Improvement)** = does not demonstrate sufficient progress toward achievement of the stated objective.
- **N/O (No Opportunity)** = no opportunity for assessment at the time of this evaluation. This notation will be used when the student was present for all clinicals, but the particular course objective was not available; or the course objective could be accomplished in the second half of the semester.
- Students who fail objectives at the final evaluation should have had weekly documentation on their progress to support failure unless it is a case of unsafe practice or procedure. The grade for failing clinical is recorded as an F. PS and F are the only two possible clinical grades.

## 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 lab.
- All beds must be remade at the end of lab.
- Eating or drinking is not permitted in the lab.
- No children of students are permitted in the sim 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.**
- 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 sim lab practice hours.

## 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.

To provide quality nursing care, the student must possess the senses of vision, touch, hearing, taste and smell. Assistive technology, such as glasses, contact lenses and hearing aides are acceptable to enable the student to achieve functional use of the senses. **Students are not permitted to enter the clinical or lab setting with casts, splints, canes, crutches, walking boots or casts or any other assistive devices for injuries. This is a legal standard mandated by the clinical setting.**

Students must have full use of all limbs when in the clinical setting and must be able to perform hand hygiene completely.

The student must have sufficient motor capability to carry out assessment activities. The student must be able to lift, turn, transfer, transport and exercise the patient. The student must have the physical ability to perform CPR.

The student must be able to routinely bend, squat, reach, kneel, balance, sit and stand on his/her feet 80% of the time. The student **must be able to routinely lift more than 50 pounds** and lift, turn and transfer patients and equipment. The student must distinguish audible sounds. The student must have use of both hands, wrists and shoulders. The student must be able to effectively communicate both verbally and in writing using the English language.

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.

Students may not enter the class, lab or clinical setting while utilizing medical marijuana or prescription opioids or other medications that have the potential to alter perception.

### **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, 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. This requires an annual subscription and students must renew each year while in the program.

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. Students are given up to three tries within the first few weeks of the course to successfully pass the math exam.

Passing scores for each course are:

- **90% for 130/131/132**
- **90% for 140/141 and 145/146**
- **95% for 240/241 and 245/246**
- **95% for 250/251**

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.

## 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" in all **non-nursing** required courses. A student receiving less than a "C" in a support course must repeat the course **before progressing** into the next nursing course. Students with unrepeatable grades less than "C" in any required course for the curriculum will not be admitted to the nursing program and cannot graduate if in the program. Students who are in the nursing program and fail two nursing (NUR) courses will be dismissed from the program. No nursing student will be approved for graduation with a grade less than "C" in a required support course.

## NURSING COURSE GRADING SCALE

### Passing Grades

A	90–100%
B+	85–89%
B	80–84%
PS	(clinical courses)

### Not Passing Grades

C	70–79%
D	60–69%
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; the withdrawal will not count as a course leading to dismissal.

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

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

A student who receives a grade of less than a "B" in theory must repeat both the theory and the lab/clinical course. For example, a student with a grade of 78 – "C" in a theory NUR course will need to repeat both the theory course and the co-requisite clinical course. 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 141. Students may not progress to a new nursing course while repeating a failed course. Students may not take a 300-level course if they are repeating a failed nursing course in the same semester. Students may take a 300-level course in the summer semester if approved by the director while waiting to repeat a failed course in the fall semester.

# ACADEMIC INTEGRITY/FRAUD/DISHONESTY

## ACADEMIC INTEGRITY/FRAUD/DISHONESTY

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

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

### **Cheating**

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

1. Copying from others, with or without their knowledge and / or consent, or allowing others to copy from one's own work.
2. Possessing or using a “cheat sheet” or study guide, or other notes, 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.
6. Students must wear their RCBC ID when coming in for an exam, and all IDs must be checked by proctors.
7. Providing or receiving information about all or part of an exam, including answers; for example, telling another student what was on an exam he or she has not yet taken, or requesting this information.
8. Gaining or providing unauthorized access to examination materials 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. The Publication Manual of the American Psychological Association is the approved style for appropriate referencing and citations.
11. 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.



## 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.  
This includes inaccurately reporting that they have Covid-19 or have been exposed to Covid-19 or misreporting symptoms to try to gain extra time prior to taking a class, clinical or examination.
  3. Continuing to work on an exam when the time allotted has elapsed.
  4. Forging a signature.
  5. Falsifying or inventing any information, data or citation in an exam, essay or other academic exercise.
  6. Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
  7. Facilitating any of the above actions, or otherwise performing or completing work which another student then presents as his or her own.
  8. Interfering with the ability of a fellow student or students to perform assignments.
- All students must adhere to the college policies related to behavior found in the RCBC Student Handbook found at [rcbc.edu/publications](http://rcbc.edu/publications).

*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)*

## PROFESSIONALISM

Students are expected to be professional in all interactions in class, lab and clinical experiences. Professional behavior includes but is not limited to attendance in class lab/clinical, preparation for class and lab/clinical, punctuality for class and lab/clinical and following the dress code outlined in the Student Handbook. In addition, students in the program are adults and being educated in a profession that must make clinical judgement 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.

### **Other areas of professionalism expectations include the following:**

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



## 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 clear results
- Drug screening with negative results, the student with a negative diluted result on the drug screening must purchase a new screening
- 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.

**\*\*\* 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:

- Physical exam and medical history (every two years)
- The two-step tuberculosis skin test (PPD) yearly. Students for whom it is not appropriate to have a skin test done need a chest x-ray report or blood test (QuantiFERON TB Gold) in keeping with CDC guidelines. The X-ray must include positive TB-PPD evaluation form found on American Data Bank.
- Titers (blood work) 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
- Covid-19 vaccination is required (including most up to date booster, currently bivalent)  
Student must be 2 weeks past last shot to attend clinical.
- Updated immunization for tetanus (within the past ten years)
- 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.

## PHYSICAL EXAM 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*). Students are encouraged to take CPR courses through Virtua Health. 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 American Data Bank prior to starting in the program and annually thereafter. It is the student's responsibility to maintain all insurance coverage while in the nursing program. All health/medical expenses are the responsibility of the student. No student may attend clinical without current health insurance information on file.

### **HEALTH MAINTENANCE**

If a student becomes physically or mentally ill while in the program, a note from an appropriate healthcare provider stating that the student is capable of performing in the clinical area is required before the student may return. This includes students who are pregnant. Students must be able to perform all competencies without restrictions.

Any student who is injured while in clinical must report the injury to the clinical instructor immediately. If indicated, the student will be examined and treated at the student's expense. The RCBC Nursing and Allied Health Follow-up Accident/Incident Report must be completed. When returning after an injury or procedure/surgery student must present the nursing program Technical Standard form signed by the attending physician to the division coordinator.

When returning after an illness (*cold, flu, infection*) you must present to the division coordinator a note from your attending physician that you are able to return to the program and attend lab and clinical.

### **PREGNANCY**

Although pregnancy is not an illness, the student's ability to meet all course requirements during her pregnancy is still required, including laboratory and clinical experiences. The student is not excused from any course requirements including attendance requirements; however, if a student needs special accommodations, they must meet with student services and 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."

The student should submit pregnancy notification to the division coordinator. This notification legally protects the program, clinical agency and student.

#### ***This includes:***

- Complete the Notice of Pregnancy form and submit to the division coordinator
- Submit a physician's approval in writing stating the student is able to meet all technical standards.

***See next pages for forms.***

The Rowan College at Burlington County Nursing Program

## NOTICE OF PREGNANCY

I, \_\_\_\_\_ hereby notify **Rowan College at Burlington County** (RCBC) and the division coordinator that I am pregnant with an expected delivery date of \_\_\_\_\_.

I understand that I am required to submit in writing my physician's approval for me to continue to attend the RCBC nursing program and meet the technical standards as stated in the handbook. I understand that I must present to my physician the **Technical Standard** form along with the **Physician Approval** form and return the signed form.

**Student Signature:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_

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

The Rowan College at Burlington County Nursing Program

## PHYSICIAN APPROVAL FORM

**Purpose:** To ensure the health of the student during the course of their pregnancy while they are enrolled in the nursing program at RCBC.

**\*\*\*The below form is to be filled out by the physician after a student has declared their pregnancy\*\*\***

**Patient's Name:** \_\_\_\_\_

The student is able to meet the Technical Standards required of the program, including lifting up to 50 pounds and standing for prolonged periods of time.  
*(See attached) Please note there are no restrictions permitted or any sort of "light duty" for nursing students.*

The student is permitted to continue school/clinical starting on

\_\_\_\_\_.

**The above named student was seen by:**

Physician Print Name: \_\_\_\_\_

Physician Signature: \_\_\_\_\_

**Physician Address and Phone Number (or Physician stamp):**

**Physician 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. 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:

- Routinely lift more than 50 pounds.
- Work standing on his/her feet 80% of the time.
- Routinely push and pull.
- Routinely bend, squat, reach, kneel, balance, sit and stand for prolonged periods.
- Have full use of both hands, wrists and shoulders.
- Be able to routinely lift, turn and transfer patients and equipment.
- Distinguish audible sounds.
- Have physical ability to perform CPR.
- Attend clinical experiences without assistive devices such as canes, crutches, splints, cast, walking boots, etc.
- Be able to effectively communicate both verbally and in writing utilizing the English language.
- Interact positively with people from all levels of society including all ethnic and religious backgrounds.
- Adapt to changing environments and be able to prioritize tasks.
- The student is able to meet all technical standards.

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

Physician Name: \_\_\_\_\_

Physician Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<sup>1</sup> 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.

<sup>2</sup> 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

## RETURN FROM ILLNESS OR PREGNANCY

**Purpose:** To ensure the health of the student when they have been out of the clinical setting due to illness.

**\*\*\*The below form is to be filled out by the physician in addition to the Technical Standards form prior to returning to school/clinical after an absence due to illness (cold, flu, infection etc.)\*\*\***

Patient's Name: \_\_\_\_\_

Appointment Information:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

The student/patient may return to school/clinical on: \_\_\_\_\_

The above named student/patient was seen by:

Physician Print Name: \_\_\_\_\_

Physician Signature: \_\_\_\_\_

Physician Address:

Physician Phone Number: \_\_\_\_\_

Physician Comments:

The Rowan College at Burlington County Nursing Program

## RETURN FROM INJURY OR PROCEDURE

**Purpose:** To ensure the health of the student when they have been out of the clinical setting due to injury or procedure/surgery.

**\*\*\*The below form is to be filled out by the physician prior to returning school/clinical after an absence due to injury or procedure/surgery\*\*\***

Patient's Name: \_\_\_\_\_

Appointment Information:

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Date of Injury / Procedure / Surgery** (Circle One): \_\_\_\_\_

The student/patient may return to school/clinical on: \_\_\_\_\_

The student/patient may return to **Full Duty**

*(See attached Technical Standards for requirements to meet Full Duty Release)*

**Date of next appointment** (Indicate N/A if Not Applicable)

\_\_\_\_\_

The above named student/patient was seen by:

\_\_\_\_\_

Physician Print Name

\_\_\_\_\_

Physician Signature

**Physician Address:**

\_\_\_\_\_

**Physician Phone Number:** \_\_\_\_\_

**Physician Comments:**

## 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 [ncsbn.org/NCSBN\\_SocialMedia.pdf](http://ncsbn.org/NCSBN_SocialMedia.pdf).

## RESOLVING ACADEMIC CONCERNS

Academic concerns should follow the chain of command. Discuss your concerns with your clinical or class instructor. If not resolved, discuss your concern with your course 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 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 sexual harassment officer. Student concerns regarding alleged racial discrimination must be reported directly to the college's designated racial discrimination officer. For the names of the individuals currently assigned these responsibilities, contact the staff of the Student Services Center.

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

## STUDENT DISPUTE RESOLUTION

RCBC's nursing program follows the student dispute resolution as outlined in the college catalog.

## STUDENT NURSING ASSOCIATION (RCBC-SNA)

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

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

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



## GRADUATION

The Rowan College at Burlington County associate degree nursing program requires 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.

Students who have completed a minimum of 45 credits toward their major will be contacted by the Office of the Registrar regarding their expected graduation date. See [rcbc.edu/graduation](http://rcbc.edu/graduation) for more details.

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

## ACADEMIC AWARDS CEREMONY

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

## TRIPS/SEMINARS/SPECIAL CLASSES

The nursing program may require or grant permission for groups of students to attend activities outside the nursing program. Permission is granted by the dean of health sciences and the public safety department and coordinated with the instructors. All expenses and transportation for any activities are the responsibility of the individual student.

## PERSONAL INFORMATION CHANGES

If you have a change in name, address or phone number, notify the registrar and the health sciences division coordinator. The information on record is sent by the 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 [rcbc.edu/forms](http://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."

*NUR 130 students who withdraw must reapply to the nursing program.*

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

## AUDITING NURSING COURSES

Students may not audit courses in the nursing program.

## READMISSION TO THE NURSING PROGRAM

All attempts are made to allow students to repeat a failed course the next term, but it is dependent on classroom and clinical space. The student must submit a readmission application online at [rcbc.edu/nursing/re-admission](http://rcbc.edu/nursing/re-admission). Once readmitted, 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 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.

## 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 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.

## SITTING FOR NCLEX-RN IN ANOTHER STATE

If you are testing 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 health sciences division coordinator 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, (b) be withdrawn from the course, (c) be able to return to the program and course without reapplication. Student must send letter of intent to return to the health sciences division coordinator.

## STUDENT DRESS CODE

- The RCBC nursing uniform and student name pin are required.
- Only a plain white short-sleeve T-shirt can be worn under scrub top (*cannot show past sleeve of scrub top*).
- The current uniform consists of a red scrub top embroidered with the RCBC logo and grey scrub jacket and grey scrub pants. First semester students will receive one full uniform. 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.
- Students must be clearly identifiable as RCBC nursing students with a name pin any time they are in the clinical area. The RCBC name pin is included with the uniform from the bookstore.
- 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.
- Nails must be short; long nails can be a safety hazard when performing patient care. No nail polish or artificial nails can be worn due to bacteria that typically grows under nails.
- No jewelry should be worn in the clinical setting other than one set of small post earrings in the lobes of the ears only, a watch, and a wedding band. Watches cannot be electronic/smartwatches. No other piercings should be visible.
- All tattoos must be covered.
- No cologne or perfume is to be worn at clinical sites.
- Students must have hair pulled back and off their collar.
- Hair is to be neatly arranged and secured off the face; no unusual /unnatural colors not found in "nature" are permitted (for example, students may not have hair that is dyed blues, greens, pinks, bright red, white or other colors that are not their natural color). Variations of blonde, brunette, red that appear natural are acceptable.
- Beards are not currently permitted due to N95 fit protocol. Mustaches must be trimmed neatly.
- Uniforms must be free of the smell of smoke (cigarette/cigar, etc.) 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.

## NUR 241 MENTAL HEALTH CLINICAL

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

## OBSERVATIONAL EXPERIENCES

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

## COLLEGE CLOSING GUIDELINE AND EMERGENCY MESSAGE NOTIFICATION

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

## 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**.

### Following is a summary of the college's guideline on alcohol and other drug abuse:

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

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

# CARE PLANNING PROGRESSION

## NUR 130/131/132

Students are exposed to care planning and concept mapping. Suggested requirements are as follows but are subject to change based on faculty preference:

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

## NUR 140/141-145/146

The second semester builds upon the initial care-planning/care mapping:

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

## NUR 240/241-245/246

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

1. Data continues to support the selected Nursing Diagnosis.
  - Lab data is now added in with an explanation of variable results.
  - Medications are stated as they pertain to the Nursing Diagnosis.

2. There should be a minimum of three Nursing Diagnosis per patient.
3. Must be appropriate to the individual.
4. A minimum of two short-range and one long-range goals is required.
5. There should be at least three interventions for each goal.
6. A brief statement of rationale should be included and cited.
7. Goals should be identified as: Met, Unmet, or Partially met.

## NUR 250/251

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

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

## ACKNOWLEDGMENT PAGE

Rowan College at Burlington County Nursing Program  
AY 2022-2023 or 2023-2024

**THIS 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): \_\_\_\_\_

Student ID #: \_\_\_\_\_

**NURSING STUDENT HANDBOOK ACKNOWLEDGMENT**

I have received the Nursing Student Handbook (rev. 07/2021). I have read and understand the contents of the handbook, and agree to abide by all policies, procedures and rules contained in the handbook.

Your initials: \_\_\_\_\_

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

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

Your 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.

Your initials: \_\_\_\_\_

**FAIL, WITHDRAW, AUDIT**

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

Your initials: \_\_\_\_\_

**Continued on next page.**

## ACKNOWLEDGMENT PAGE

Rowan College at Burlington County Nursing Program  
2023-2024 Academic Year

### CONFIDENTIALITY STATEMENT

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

Your initials: \_\_\_\_\_

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 acknowledgment 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: \_\_\_\_\_